Education Toolkit for Migrant Children newly arrived in Wales

Partneriaeth Mewnfudo Strategol Cymru
Wales Strategic Migration Partnership

CLILC
WLGA

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Chapter 1: Foreword

During the academic year of 2016/17, the idea of bringing together expertise in English/Welsh Additional Language (EAL/WAL) teaching and learning was realised in the form of an Educational Toolkit to support children newly arrived in Wales as refugees through the Syrian Vulnerable Persons Resettlement Programme and the Vulnerable Children's Resettlement Scheme.

The development of the Toolkit came out of a discussion with the **Wales Strategic Migration Partnership** (WSMP) around how those local education authorities could pool and disseminate knowledge, expertise and best practice to help education authorities in other areas of Wales who were willing to participate in the Resettlement Programmes but were concerned about the barriers to learning that might occur.

Update

Unfortunately, as UNICEF tells us, **"In 2020, the number of international migrants reached 281 million; 36 million of them were children."** As a result of increasing conflicts and political oppression, we are now supporting those children displaced by the Russia-Ukraine war, and those who fled Afghanistan following the Taliban's takeover of the country in August 2021. We are also seeing children whose parents have left Hong Kong under the Hong Kong BN(O) Visa Scheme, which was introduced by the UK Government **in response to China's parliament imposing a severe security law on Hong Kong in 2020**. Given the changed demographics of the refugee population in Wales, the WSMP decided to update the Education Toolkit to support those children newly arrived in Wales, to help include them in our communities and in our schools by removing barriers to learning, supporting language acquisition, and recognising the journeys and life changes they have had to endure to reach us.

The updated Toolkit also gives additional advice on Trauma; ACEs; Additional Learning Needs (ALN) transformation and highlights a range of new resources that are now available. Much of the good practice from the last toolkit has been retained.

The resource **"*Many Voices One Wales"*** DVD was sent free of charge to every education service within Wales and it still stands as an example of good practice in EAL and WAL.

I am grateful to the following individuals and services that came together to assist in the update:

- Minority Ethnic Achievement Local Authorities (MEALA) Group.
- Carmarthenshire MEAS and Victoria Owens.
- The Gwent Education Minority-ethnic Service (GEMS) teachers and bilingual teaching assistants and specifically, Head of Service, Emma Keen, who has developed the Children Affected by Migration Network available on HWB at: https://hwb.gov.wales/go/ndfqdp. EAL/WAL services across Wales are encouraged to share resources and best practice on this network by contacting Emma at Emma.keen@newport.gov.uk
- WSMP for funding the project and assistance with content, specifically, Anne Hubbard, Michael Smith, and Erica Williams.

I trust that you will find this toolkit a useful resource, and if you require any additional information, please do not hesitate to contact me,

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Key Websites:

Wales Strategic Migration Partnership

Welsh Government's Nation of Sanctuary

Chapter 2: Introduction – Current Context

Contextual Information

Children Affected by Migration

This chapter will look at newly arrived children coming from:

- Ukraine
- Afghanistan
- and Hong Kong.

Each of these groups of children will be arriving in our schools having had different but potentially disturbing and traumatic experiences.

We will also look at the various UK Government Home Office schemes that resettle these children and their families in Wales and facilitate entry to our school system.

According to the United Nations High Commissioner for Refugees (UNHCR data), by the end of 2021, the number of people displaced across borders hosted in European countries was more than 7 million, an increase of 3 per cent from the previous year.

In the year up to October 2015, more than 644,000 people had arrived in Europe from countries such as Syria, Eritrea, and Libya. Some refugees arrive under UK Government resettlement programmes and others, with no safe or legal routes, may journey to Europe and reach the UK by sea. In 2020, around 8,500 people were detected attempting to enter the UK clandestinely by small boat – up from around 1,800 in

2019. Of the 8,500, 74% were aged 18–39, and 87% were male, ([Migration Observatory](#)).

Last year, some 3,231 people were recorded as dead or missing at sea in the Mediterranean and the northwest African routes.

The UK is not the only country dealing with the arrival of migrants by boat. Greece, Italy, and Spain have all received many more such arrivals in recent years.

The United Nations (UN) [reports](#) that in 2020, Italy had around 34,000 sea arrivals, Spain 40,000, and Greece 10,000, compared to the UK's 8,500.

In addition to the rising death toll at sea, the UNHCR remains concerned that deaths and abuses are also widespread along land routes, most commonly in and through the countries of origin and transit, including Eritrea, Somalia, Djibouti, Ethiopia, Sudan, and Libya - where the overwhelming majority of risks and incidents are reported, ([UNHCR](#)).

The UNHCR [reports](#) that increased migration to Europe has fuelled a rise in racism and xenophobia. Migrant children's' experiences in country of origin, journeys to the UK and experiences of racism and xenophobia may all impinge on their progress through the education and learning environments.

Who are the current new arrivals?

- New arrivals are pupils who are admitted to school other than at the usual times of joining.

- New arrivals can be pupils from any ethnic or linguistic background.

Who is an asylum seeker?

- An asylum seeker is a person who has crossed an international border and is seeking safety or protection (recognition as refugee) in another country.

- An asylum seeker will need to have their claim for protection determined by the [Home Office](#).
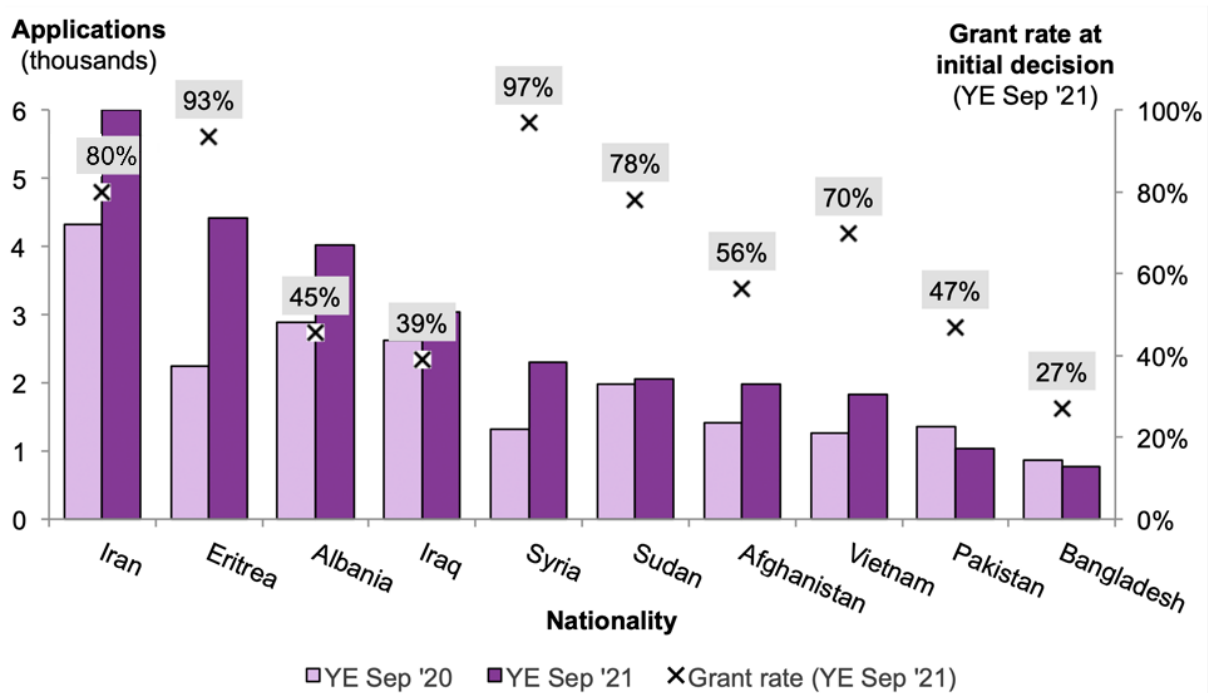
Asylum applications

There were 37,562 asylum applications (relating to 44,190 people) in the UK in the year ending September 2021. This is 18% more than the previous year and higher than at the peak of the European Migration crisis in year ending June 2016 (36,546). It is the highest number of asylum applications in the UK since the year ending June 2004 (39,746), although less than half the level of the previous peak in 2002 (84,132 applications), which was partly driven by military action, conflict, or political unrest in countries such as Iraq, Afghanistan, Zimbabwe, and Somalia.

There were 1,974 asylum applications from **Afghan nationals** in the year ending September 2021, an increase of 39% over the previous year.

Here is a link to more information on why people may choose to cross the channel:

[5 reasons people cross the Channel (redcross.org.uk)](#)

Applications (thousands) — **Grant rate at initial decision (YE Sep '21)**

Iran: 80% / 93% — Eritrea — Albania: 45% — Iraq: 39% — Syria: 97% — Sudan: 78% — Afghanistan: 56% — Vietnam: 70% — Pakistan: 47% — Bangladesh: 27%

Nationality

☐ YE Sep '20   ■ YE Sep '21   ✕ Grant rate (YE Sep '21)

Who is an unaccompanied asylum seeker child (UASCs)?

- Children under 18 years of age who are outside their country of origin and *not* accompanied by a close relative/legal guardian.

- Main countries of origin: Afghanistan, Sudan, Iran, Eritrea, Albania and Syrian, (Refugee Council 2022).

In 2018, the UK had the third-highest intake of all asylum claims from unaccompanied children in the EU, receiving 15% of all claims from unaccompanied children across Europe.

The UK has granted protection to 41,000 children since 2010. In the last year, the UK granted protection or other forms of leave to over 7,500 children.

Who is a refugee?

- According to UNHCR, a refugee is someone who has had to leave his or her country:

  'Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion.'

Economic migrants

An economic migrant is someone who emigrates from one region to another, seeking an improved standard of living, because the conditions or job opportunities in the migrant's own region are insufficient. The United Nations uses the term 'migrant worker'**.**

Migrant Children

Children of asylum seekers, refugees, economic and other migrants, as well as unaccompanied children are collectively referred to as migrant children.

Words matter - summary table

	refugees	migrants	asylum-seekers	internally displaced people
WHERE?	OUTSIDE HIS/HER COUNTRY	OUTSIDE HIS/HER COUNTRY	OUTSIDE HIS/HER COUNTRY	INSIDE HIS/HER COUNTRY
WHY?	FLEEING DANGER (WAR, PERSECUTION)	FLEEING FOR OTHER REASONS	REASONS FOR FLEEING NOT CLEAR YET	FLEEING DANGER (WAR, PERSECUTION)
RETURN?	IN DANGER IF RETURNED	COULD RETURN (NO IMMEDIATE DANGER)	DEPENDS ON OUTCOME PROCEDURE	IN DANGER IF RETURNED
RIGHTS?	CANNOT BE RETURNED	DEPENDS ON MIGRATION LAWS	DEPENDS ON OUTCOME PROCEDURE	STILL UNDER LOCAL LAWS / AUTHORITY

Ukrainian refugees

In April 2022, it was announced that Wales is planning to look after at least 1,000 Ukrainian refugees, First Minister Mark Drakeford has said.

Mr Drakeford said it was impossible to put a total figure on the number of refugees Wales could take. He said he wants Wales to be a "nation of sanctuary" and plans were now in place to take the "first wave".

Councils will be central in helping families settle into their communities and access public services, including schools, public health, and other support, including access to trauma counselling.

Mr Drakeford has also, along with Scotland's first minister, written to the UK government to confirm their commitment in contributing to its community sponsorship scheme as Super Sponsors.

The UK Government Homes for Ukraine scheme will allow individuals, charities, community groups and businesses in the UK to bring Ukrainians to safety – including those with no family ties to the UK.

Phase One of the scheme will allow sponsors in the UK to nominate a named Ukrainian or a named Ukrainian family to stay with them in their home or in a separate property. Charities, faith groups and local community organisations are also helping to facilitate connections between individuals, for potential sponsors who do not have a named contact. *It is estimated that 2/3 of Ukraine's children have been displaced.*

Ukrainians arriving in the UK under this scheme will be granted 3 years leave to remain, with entitlement to work, and access benefits and public services. Further information can be found on the following websites.

Homes for Ukraine: Guidance for Local Authorities

Homes for Ukraine: Guidance for Hosts and Sponsors

Afghan Citizens Resettlement Scheme

The UK formally opened the Afghan Citizens Resettlement Scheme (ACRS) on 6 January 2022.

The scheme will prioritise:

- those who have assisted the UK efforts in Afghanistan and stood up for values such as democracy, women's rights, freedom of speech, and rule of law.

- vulnerable people, including women and girls at risk, and members of minority groups at risk, (including ethnic and religious minorities and LGBTQ+).

The government will resettle more than 5,000 people in the first year and up to 20,000 over the coming years, working with the United Nations High Commissioner for Refugees (UNHCR) to identify those who need help.

This scheme is in addition to the Afghan Relocations and Assistance Policy (ARAP) scheme, which has already settled thousands of Afghans who have worked with the UK government, and their families. The ARAP is a separate scheme to the ACRS and offers Afghan nationals who have worked for or alongside the UK government, and meet the ARAP criteria, relocation in the UK.

Anyone who is resettled through the ACRS will receive indefinite leave to remain (ILR) in the UK and will be able to apply for **British citizenship after 5 years** in the UK under existing rules.

There is no application process for the ACRS. Prioritisation and referral for resettlement will be in one of three ways:

1. **Vulnerable and at-risk individuals** who arrived in the UK under the evacuation programme will be the first to be settled under the ACRS. Eligible people who were notified by the UK government that they had been called forward or specifically authorised for evacuation, but were not able to board flights, will

also be offered a place under the scheme if they subsequently come to the UK. The first Afghan families have been granted ILR under the scheme.

2. Secondly, from spring 2022, the UNHCR will refer **refugees in need of resettlement who have fled Afghanistan**. The UNHCR has the global mandate to provide international protection and humanitarian assistance to refugees. We will continue to receive such referrals to the scheme in coming years.

3. The third referral pathway will relocate those at risk who supported the UK and international community effort in Afghanistan, as well as those who are particularly vulnerable, such as **women and girls at risk and members of minority groups**. In the first year of this pathway, the government will offer ACRS places to the most at-risk groups. Beyond the first year, the government will work with international partners and NGOs to welcome wider groups of Afghans at risk.

The focus of the ACRS will be on those people who remain in Afghanistan or the region, primarily Afghan nationals although nationals of other countries, for example in mixed nationality families, will also be eligible.

Spouses, partners, and dependent children under the age of 18 of eligible individuals will be eligible for the scheme. Other family members may be resettled *in exceptional circumstances*.

The Hong Kong BN(O) route

Following China's imposition of the National Security Law on the people of Hong Kong in July 2020, the UK Government has introduced a new immigration route for Hong Kong British National (Overseas) status holders, providing the opportunity for them and their family members to live, work and study in the UK.

British National (Overseas) families coming to the UK on the Hong Kong BN(O) route have a dedicated package of support to help them settle successfully into life in the UK.

Hong Kong BN(O) status holders and their families who settle in the United Kingdom will receive £43 million dedicated support package, including:

- 12 welcome hubs based in Strategic Migration Partnerships across the UK will help families and individuals access housing, health, education, and employment to build a life in the UK, with funding for projects, community led activities, and English language support if needed, ensuring that people feel at home in their new community. Please click here for the Hong Kong Welcome Hub for Wales.

- Dedicated advice for BN(O)s and a comprehensive welcome pack will help BN(O) families navigate the move. This includes information on how to access public services, registering to vote and opening a bank account, pointing to local amenities like libraries and leisure centres and promoting the UK's rich cultural, arts and music events, all translated into Cantonese.

- **https://www.gov.uk/guidance/british-nationals-overseas-in-hong-kong**

Why Wales?

Although immigration is not devolved, the Welsh Government has responsibility towards international migrants living in Wales under its devolved functions, including housing, health, education, social services, and community cohesion. As a result, the Welsh Government is a key player in relation to the inclusion of migrants in Welsh society.

There has been a lot of media interest in the various recent conflicts and our response, but people from Ukraine and other refugees arriving in Wales have been through terrible experiences and may not want media attention. This may be true also of the Hong Kong new arrivals also as they may be afraid that sharing their personal information and details could place themselves and their families at risk.

The most important thing is that Wales is offering a place of safety where people can start to rebuild their lives.
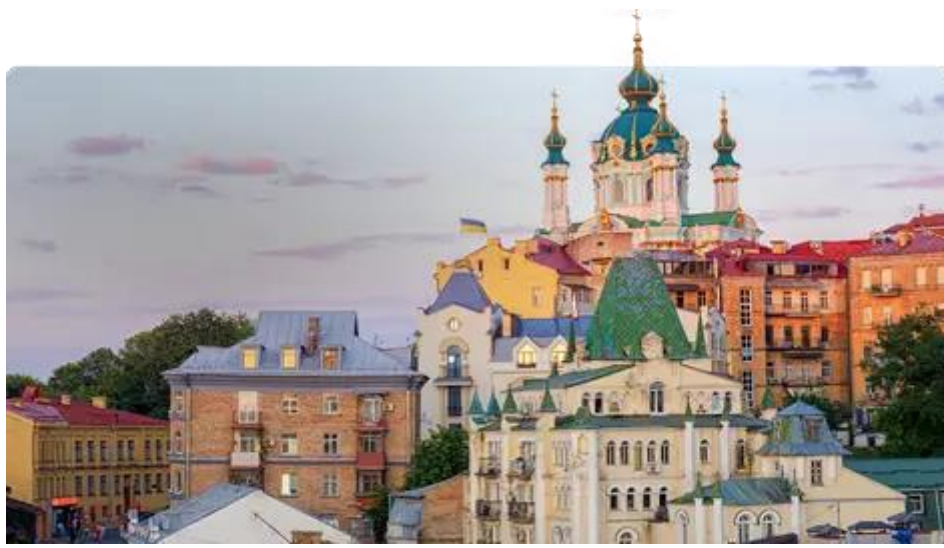
Further information on all the UK Government Resettlement Schemes can be found here:

Wales Strategic Migration Partnership

Wales Nation of Sanctuary

Context of current new arrivals

Ukraine

Ukraine is the second-largest country in Europe, after Russia, which it borders to the east and north-east. Its capital city is KYIV.

Ukraine is one of the world's largest grain exporters due to its extensive fertile farmland.

The official language of Ukraine is Ukrainian, an East Slavic language, which is the native language of 67.5% of Ukraine's population. Russian is the native language of 29.6% of Ukraine's population and the rest (2.9%) are native speakers of other languages. Although the official and national language is Ukrainian, most people are also fluent in Russian.

Most of the population identify as **Christian**.

Education system

Ukraine has a 99.4 % literacy rate. Currently in Ukraine, "school" is designated for children and teenagers who attend it between ages 6 through 17.

Ukraine's academic calendar usually runs from September to June.

Elementary Education

Since 2018, Ukrainian school education has been extended from 11 to 12 years. It now includes four years of elementary education, five years of middle school education, and three years of upper secondary (specialized) education. The changes will be implemented in the three levels in 2018, 2022, and 2027, beginning with the elementary stage.

Education is provided free of charge at public schools and is compulsory through grade 12 under the new system. However, pupils who started studying under the old system can still leave school after 11 years.

Elementary education starts at the age of six and is four years in length. The cycle is further subdivided into two phases:

- ➢ A basic phase 1 (grades one and two) that focuses on adaptation to school through play.
- ➢ Phase 2 (grades three and four) focuses on developing responsibility and independence.

Children are admitted to school based on their place of residence. Each school serves a specific geographic area and guarantees seats for all school-age children residing in the area. There are no separate entrance examinations.

The curriculum includes reading, writing, mathematics, physical education, nature, art, and music. Not all courses at this level are graded, but grade four concludes with a state examination that measures performance in Ukrainian (or another native language), reading, and mathematics.

Basic Secondary Education (Middle School)

Basic secondary education lasts five years (grades five to nine) and is open to all pupils who successfully completed elementary education. The general core curriculum includes subjects like Ukrainian language and literature, foreign language, history, mathematics, biology, chemistry, physics, physical education, music, and art. Assessment and promotion are primarily based on examinations. At the end of ninth grade, students sit for final state exams. Those who pass are awarded a "certificate of completion of basic secondary education" (*svidotstvo pro bazovu zagal'nu serednyu osvitu*).

At some schools, students also take environment and civics classes.

Students attend each class only once or twice a week, however. Part of the school day is also spent in activities such as chess, karate, putting on plays, learning folktales and folk songs, choir and band. After school, students might also have music lessons, soccer, hockey, or tennis.

Knowledge Day in Donetsk, 2013

Upper-Secondary Education (Specialised Secondary Education)

All graduates of basic secondary education are eligible to enrol in upper-secondary school. Under the new regulations that will be in place by 2027, upper-secondary education will be three years in length (grades 9 to 12) instead of two years (grades 9 to 11). This will align the Ukrainian system with the 12-year systems found in most of the world.

Both the old and new systems introduce curricular specialisations at the upper-secondary level. However, the new system will be designed to allow students greater flexibility in choosing their electives. Students will be able to choose between academic and professional tracks studied at either academic or professional lyceums.

Within these tracks, students study a general academic core curriculum in addition to specializing in academic or vocational fields. While studies in the academic track are designed to prepare students for further university education, the professional streams prepare students for employment as well as admission to higher education. It should be noted, however, that not all schools offer specialisation tracks. and that many students presently attend general secondary programs.

As of 2019, all graduates who pass the final state examinations receive a "certificate of completed general secondary education" (*svidotstvo pro zdobuttia povnoi zagalnoi serednoi osvity*), formerly also called the "certificate of completed secondary education" (*atestat pro zagal'nu serednyu osvitu*).

The certificate lists a large number of subjects that span the entire curriculum, as well as three state examination subjects, (Ukrainian language and literature, mathematics or history of Ukraine, and one subject of choice). In addition, students are required to sit for standardised tests that are externally assessed by the Ukrainian Centre for Educational Quality Assessment. These standardised tests are used for university admissions.

More than 99 percent of upper-secondary school students are enrolled in public schools, according to UNESCO. Private education does not play a significant role in the Ukrainian school system. In 2013 the completion rate exceeded 95 percent, and more than 80 percent of graduates enrolled in higher education programs. There were 591,448 upper-secondary students in Ukraine in 2017 (sharply down from 909,924 in 2012, according to UNESCO).

Ukraine produces the fourth largest number of academic graduates in Europe.

Education in Ukraine (wes.org)

This website offers pdf example documents of academic qualifications.

Languages used in Educational Establishments

Since the 2017 law "On Education" the language of instruction in Ukrainian schools is the state language, which is Ukrainian, (national minorities are guaranteed the right to study in public educational facilities including their language alongside Ukrainian).

In 2000/2001 academic year, 70% of students attended Ukrainian-language schools, (that is where Ukrainian is the primary language of instruction), while 29% were studying in Russian language schools.

There are schools with instruction in Romanian, Crimean, Tatar, Hungarian, and Polish in regions populated by those groups. Historically, the language of instruction has often changed in Ukraine. In the 1970s and 1980s, the number of Russian-language schools constantly increased at the expense of Ukrainian-language schools.

After Ukraine obtained independence, the trend was reversed. However, reintroduction of formal Ukrainian-language study has taken longer than expected. In some schools that have tried to switch to Ukrainian, part or most of the instruction is still given in Russian.

Activating prior knowledge -Ukrainian pupils.

It is important to find out which language teaching and learning has taken place in, to be able to activate prior knowledge using chapters 4,5 and 6 of the Toolkit, and to enable access to the students preferred first language for support.

Most pupils will have attended school until recently, and so disruption to education will have been for a relatively short time.

Afghanistan

[Afghanistan](#) known officially now as the Islamic Emirate of Afghanistan, is a landlocked country located at the crossroads of Central and South Asia. Referred to as the "Heart of Asia", it is bordered by Pakistan to the east and south, Iran to the west, Turkmenistan to the northwest, Uzbekistan to the north, Tajikistan to the northeast, and China to the northeast and east. Occupying 652,864 square kms, (252,072 sq. mi), of land, the country is predominately mountainous with plains in the north and the southwest, which are separated by the Hindu Kush mountain range.

As of 2021. Its population was 40.2 million, composed mostly of ethnic Pashtuns, Tajiks, Hazaras, and Uzbeks. The Hazaras are a persecuted group in Afghanistan and neighbouring Pakistan. Kabul is the country's largest city and serves as its capital.
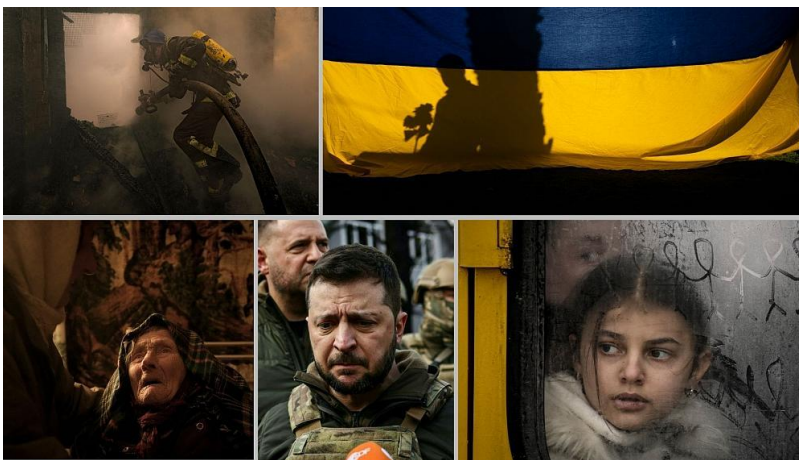
Afghanistan has been the subject of conflict over many centuries. In October 2001, the United States invaded Afghanistan to remove the Taliban from power after they refused to hand over Osama Bin Laden, the prime suspect of the September 11 attacks, who was a "guest" of the Taliban and was operating his al-Qaeda network in Afghanistan.

Many Afghans supported the American invasion of their country. During the initial invasion, US and UK forces bombed al-Qaeda training camps, and later working with the Northern Alliance, the Taliban regime came to an end.

In December 2001, (after the Taliban government was overthrown, and after two decades of war as well as an acute famine), Afghanistan had one of the highest infant and child mortality rates in the world, the lowest life expectancy, much of the population were hungry, and infrastructure was in ruins. Many foreign donors started providing aid and assistance to rebuild the war-torn country.

However Taliban forces meanwhile began regrouping inside Pakistan, while more coalition troops entered Afghanistan to help the rebuilding process. The Taliban began an insurgency to regain control of Afghanistan. Over the next decade, ISAF, (International Security

Assistance Force), and Afghan troops led many offensives against the Taliban but failed to fully defeat them.

Afghanistan remained one of the poorest countries in the world because of a lack of foreign investment, government corruption, and the Taliban insurgency.

In September 2014, Ashraf Ghani became president after the 2014 presidential election where for the first time in Afghanistan's history power was democratically transferred. In December 2014, NATO formally ended ISAF combat operations in Afghanistan and transferred full security responsibility to the Afghan government.

Thousands of NATO troops remained in the country to train and advise Afghan government forces and continue their fight against the Taliban. It was estimated in 2015 that "about 147,000 people have been killed in the Afghanistan war since 2001. More than 38,000 of those killed have been civilians". A report titled *Body Count* concluded that 106,000–170,000 civilians had been killed because of the fighting in Afghanistan at the hands of all parties to the conflict.

In April 2021, NATO said the alliance had agreed to start withdrawing its troops from Afghanistan by 1 May. Soon after the withdrawal of NATO troops started, the Taliban launched an offensive against the Afghan government, quickly advancing in front of collapsing Afghan government forces.

By August 2021, as the Taliban once again controlled a vast majority of Afghan territory, they re-captured the capital city of Kabul, and many civilians, government officials and foreign diplomats were evacuated. President Ghani fled Afghanistan that day.

The **Islamic Emirate of Afghanistan** was swiftly restored as its opponents were defeated or left the country. Many inhabitants, especially those who had helped to support NATO forces were forced to try to flee Afghanistan fearing reprisals from the Taliban, including judges, teachers, and interpreters.

Western nations have suspended most humanitarian aid to Afghanistan following the Taliban's takeover of the country in August 2021 and the World Bank and International Monetary Fund also halted payments.

In October 2021, more than half of Afghanistan's 39 million people faced an acute food shortage On 11 November 2021, the *Human Rights Watch* reported that Afghanistan was facing widespread famine due to an economic and banking crisis.

After the withdrawal from Afghanistan of British and US armed forces and the Taliban's ascent to power in the summer of 2021, the number of forcibly displaced Afghans rose steeply. The UN estimates that from 1 January to 20 October 2021, 677,000 people were newly displaced inside Afghanistan. These added to millions already displaced before 2021. As of July 2022, of Afghanistan's population of around 40 million, 3.5 million were internally displaced (most before 2021). A further 2.6 million Afghan refugees are registered with UNHCR (the United Nations refugee agency) around the world outside Afghanistan, of which an estimated 2.2 million are in Iran and Pakistan. Most of these were displaced before 2021, and their numbers will likely continue to grow.

In response to this crisis, the UK Government announced programmes to resettle Afghan refugees in the UK. Other Afghan refugees are likely to reach the UK of their own accord in the coming years and claim asylum. However, forecasting asylum-related migration is extremely difficult It is difficult to predict the number of people who will leave Afghanistan, let alone the numbers who will reach Europe or the UK. In the ten-year period from 2011 to 2020 inclusive, an average of around 2,000 Afghan nationals claimed asylum in the UK per year. It is

reasonable to expect this number to increase but it is not clear by how much.

In large part, that is because **most Afghan refugees have stayed in the region**, with around 2.2 million in Pakistan and Iran in 2020. Those Afghan asylum seekers who do reach Europe do not typically come to the UK. In 2020, just over 48,000 Afghan nationals claimed asylum in the EU-27 countries, compared to around 1,600 in the UK (this includes main applicants and their dependent family members).

The vast majority over **99% of the population are Sunni Muslim.**

Major languages spoken are Pashto and Dari.

Education system in Afghanistan

After the war with the Soviet Union and the subsequent takeover of the country by the Taliban, access to education in Afghanistan was limited. Moreover, the education system that was in place in that period was less than adequate. With the overthrow of the Taliban in late 2001 and the instalment of a more democratic government in Afghanistan, the nation's education system had seen improvements.

In 2002, after the Taliban were overthrown by a U.S.-led coalition army, it was estimated that only about one million children were attending school. Of that number, the vast majority were boys.

Prior to 2002, any education that children received was dominated by religion. Children were educated through the Quran and the teachings of

the Prophet Mohammed. Little attention was paid to courses in science, technology, or liberal arts.

Under the Taliban government, girls were [pretty much prohibited](#) from obtaining an education. The little education that girls did receive was based on scripture from the Quran, and basic reading and writing skills.

Since the Taliban retook control of Afghanistan in August 2022, they have reintroduced **strict controls on personal freedoms**. The extremist rulers have declared modern learning irrelevant, banned girls from going to school, and say the religious curriculum taught at madrassas is the only scholarship the country needs. In March 2022, after they had been closed for some time, it was announced that girl's schools after 6th grade would be reopened shortly. However, shortly before reopening, the order was rescinded and schools for older girls remained closed. **The new regime has thus far forbidden girls and female teachers from returning to secondary schools**.

Abdul Baqi Haqqani, the Taliban's acting higher education minister, said this week that qualifications earned in the past 20 years—as the international community invested billions of dollars in development—are of no use to the country, even as it slips into economic meltdown and humanitarian catastrophe.

The overall literacy rate is still sub-par for most of the nation.

Activating prior knowledge -Afghan pupils

As with the Syrian refugees the education system has been massively impacted over the last years making the experience of pupils very difficult to forecast. Each pupil will have encountered a ***unique set of circumstances*** depending on where they lived in Afghanistan, rural or urban setting, who had control, of their region; if they fled to Pakistan or Iran, if they ended up in refugee camps. They may have been exposed to English, especially if their fathers were working for the American and NATO forces and therefore may have some knowledge of English. However, it is highly unlikely that they will have been exposed to English formally within the education system.

Hong Kong

Hong Kong is now known officially the Hong Kong Special Administrative Region of the People's Republic of China (HKSAR) and is a city and a special administrative region of China on the eastern Pearl River Delta in south China. With over 7.5 million residents of various nationalities in a 1,104-square-kilometre (426 sq. mi) territory, Hong Kong is one of the most densely populated areas in the world. Hong Kong is also one of the three global financial areas and one of the most developed cities in the world.

Hong Kong was established as a colony of the British Empire after the Qing Empire ceded Hong Kong Island from Xin 'an County at the end of the First Opium War in 1841 then again in 1842. The whole territory was transferred to China in 1997. As one of China's two special administrative regions, (the other being Macau), Hong Kong maintains separate governing and economic systems from that of mainland China under the principle of "one country, two systems."

Originally a sparsely populated area of farming and fishing villages, the territory has become one of the world's most significant financial centres and commercial ports. It is the world's tenth-largest exporter and ninth-largest importer. Hong Kong has a major capitalist service economy characterised by low taxation and free trade, and its currency, the Hong Kong dollar, is the eighth most traded currency in the world. Hong Kong is home to the third highest number of billionaires of any city in the world, the second-highest number of billionaires of any city in Asia, and the largest concentration of ultra-high net-worth individuals of any city in the world. Although the city has one of the highest per capita incomes in the world, severe income equality exists among the population.

Hong Kong is a highly developed territory and ranks fourth on the [UN Human Development Index](). The city has the highest number of skyscrapers of any city in the world, and its residents have some of the highest life expectancies in the world.

Hong Kong's estimated population was 7,482,500 in mid-2019. The overwhelming majority (92%) is [Han Chinese](). The remaining 8% are non-ethnic Chinese minorities, primarily Filipinos, Indonesians, and South Asians. However, most Filipinos and Indonesians in Hong Kong are short-term workers.

About half the population have some form of British nationality, a legacy of colonial rule; **3.4 million residents have [British National (Overseas)]() status,** and 260,000 British citizens live in the territory. The vast majority also hold Chinese nationality, automatically granted to all ethnic Chinese residents at the transfer of sovereignty.

The predominant language is Cantonese. It is spoken by 94.6% of the population, 88.9% as a first language and 5.7% as a second language.

Slightly over half the population (53.2%) speaks English, the other official language, 4.3% are native speakers, and 48.9% speak English as a second language. [Code-switching](), mixing English and Cantonese in informal conversation, is common among the bilingual population.

Post-handover governments have promoted Mandarin, which is currently about as prevalent as English; 48.6% of the population speak Mandarin, with 1.9% native speakers and 46.7% as a second language.

Traditional Chinese characters are used in writing, rather than the simplified characters used on the mainland.

Among the religious population, the traditional "three teachings" of China, Buddhism, Confucianism, and Taoism, have the most adherents (20%), followed by Christianity (12%) and Islam (4%). Followers of other religions, including Sikhism, Hinduism, and Judaism, generally originate from regions where their religion predominates.

The *Joint Declaration* guarantees the Basic Law of Hong Kong for 50 years after the transfer of sovereignty. It does not specify how Hong Kong will be governed after 2047, and the central government's role in determining the territory's future system of government is the subject of political debate and speculation. Hong Kong's political and judicial systems may be integrated with China's at that time, or the territory may continue to be administered separately.

However, during a period of large-scale protests in 2019-2020, the Standing Committee of the National People's Congress passed the controversial Hong Kong National Security Law. The law criminalises acts that were previously considered protected speech under Hong Kong law. In signing the Sino-British Joint Declaration, China made legally binding commitments to uphold fundamental rights and freedoms, and respect Hong Kong's high degree of autonomy for at least 50 years from 1997.

The United Kingdom Government considers the law to be a serious violation of the Joint Declaration. Protests and riots against the security law were quickly and brutally put down. **Many of the protesters fled the country** fearing imprisonment and sanctions against their families.

☐ The UK government has created a new visa to enable British National (Overseas) (BN(O)) status holders ordinarily resident in Hong Kong, and their immediate family members, to settle in the UK to live, work and study. The **Hong Kong BN(O) visa is part of the UK government's response to China's failure to live up to its international obligations** with respect to Hong Kong status holders and their dependants, who in turn will be expected to be self-sufficient and contribute to UK society. Those eligible will be able to apply for settlement after 5 years if they meet the requirements, and British Citizenship 12 months after settlement.

The WSMP Hong Kong BN(O) Scheme Project Coordinator had developed a [Welcome Hub](#) and other initiatives in support of the scheme, to ensure the appropriate services and support are in place to welcome Visa-holders to Wales.

If you work in a school, for a council or local charity and have had requests for help from newly arrived people from Hong Kong, please contact WSMP and let us know where you are based, how many families you are working with and what sort of resettlement advice people need.

Contact: Sonya Foley @ sonya.foley@wlga.gov.uk

Hong Kong Education System

Primary Education

The Hong Kong education system is based on the British model, although these days the medium of education is Chinese. The first 9 years are compulsory although most students complete all 12.

Even primary school is highly competitive. During the 6 years of this a series of examinations are taken. Subjects include Chinese, English, mathematics, music and arts, science, social studies, and physical education.

Secondary Education

Schooling continues at secondary school of which the first 3 years are compulsory within a standardised academic programme. In years 4 to 6 though, students may select 2 to 3 elective subjects from a choice of 20, in addition to their prescribed Chinese, English, liberal studies and mathematics programs. Other options include a B-tec course.

Vocational Education

Professional training, as well as a huge range of non-degree programs provided by universities and other institutions. Languages including English, Mandarin and Japanese are especially popular.

Tertiary Education

Tertiary education is a focus of many Hong Kong citizens in a city-state that boasts 8 universities. Of these the oldest is the University of Hong Kong that is regarded as one of the most prestigious in all of Asia and is illustrated here.

Medium (language) of instruction

In 1990s, following the handover of Hong Kong, most secondary schools in the territory switched their medium of instruction from English to Traditional Chinese (Cantonese). The remaining 114 schools (about 20-30%) are known as EMI schools and are often viewed as prestigious.

In addition, the Hong Kong government has pushed the use of Putonghua (Standard Mandarin Chinese) as medium of instruction in the Chinese language subject.

As of 2015-2016, about 16.4% primary schools and 2.5% secondary schools have adopted Putonghua, instead of Cantonese, for teaching the Chinese language subject across all grades and classes. An additional

55.3% primary schools and 34.4% secondary schools have adopted Putonghua in some of their grades and classes. The remaining 28.3% primary schools and 63.1% secondary schools still use Cantonese in all their grades and classes.

[Hong Kong Education System (scholaro.com)](#) has pdf examples of qualifications.

Activating prior knowledge

Many pupils coming from Hong Kong on the visa scheme will have not had any interrupted education. Some pupils may have been educated through the medium of English. There will be similarities to our system which will help support pupils with language acquisition.

The current workload of a primary student in Hong Kong includes approximately two hours of schoolwork nightly. Along with extra-curricular activities, Hong Kong's education has become synonymous for leaning towards quantity. As early as March 1987, education advisory inspectors became concerned with the excessive amounts of "mechanical work and meaningless homework".

The Department of Homes Levelling Up and Communities was aiming to deliver a first set of resources ready for schools and FE Colleges to access by **October half term 2022**, with further resources available later in the year.

The resources will include information that will:

- factually inform about the historic connection and commitment of the UK to Hong Kong and its people;
celebrate the contribution of Hong Kong-British to the UK.

- support the integration of the BN(O) community – enabling schools to ensure new classmates are welcomed.

At present there is no further update on when the resources will become available.

Contact: Sonya Foley @ sonya.foley@wlga.gov.uk

For access to Flash Academy online EAL tool for pupils and parents.

Further links

[Q&A: Migrants crossing the English Channel in small boats - Migration Observatory - The Migration Observatory (ox.ac.uk)](#)

[5 reasons people cross the Channel (redcross.org.uk)](#)

Chapter 3: Planning and Preparation

1. Preparatory Work

Preparatory work before the pupils arrive.

Planning and preparation before the pupils affected by migration arrive is crucial. Schools that have been involved with migrant children have highlighted that the work put in prior to their arrival was essential to the success of settling new arrivals into the school and wider community. It is worth organising initial meetings with all key stakeholders involved with supporting the children/young people and families such as school Senior Management/ALNCO, local refugee charities or support providers, Community Cohesion, Health, Police, Housing and any EAL Specialist Advisory service (if available, such as GEMS, the Gwent Education Minority-ethnic Service) in the early planning process. **A plan of action can be put into place** to consider and prepare for induction to the school, the initial settling in period, and ways to address any potential issues or difficulties in terms of well-being and language acquisition.

At this initial multiagency meeting, basic key information about the family and the children/young people within the family needs to be shared and should include dates of birth, first language, any other languages they may speak, their religion and whether they are practicing or not as well as any health issues that the school needs to be informed of.

Effects of trauma and displacement: it is worth considering from an educational perspective, the broader impact of the disruption which has happened to these children and their families. Many Ukrainian children will have arrived without their male family members who are required to stay in the Ukraine to fight and may not have heard from them for some time. Other children affected by migration may have had to leave elderly relatives such as grandparents, their homes possessions, and pets. All these enforced changes to their circumstances will have an impact on their lives in the short and long term.

It is important in this context for schools to be aware of any trauma the children/young people and the rest of the family have suffered or witnessed as this may have some bearing on how they settle into the school and wider community. It is vital to find out whether the children/young people have attended school; the younger they are (e. g. within Foundation Phase) the less likely they will have had any formal or pre-school experience. It is also common for some of the children/young people to have had sporadic or part time education, largely due to being displaced or because they couldn't afford the cost of education within the country, they were seeking refuge. Some may have had no formal education for a number of years or may be experiencing (undiagnosed) developmental delay.

Welcome Meeting (School Introduction and Orientation)

King Henry VIII School

Welcome to King Henry VIII School
أهلاً بكم في مدرسة الملك هنري الثامن

To welcome the new children/young people and their parents, King Henry VIII Secondary prepared a short visual presentation with translated key Arabic words and phrases which the Head Teacher delivered welcoming the families to their school.

Organise a Welcome Meeting for parents and children, ideally with interpreters and translators. In this meeting, not only can families be made to feel welcome and secure, but it is an excellent opportunity to explain key issues such as:

- The Welsh Education system in the context of the school they will attend.

- Reassure parents about the safety of their children whilst in school.

- Explain what we mean by concepts such as the 'home/school partnership' which may be new to them.

- Give an overview of school times and routines.

- Highlight differences in teaching methods.

- The Welsh curriculum: bilingualism and what that means.

- A play-based curriculum in the Early Years Foundation Phase.

- How the children will be helped to learn English.

- Requirements around uniform, PE kits, separate male/female changing facilities.

- Expectations about doing homework and having access to do extra-curricular learning (particularly digital learning) through the school or public library.

- Outline expectations of participating in school life and what is 'good' behaviour.

This time can also be used as an opportunity to introduce key members of staff that may be involved with teaching the children and supporting the families:

- Head Teacher

- Class/Form teacher

- Family Engagement Teacher

- ALNCO

Follow up the meeting with a tour of the school with bilingual support. It is an ideal occasion for the introduction of 'Buddies' to help guide new arrivals and their families around the school making the first positive step towards establishing a good relationship.

Admission Interview

The admission interview with families and children/young people can take place before the Welcome Meeting but a few Head Teachers have reflected that these meetings may be best taken afterwards. The refugees coming through one of the resettlement schemes will have undergone many official interviews and meetings where they will have been questioned at length by officials from IOM, the International Organisation for Migration, and the Home Office before being admitted to the UK. **Some families may associate official interviews with past negative experiences and have a distinct wariness of the process.** Once families are made to feel secure and welcome, questions about health, previous learning, interests, and practical issues around dress code, facilitating any religious practices (if required) can be addressed at this meeting.

While key information may have been shared at the initial multiagency meeting, there have been a number of cases where a family has disclosed information that they may not have at previous meetings.

At one primary school, an unusual example of this is of the family with twins. However, there was a mistake-the original birth certificate from Syria gave the children the same birth date due to a 'typo' and the family could not afford to have it corrected! As the children were so young at the time (Reception and Y1 age), they did not think it an important issue worth addressing. Naturally, this had an unforeseen impact on planning for year group entry and accessing Free School Meals – Note the Home Office was informed of the problem so that it could be addressed!

Be clear about who the family can contact if there is a problem: they need to meet that/those individual/s and be given a straightforward way to reach them if necessary. Key English words and phrases translated into home language may be necessary when bilingual support is unavailable.

Buddies: the Importance of Friendship and Role models

The preparation that goes into organising Buddies for new arrivals is well worth the effort in the long run. New arrivals and their families have said that these are the children that have continued to be their friends even after the initial settling in period has passed. It is important that Buddies have been briefed on what to do and how to behave appropriately before the new pupils start. They will need to be made aware of the potential needs of a new arrival (e. g. learning a new language, making friendships, orientation). Empathy, sympathy, and flexibility within boundaries in those first early weeks from adults and peers alike will help make a less stressful transition into school life. **Ideally, introduce school 'Buddies' at the Welcome Meeting or as soon as reasonably possible to the new pupils.**

It is recommended that more than one Buddy is assigned to new pupils for different purposes to make sure no one pupil is made to feel solely responsible for the well-being of another as well as enabling a way to meet the varied needs of the new arrival.

Give rewards and acknowledgement for the role Buddies are playing to support their new peer. This is a role that will potentially make a significant difference to the well-being of a vulnerable group of individuals and may at times be challenging.
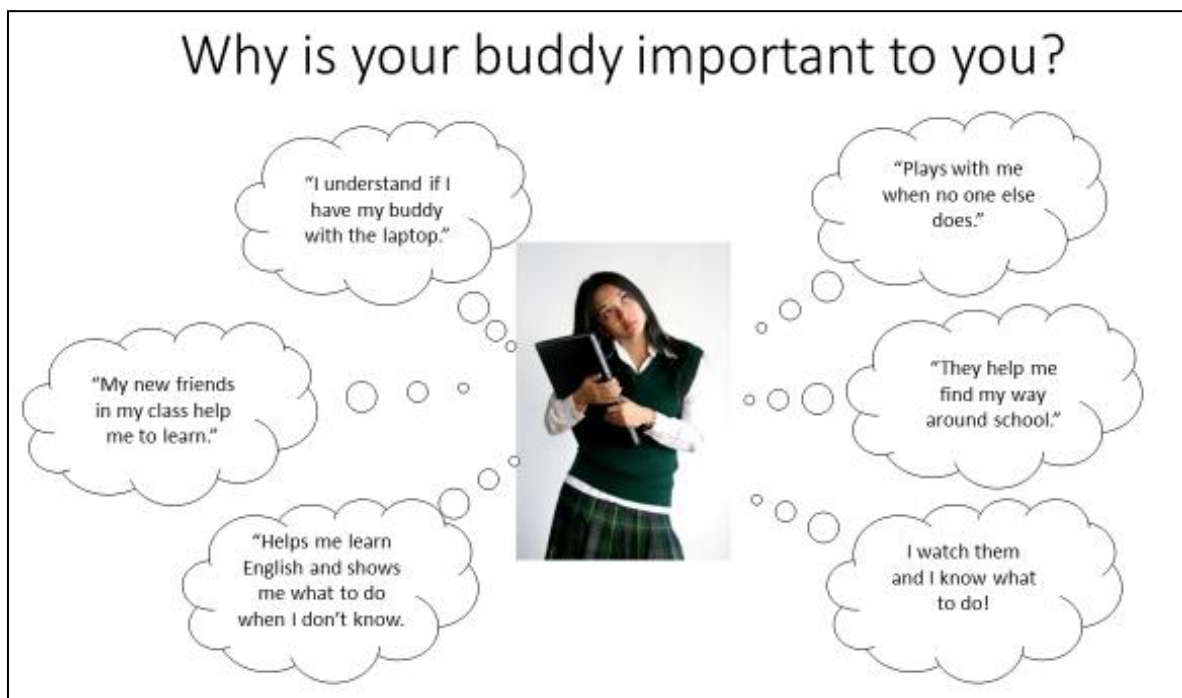
(*GEMS* **Refugee Pupil Feedback Survey**)

Buddies need to be:

- Welcoming and friendly.

- Good **language** role models. (Home language if possible **and** English to avoid over reliance on those who speak the same language and to ensure integration).

- Good **behaviour** role models.

- Someone sympathetic and empathetic, who demonstrates good PSWB (Personal Social Well Being) skills.

Buddy/Buddies can give new pupils an 'essentials' tour (toilets, dining hall, correct playground to go to during break times) and help manage potential stressful situations such as lunchtime, playtimes, home time, PE and any lessons that take place outside the main classroom area and may involve different adults.

Ensure there are opportunities for Buddies and other good role models to play language games with the new pupil. This can be linked in with using EAL resources and the curriculum.

Use language/emoticon fans to help pupils express their needs and emotions when home language support is unavailable. (www.sparklebox.co.uk and www.twinkl.co.uk both have some good examples) Utilise bilingual staff (where possible) and peers to help establish this.

Buddies can assist with understanding ways of working within the classroom by modelling the desired behaviour and/or translating when possible. It's important to bear in mind that for new to English pupils, it is very tiring learning and operating with a new language every day, five days a week and this often causes boredom, restlessness, and a regular desire to escape the classroom with unusually frequent visits to the 'facilities. Give them 'time out' with a buddy when this happens.

Preparing the School and Initial Provision for the New Arrivals

To ensure a positive welcome to families, good communication and flexible responses to the wider needs of the children who are about to become pupils will be necessary. Information sharing with teachers is vital so they can effectively plan for inclusion, peer support in class and also with the tracking and reviewing of their progress.

Each family along with their children must have their needs taken into account on a case-by-case basis. Migrant children are not a homogenous group with homogenous needs or issues therefore, a 'bespoke' settlement period may be necessary depending on their experiences and the outcome of initial conversations between parents and school about how they will cope if they have never been to school or have not attended school regularly.

It is common for parents to want their children to start school full-time straight away as they wish to resume a 'normal' life and catch-up on education they have missed due to the war and displacement. Refugee families from all backgrounds are often very aspirational and place a high value on education and are often very high achievers. However, their expectations need to be managed sensitively. Based on the needs, experiences and ages of the children/young people, the following advice needs to be considered:

- **Full Time Entry to School**

After the admissions interviews and preparations are put in place, an immediate and full-time entry to the school can help

children/young people settle in quickly capitalising on those that are very keen to start straight away. Even if the school term is close to ending, they will potentially be forming relationships with their peers before going up to the next year group or embark on a new term; they will become used to the layout of the school; learn how a Welsh school works and learn some simple English/Welsh key words and phrases to communicate.

- **Staggered Entry to School**

King Henry VIII Secondary and Deri View Primary collaborated to plan for the families they had in common, a staggered entry for their Syrian refugee pupils. Day 1 started with the Welcome meetings and a tour of their schools with families; admission interviews with Family Engagement teachers/ALNCOs/Head Teachers were conducted on day 2; key information was cascaded to relevant staff on day 3 allowing staff to prepare themselves and the class for their arrival and then the children/young people started part time on day 4 and 5. On days 4 and 5 class teachers were able to gage whether they were ready for a full day and prepare for any issues that may have arisen. The well-being needs of the pupils were put above the curriculum at this stage.

(See Resources section interview clips by Head Teachers from Deri View Primary and King Henry VIII Secondary)

Issues that have arisen at other schools that have required a more staggered entry have included pupils falling asleep mid-morning/afternoon; continuous distressed crying for long periods; attempts to go home; passive/aggressive behaviours to name but a few.

- **Timetabling and Year Group Placement**

For KS3/KS4, a flexible approach is required when devising a timetable for young people. Ideally this should be as close to a full timetable as possible. As pupils needs and abilities become more apparent, an adjustment to meet those needs can be made later. It is more appropriate for those in Years 7, 8 and 9 to have a normal timetable with their peers. Minor alterations and bilingual support should take place to help them access the curriculum. For those who are in Years 10 and 11 a more 'bespoke' pathway may have to be created by the school depending on the pupils' abilities and interests. Either they will be able to access a near fulltime timetable with their peers or they will need to have a specially created one for them with a restricted number of subjects where they may have to attend double sessions of particular subjects (e.g., English Language, Maths in two-year groups).

Schools may wish to place pupils into a lower year group, and this will be at the discretion of the local authority. It is important to remember though that if these pupils then move to another school, local authority or outside of Wales, the receiving school may want to place the pupil into their age-appropriate year group. This may affect the studies of the pupil who may have been placed in a lower year group at the previous school. Placing pupils in a lower year group may increase their chances of success if families do not move and stay settled in the school. It gives them more time to acquire the necessary skills and English language to access the curriculum and achieve qualifications, such as GCSE's. Pupils arriving late, e.g., Summer Term, in a key transition year, such as Year 6; Year 10; Year 11, may be candidates for allowing another full year in that year group, in discussions with the local authority education service.

Setting/grouping new to English pupils needs to be carefully considered. It is important for them to have exposure to good linguistic models of English. This is more likely to be in higher sets. These groups are more likely to have effective role models for desirable behaviour and peer support. It is not recommended that they are placed in lower sets because of higher adult/pupils' ratios or undemanding work. Lower sets also tend to be geared towards supporting pupils with specific learning difficulties or additional learning needs (ALN). Unless new arrivals have been clearly identified with ALN it is better to place pupils new to English according to their cognitive ability rather than their level of spoken English.

- **Visual timetables**

It is worth bearing in mind that some migrant children/young adults will not only be new to English but may be suffering from complex trauma as well as perhaps the culture shock attendant on moving to a new country and will need to feel secure and comfortable at the outset; knowing what comes next and having a routine that they can easily grasp is important to ensuring their well-being and avoiding a stressful start to their new school life.

Provide a visual timetable with key words and phrases in home language (if new arrivals are literate in their home language) along with a visual map of the school. Allow a 'Buddy' or bilingual guide to take them round the school with the map to help orientate them with the layout, provide a visual timetable for each subject and a photograph of the teacher and their name against the visual symbol so that the pupils were able to recognise them.

For primary schools it is useful to organise visual timetables with photographs of places within the school and of pupils doing the activities they're expected to do e. g. having lunch, going to play outdoors, Forest School etc.

Example of visual timetable for Y2 class, Maindee Primary school

- **Sharing Admissions Information with Staff**

> At Maindee Primary school in Newport, bilingual staff were utilised to write and transliterate key Arabic words and phrases against the frequently used English phrases needed to interact with reception/administrative staff. Arabic speaking parents with little or no English use this to help communicate things schools need to know such as if their child is sick, attending an appointment or around dinner money etc.

Inform and prepare staff who will be involved with teaching the children/young people in your school. This may also include those who may encounter parents as well as the children/young people on an incidental or occasional basis, such as reception staff or dinner duty staff (canteen staff, playground duty teachers/teaching assistants).

Refugee children may present with more complex needs that have nothing to do with their level of English or being from a different ethnic background. If they have suffered trauma, never attended school, spent time in a refugee camp, living with parents who

are unwell or similarly affected by the effects of conflict, displacement, and resettlement to a new country, all these factors may contribute to triggers of unusual or distressed behaviour (*see section on Pastoral/Welfare*). It is therefore, in everyone's interest to have an awareness of their arrival and an agreed plan of how to meet any difficulties as when they arise. Teachers will need to be provided with essential background details collated during the admission interview such as their first language, if they speak or understand any English, what their religion is, or if they are from a minority group as well as any previous schooling or educational background. Details need to be shared about any trauma suffered by the children/young people, if available, as this may help planning and preparatory work in the classroom and with peers before they arrive.

Assign a Learning Mentor or Pastoral Mentor for older pupils to coordinate and monitor their overall learning and ensure their continued well-being and integration into the school. Make it clear who that person is to the children/young people as well as the parents. They will need to know who they can contact if struggling or in need. This may also be their class teacher, ALNCO or Family Engagement Coordinator.

- **Training**

It is worth investing time in training on two key areas to help support staff prepare and meet the needs of their refugee pupils. Firstly, training on the background to the country of origin before and after the current circumstances/conflict has proved invaluable). Schools that have accessed this through GEMS, IOM, or any of the charitable organisations involved with settling children affected by migration (Red Cross, Save the Children, and Welsh Refugee Council) have fed back how it helped to equip them for the potential challenges. It gave a context for mainstream staff to understand and empathise with their new pupils and also realise the nature and potential of the home education system before the need to flee began. Secondly, training on EAL teaching and learning strategies is also invaluable to ensure all staff are equipped to support their new arrivals. (Adapting and creating ways to access the curriculum can be found in sections 5 and 6).

- **Other resources**

Do an audit of suitable resources to support your new arrivals before refugee pupils arrive. Translation websites and tools will need investigating and even installing (such as Google translate, EMAS UK). If possible, order resources such as bilingual or visual dictionaries before they arrive as well as any additional digital aids such as Talking Pens http://uk.mantralingua.com/, laptops/ tablets/Chrome Books/iPads. For older pupils consider ordering study guides as they usually contain an abridged-visual version of the text e. g. CGP GCSE English Text Guide www.cgpbooks.co.uk. Specialist resources may also be available to borrow from regional EMTAS services. (See Case Studies chapter for examples of best practice and links to EMAS services and their resources).

In the Foundation Phase the environment is ideally set up and equipped for young children to learn language and access the curriculum in a practical 'hands-on' approach which is perfect for learners deprived of early year's experiences.

Sensory and exploratory play indoors and outdoors can be helpful to not only teach English but also provide opportunities to gain confidence in their new environment, interact with peers, and make sense of the stresses and changes they have undergone in their young lives. Access to sand, water, playdough, small world toys (e.g., figures, animals, and dolls), toy vehicles, and train tracks, construction (Lego, Duplo, and wooden blocks) are essential as well the wealth of creative materials associated with the Foundation Phase.

- **Additional Support**

Consider what additional support may be needed and how it will be provided. This will need to be taken into account on an individual case by case basis. More intensive support may be needed to help pupils catch up with their peers in terms of foundation skills or learning English This may take the forms of small groups or short-term individual support.

See websites and resources section for more ideas and information.

Chapter 4: Pastoral Care and Welfare

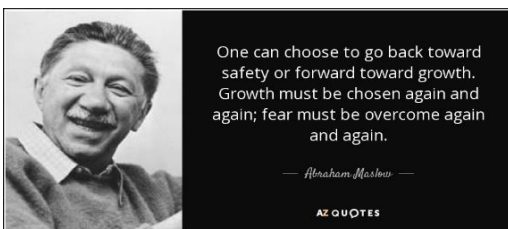(See also Chapter 11: Stress, Trauma, Adverse Childhood Experiences).

Since the outbreak of the civil war in Syria, the war in Ukraine, the takeover of Afghanistan by the Taliban, along with other conflicts that have arisen, the refugee issue has been a contentious 'hot' topic that has raised questions of political, humanitarian, and social consequences. Continuous images and accounts of war and experiences of those fleeing conflict have generated a great deal of sympathy and concern for the well-being of those most vulnerable who have become refugees. Schools in the UK taking in children and young people may be providing the first stable setting for many years for those families who are striving to achieve security and routine associated with resuming a 'normal' life, (*see parents' interviews Deri View Primary*).

Not all migrants, however, will have experienced trauma and/or exhibit signs related to trauma. Many migrant children settle very well and quickly learn English with support.
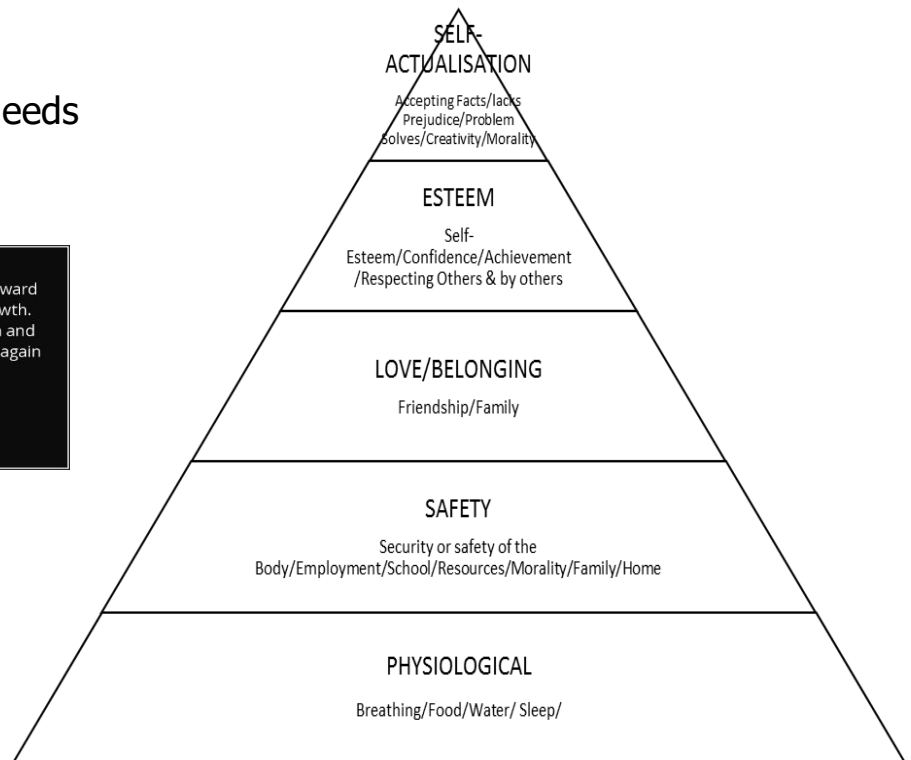
However, it is important for schools to be aware that parents and their children may have experienced varying levels of trauma as well as possibly borne witness to horrific acts and events associated with war and displacement. They may have been separated from other close family members and not know whether they are alive or dead. This can be a huge source of ongoing anxiety. Children/young people may show signs of trauma and stress. They may manifest these symptoms from the outset or emerge later as they settle into their new environment.

Staff need to know that these children/young people may be suffering from the combined effects of significant life changes such as trauma, separation, displacement, and cultural shock. Naturally, this will have implications for behaviour in their home and in school. This can potentially negatively affect general wellbeing and learning if these factors are not planned and prepared for in advance of their arrival.

Maslow's Hierarchy of Needs

One can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again.

— Abraham Maslow —

AZ QUOTES

Abraham Maslow 1908-1970
Psychologist who proposed through his pyramid model of human needs that a person's basic level of needs must be met to achieve self-actualisation

SELF-ACTUALISATION
Accepting Facts/lacks Prejudice/Problem Solves/Creativity/Morality

ESTEEM
Self-Esteem/Confidence/Achievement /Respecting Others & by others

LOVE/BELONGING
Friendship/Family

SAFETY
Security or safety of the Body/Employment/School/Resources/Morality/Family/Home

PHYSIOLOGICAL
Breathing/Food/Water/ Sleep/

Maslow's Hierarchy of Needs highlights the importance of addressing the mental and physiological needs of refugee children/young people once they begin school. If their needs lower down the pyramid are not met, then they are less likely to be able to become motivated and secure enough to achieve self-actualisation: the potential of who they can be. It is therefore important to recognise the signs and symptoms of trauma, loss, bereavement, or change.

Behaviours Pupils May Display if They Have Experienced Trauma/Loss/Bereavement/Change.

Migrant children may display a wide range of behaviours to experiences of trauma, loss, bereavement, or change. Schools may expect to see:

✓ Sadness/depression/listlessness/restlessness
✓ Irritability/aggression

- ✓ Worried/anxious/unhappy
- ✓ Lack of concentration
- ✓ Inability to manage distractions.
- ✓ Low-level disruptive behaviour
- ✓ Hyper-activeness
- ✓ Insecurity due to the unfamiliarity of the school environment, equipment, culture
- ✓ Fear of fire alarms, loud sound effects, loud bangs
- ✓ Fear of groups of males or men in uniform - (distrust of police because they were/are used by all sides in the conflict to 'round up'/interrogate people/inflict violence).

Pupils may be aggressive or disruptive as a way of expressing frustration. They may lack boundaries if they are unaccustomed to school rules and routines and with the added language barrier this can become a difficult mix of issues to manage without due consideration. Some pupils may be used to being 'in charge' and responsible as an adult for younger siblings or because they had to work instead of going to school. The switch back to being a 'child/young person' can be challenging for some refugees, particularly if they have been behaving in an 'adult-role' for some time. Some will need a period and support from the school to make the psychological adjustment.

Some children/young people may have a distrust of adults or could become distressed at separating from their family/parents. They may cry for prolonged periods, cling to carers, or attempt to run away. Other more extreme ways children/young people may react are:

- ✓ Recurring thoughts about traumatic events experienced/witnessed, (leading possibly to 'disclosure' to others).
- ✓ Re-enacting traumatic experiences through play and drawings.
- ✓ Self-injury/self-harm.
- ✓ Isolation from peers and adults.

Physical symptoms of trauma may include:

- ✓ Insomnia
- ✓ Nightmares
- ✓ Bedwetting
- ✓ Loss of appetite, (also possibly due to the change in diet).
- ✓ Aches and pains

✓ Physical scars/injuries

Ways to help/Address the Issues

- Pupils' emotional needs placed before educational outcomes.

Effective learning and teaching are difficult to achieve if the well-being and security of a child/young person is not addressed as the first and ongoing matter of priority.

- Allocate and engage specific staff to help pupils, (e.g., ALNCO, pastoral/learning mentor, Bilingual Teaching Assistants, EAL/EMTAS specialists such as GEMS).

- Engage with outside agencies:

  Nation of Sanctuary

  Dewis Cymru

  Ace Hub Wales

Advice and training may have to be sought from other specialists such as educational psychologists, therapists, counselling services or consult with charities that may have experts in this area such as Save the Children, Displaced People in Action DPIA, British Red Cross and the Refugee Council.

Nurture/time out opportunities, particularly with a buddy who is sympathetic to their needs or speaks the same language.

Being able to listen to music, watch movies and read in their own language may also be helpful for older pupils. Be mindful however, that it is not uncommon for refugee pupils wanting to distance themselves from their home country and some are happier looking and listening to familiar things in English even if they don't understand what they see or hear.

- Forming Friendships

Some pupils will need support making friends as they can be unused to forming relationships outside of their family. Behaviour that is intended as overtures of friendship can be misunderstood and seem aggressive and inappropriate to us. They may need 'friendship' behaviour modelled by a buddy or adult in home language.

- Opportunities for free play (particularly in role play areas).

This allows children to play out feelings and problems and possibly act out stressful events they have experienced.

- Following a 'normal' routine of attending school regularly.

- Teach rules and boundaries.

Time must be dedicated to helping and modelling boundaries and rules. You can use bilingual support or peers/buddies to achieve this by modelling desirable behaviour e.g., sitting down; lining up; play games to familiarise with turn taking. Communicate commands and praise in short repetitive key words and phrases related to following rules e. g. 'stop,' 'good sitting', 'your turn, my turn' and back up with gesture or use pictorial images such as Communication and Behaviour Cue cards.

Visual supports (autism.org.uk)

- **Plan and prepare your activities and lessons with careful consideration about potential triggers for anxiety and stress related to conflict.**

Topics around war for example World War 1 and 2 or story texts where the setting is within a war i.e., Oranges in No Man's Land, Goodnight, Mr. Tom, can raise good SEAL opportunities for discussion or drama/role play and a chance to share experiences. But it can also trigger distress therefore, thought needs to be put into activities taking into account the needs of the pupil and the demands of the curriculum.

In one primary school a Syrian child was looking at WW2 artefacts and pointing to the ration book said, "My sister and me have ration books in Syria." The class teacher had later planned to recreate the blitz using sound effects of bombs and sirens and turning out the lights. Realising the potential risk of distress to his Syrian pupil he sent her to do some research on the artefacts with a buddy in another part of the school. When they returned, together they gave feedback on their findings and the class shared their virtual experience of the blitz in follow up discussions.

- Teachers and staff offer regular encouragement and praise for their progress in learning, language acquisition and when desirable behaviour is seen.
- Participating in an activity or interest they enjoy either through an after-school club or the community.

- Homework clubs can help allay stress and low self-esteem around being 'behind peers' or used as opportunities to provide English language support where there may be none at home.

- Be alerted to bullying and racism both in and out of school and dealing with any incidents effectively and without delay.

This may involve reviewing and updating policies on racism, provide training for pupils and staff through Show Racism the Red Card and establishing 'refugee friendly' classrooms.

Welcoming Environment

Creating a welcoming environment reflecting the language and culture of the child is one of the most effective ways to make refugee children feel welcome. Signs of 'Welcome' can be made in home language as well as designated areas such as toilets, school office, main hall, etc. One primary school had a buddy and Bilingual Teaching Assistant, (BTA), create labels for the key areas in Arabic. With the new arrival, they went on their 'tour' of the school putting up the labels for the different areas and adding new ones as required. It was a temporary and helpful measure which brought a great big smile of happiness to the child's face that set the tone for the rest of the day.

Put up displays or pictures of positive images of people from other cultures, including their own.

Class displays can have home language written alongside the English or beside the child's work (facilitated by BTAs or parents).

Include dual language books in book corners or provide access to digital stories in home language. Many traditional tales or texts are available online.

Family Engagement

It is crucial to get communication with families right so that they and their children feel welcome, safe, and supported. Have an open-door policy and introduce parents to someone they can specifically turn to if they have concerns or worries regarding their child's learning or well-being.

Wherever possible, provide parents with materials that are translated; use simple English words and phrases or visuals. Prioritise what parents need to know.

Engage positively with parents about their child's learning. Facilitate translations wherever possible to help parents understand what is going on within the school and why. This may involve inviting parents to attend sessions in the classroom to see the children at play and at work, learning within the Welsh education system.

Invite them to class events such as assemblies, Eisteddfod festival, sports days, or school plays personally and if possible, translated, as they will not necessarily understand the significance or importance these events have on our children's school lives.

Demonstrate that the school values and respects their culture, language, and religious background, (make sure you know and make no assumptions about their faith or ethnicity; remember for example that not all Syrian refugees are Muslims or Arab).

Engage with parents sensitively about their child's behaviour and any signs of stress, trauma, or undesirable behaviour. Having a solution or plan of action to talk through and work on together is usually the most effective way forward.

Engage and liaise with community organisations that work specifically with supporting refugees such as Wales Nation of Sanctuary. This charity works collaboratively with Displaced People in Action, (DPIA), to help asylum seeker and refugee families integrate into the communities. Abergavenny Town of Sanctuary in Monmouthshire for example has

been working successfully to support the Syrian and Afghan families to join in with community clubs, activities and events allaying any risk of being isolated in a small Welsh.

The [Wales Strategic Migration Partnership, (WSMP),](#) can help signpost and facilitate contact with a wide range of organisations who could provide advice services and peer support.
WSMPCentralAdmin@wlga.gov.uk

Utilising Bilingual Teaching Assistants BTA's

Bilingual teaching assistants are an invaluable resource. They can support pupils using their first language. Most Syrian refugees for example speak Arabic as their first language. Arabic is widely spoken in the Middle East and North Africa. It is worth knowing that the Arabic spoken by Syrians tends to be closest to those countries it borders (e.g., Iraq, Lebanon, Jordan).

Bilingual teaching assistants can assist pupils to draw on their cultural and linguistic knowledge to access the curriculum and encourage inclusion by translating for them in group sessions and giving them a 'voice.'

Bilingual teaching assistants can not only support pupils to access the curriculum through translation but can be utilised in a number of other effective ways:

- Activate prior knowledge.
- Assess first language proficiency.
- Pre-teach concepts (particularly abstract ones which are difficult to convey through any other means. Class teachers may want BTA's to pre-teach themes and associated new language in advance of lessons with the whole class).
- Translate and explain new key words and instructions.
- Explain rules and routines that may not be within the pupils' previous experience or seem culturally strange.
- Transliterate key Arabic words and phrases for class teachers to use when no Arabic support is available.
- Help pupils make connections between their first language and English.

- Translate national test papers, (for example National Numeracy Tests).
- Support and prepare for home language GCSEs.

Planning time (or regular communication) between the class/subject teacher and the BTA is vital to ensure effective support. This will help:

- Set targets for language acquisition and any learning needs.
- Share information so that the pupil's emotional and well-being needs are met.
- Share learning objectives ahead of lessons.
- Find appropriate learning tasks that will develop pupils' language skills.
- Contribute ideas for assessment for learning.
- Create resources and strategies, (culturally appropriate and sensitive).
- Give feedback to teachers on pupil progress.

Bilingual teaching assistants can also help provide crucial pastoral support. They may be utilised in:

- The induction process and admission interview.
- Contact with parents through translation of letters, making phone calls, translating at parents' meetings or being the identified as the 'go-to' person for parents when in need, (advisable only if the BTA works directly for the school).
- Translate at multi-agency meetings.
- Transition from one year group to the next or from one school to another.

Resources & Contacts
(see also useful websites in resources folder)

Displaced People in Action DPIA

https://www.dpia.org.uk/ School and teacher resources | British Council

International Organisation for Migration IOM

http://unitedkingdom.iom.int/

Save the Children

www.savethechildren.org.uk

http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.7998857/k.D075/Syria.htm

Save the children report 'Invisible Wounds', gives an analysis of the impact of 6 years of war on the mental health of Syria's Children.

The British Red Cross

Explore teaching resources at the British Red Cross

The Welsh Refugee Council

Home - Welsh Refugee Council (wrc.wales)

Wales City of Sanctuary

Wales: Nation of Sanctuary | Building a culture of hospitality for people seeking sanctuary (cityofsanctuary.org)

Schools of Sanctuary | Building a culture of hospitality for people seeking sanctuary (cityofsanctuary.org)

Ukrainian Refugees: hosting, support & more (cityofsanctuary.org)

Resources on Anti-racism | Building a culture of hospitality for people seeking sanctuary (cityofsanctuary.org)

Wales Strategic Migration Partnership

Wales Strategic Migration Partnership - WLGA

Chapter 5: Assessment and ALN

Including Additional Learning Needs, (ALN), and exam access arrangements.

Assessment of newly arrived pupils is paramount to establishing levels of English language proficiency, cognitive ability as well as gathering insight to the pupil's previous educational experiences. This will inform teaching provision and the appropriate placement of the pupil. The pupil's progress will need to be reviewed termly to ensure the correct support and provision is in place.

While the early assessment of newly arrived pupils is crucial, consideration of the pupil's prior experiences must be considered i.e., a pupil who has recently arrived and has experienced trauma will need support settling in as a priority, (**Refer to Chapter 4 Pastoral & Welfare and Chapter 10 Trauma)**.

The assessment process needs to be ongoing and initiated during the first few weeks of the pupil's admission to school by **The Local Authority's Ethnic Minority Achievement Service,** (**EMAS**), where available. If possible, the assessment should be carried out in the pupil's first language to give an accurate insight into the pupil's cognitive ability. It should also provide recommendations to schools on supporting the pupil's pastoral and academic development.

The assessment will enable the EMAS assessor to establish a Language Acquisition stage for the pupil which will help practitioners differentiate learning activities appropriately. Use the Welsh Government (**WG**) stages overview sheet as a guide and the strategy sheet to help with using suitable activities. Welsh Government Stages Overview Sheet (see Resources folder).

If a Bilingual Teaching Assistant (**BTA**) or Interpreter is available, they will also be able to facilitate liaison with the pupil's parents/guardians (if in the UK).

The ethnic minority achievement service (EMAS) will also be able to carry out 'profiling' on the pupil to inform the school and other agencies. This profile will inform people who need to know of the pupil's personal details including proficiency in languages spoken including English; educational background; family background and any other important information gathered on the pupil. It is a good idea to use a One Page Profile in order to gather important information from the pupil themselves.

It is imperative that schools and Local Authorities consider the range of previous educational experiences of all children affected by migration. These could include:

- Formal education
- Fragmented education
- No prior schooling
- Educated in camps

The level of education attained by the pupil will affect their levels of literacy in their home language(s); some may be able to speak a language fluently but not be able to read or write in it. The pupil's educational experiences prior to arrival in the UK will also influence the transferrable skills the pupil has, and classroom practitioners will need to be mindful of this when planning provision.

<u>How to Assess Pupils:</u>

- Refer to all information gathered on a pupil at an admission meeting to inform your assessment.
- If possible, arrange for an interpreter who speaks the same language and dialect as the pupil.
- Choose a calm quiet space for the assessment where the pupil feels relaxed.

- Collate suitable resources to assess the pupil's proficiency in oracy, reading, writing and numeracy in both English and home language.
- Assessment should be shared with all practitioners working with the pupil.

How to Set Language Acquisition Targets:

Once complete, the assessment process will have identified the areas where the pupil will need additional support and establish the pupil's Language Acquisition stage. The school can now decide how to provide this support and should start to provide it as soon as practicable. The pupil's need for support will change over time so it is important to review the support on offer regularly to check that it is still needed and appropriate.

Preliminary targets can also be set at this point. These will also need to be reviewed soon, e.g., by the end of the pupil's first term, to check that they are still appropriate. Some refugee pupils may make very rapid progress with their acquisition of English once they start school in the UK so may need their targets reviewing more often than other students that receive additional support.

Targets can be set from the findings of the assessment and should cover all skills: oracy, reading, writing and numeracy. For example, if a pupil has little or no knowledge of phonics then a target would be to learn the first 5 sounds in English. Targets should be **SMART** – Specific, Measurable, Achievable, Realistic and Timely. For a newly arrived refugee pupil who has experienced trauma and/or is finding it difficult to settle in, targets with a pastoral focus may be more appropriate e.g., to access an extra-curricular activity or to socialise with buddies at play time.

Additional Learning Needs and English/Welsh Additional Language (ALN/EAL/WAL)

The Additional Learning Needs and Education Tribunal ET Act 2018

The Welsh Government has been working on the ALN Transformation agenda for several years. The Act and mandatory ALN Code are now statutory for all schools, FEIs and early years settings.

The Vison of the Act

- Welsh Government are striving to deliver a fully inclusive education system for the learners of Wales. A system where needs are identified early, addressed quickly and all learners supported to reach their potential.

- Planning needs to be flexible and responsive, for our professionals to be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.

- Welsh Government believe that the learner should be at the centre of everything we do and that they and their parents and carers are equal partners in their learning, (Person Centred Approach).

Objectives of ALN reform

1. ALN to replace term SEN

2. Act to cover 0–25-year-olds.

3. A unified statutory plan – the individual development plan

4. Increased participation of children and young people

5. High aspirations and improved outcomes

6. A simpler less adversarial system

7. Increased collaboration

8. Avoiding disagreements and earlier disagreement resolution

9. Clear and consistent rights of appeal

10.   The ALN Code

11.   A bilingual system

Additional Learning Needs (ALN)
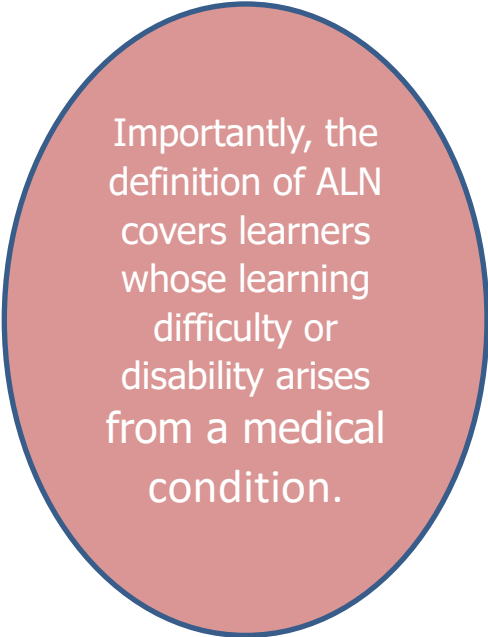
Definition of additional learning needs (ALN)

Additional Learning Needs

(1)   A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
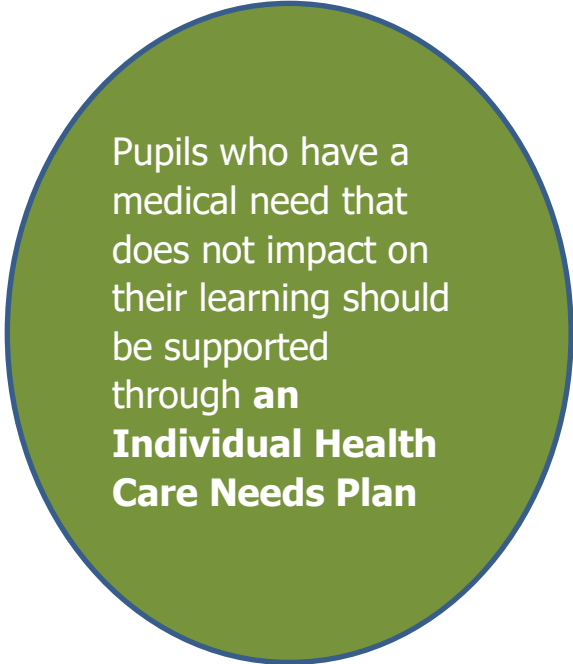
(1)   A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

(a)   has a significantly greater difficulty in learning than the majority of others of the same age, or

(b)   has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(1)   A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.

(1)   A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

> Importantly, the definition of ALN covers learners whose learning difficulty or disability arises from a medical condition.

> Pupils who have a medical need that does not impact on their learning should be supported through **an Individual Health Care Needs Plan**

Bilingual – refers to children who are in regular contact with more than one language for the purposes of family living. Their competence may be in all the four skills (listening, speaking, reading, and writing) in either or both languages and is likely to be at varying levels.

The mandatory **ALN Code 2021** gives specific advice on the identification and assessment of children who are learning English as an additional language. It states:

- A person does not have a learning difficulty or disability – and, therefore, does not have ALN – solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is, or has been, spoken at home.
- Those with Welsh or English as an additional language might need extra support to achieve their potential, but do not necessarily have ALN. That said, when a child or young person has Welsh or English as an additional language and makes slow progress (despite differentiated teaching to support them), consideration ought to be given to whether there is a specific learning issue.
- Identifying ALN for those whose first language is not Welsh, or English requires particular care. All aspects of a child or young person's learning and development need to be considered to assess whether their difficulty is the result of the challenge of learning Welsh or English as an additional language or if it arises

from ALN. The school, FEI or local authority ought to look carefully at all aspects of a learner's performance across the curriculum to establish whether any difficulties they have are due to limitations in their command of the language that is used, or if it arises from ALN.

When considering if a pupil has an additional learning need or a language need it is crucial to find out:

- The age of the pupil on arrival into the UK.

- The number of years of formal education received in his/her first language.

- The number of years she/he has been learning English.

- Are the pupils' speaking skills and literacy skills age-appropriate in his/her own language? This predicts potential in English as transferrable skills are required to acquire an additional language.

Additional Learning Provision (ALP)

For a child learning EAL/WAL who is identified as having an identified ALN that requires additional learning provision (ALP) that is additional to or different from that required by other learners an individual development plan IDP, should be put in pace to specify the ALP required for the learner. It is advisable for an EAL/WAL Support Teacher and a Bilingual Teaching Assistant to be involved in this planning in order to help the child build on what they know and understand in their home language. This will provide a foundation for addressing what support the learner needs to make progress.

The definition of ALN can only be interpreted by reference to the definition of **additional learning provision (ALP).**

The two things must be considered together

A child or young person would not have ALN if their lack of progress or difficulties can be addressed through differentiated teaching. Teaching which recognises and responds to the needs of individual learners is a key component of all high quality education; *most children and young people will require a differentiated approach in some aspect of their education at some point.*

Slow progress and low attainment do not necessarily mean that a child has ALN and should not automatically lead to a decision that the learner has ALN

Definition of additional leaning provision (ALP)

Additional Learning Provision

(1) "Additional learning provision" for a person aged three or over means

educational or training *provision that is additional to, or different from, that made generally for others of the same age* in—

(a) mainstream maintained schools in Wales,

(b) mainstream institutions in the further education sector in Wales,

(c) places in Wales at which nursery education is provided.

(2) "Additional learning provision" for a child aged under three means educational provision of any kind.

(3) "nursery education" means education suitable for a child who has attained the age of three but is under compulsory school age.

ALN+ ALP= IDP

It is sometimes suggested that all children learning EAL should have IDPs. That is a misunderstanding of the purpose of individual development plans. Children learning EAL have language learning needs. That is not the same as ALN, and they should not be grouped with children with ALN. The advice from ethnic minority achievement services is clear, "*they are just as capable as any other child and benefit from working alongside competent speakers of their first language where possible and of English. They should only have IDPs if they have been*

identified as having an ALN in addition to their EAL learning need."

In the case of children who are acquiring EAL or WAL, any planning should include their English language acquisition targets and outline teaching strategies that will help them to develop their mastery of English for academic purposes. It should take account of any relevant previous school experience of a subject overseas, and it should refer to cultural considerations, if they might affect their progress. If the provision that is made involves additional staff employed to support pupils learning EAL, there should be arrangements for co-ordination between the class teacher and/or ALNCO and these staff to ensure full collaboration in planning and consolidating new learning.

What is an IDP?

- The IDP outlines and documents the ALP required to meet the identified ALN.

- It is central to assessing and meeting ALN going forward.

- Replaces the existing Statement of Special Education Needs over time.

- Is a single plan with a common format for learners aged 0-25.

- Will integrate all other individual plans.

- Is designed to be more accessible and easier to update to meet changing needs.

- Will specify the ALP required to meet the learner's ALN.

What does an IDP look like?

- Biographical information about the child and contact details for parents and any relevant professionals.

- The child's, child's parents, or young person's views, wishes and feelings.

- A clear and comprehensive description of the child or young person's additional learning needs.

- A description of the specific ALP, and who is responsible for delivering that ALP.

- Details of any curriculum disapplication, exam provision and any transport requirements.

- Transition details.

- Placement name.

- A record of discussions, advice and evidence and a review date.

- Mandatory template.

Who will have an IDP?

Who will

have an

IDP?

Any child or young person (0-25) with additional learning needs who requires additional learning provision that is "different from or additional to" that which is provided as part of the usual or differentiated curriculum will have an IDP.

All children and young people with additional learning needs that require additional learning provision will have an IDP.

Local authorities will be responsible for the preparation of IDPs for children and young people with more severe or complex ALN and those who are 'Looked After' and dual registered e.g., PRU.

Children under compulsory school age and not in a maintained school can be brought to the attention of the local authority by parents or a health professional.

How will we measure success?

- Each IDP will include a clear action plan, which will be <u>reviewed at least every 12 months</u> or on request from a parent/professional to consider whether the child or young person is making progress towards their targets.

- An IDP review will gather and analyse any new information or evidence. It will consider if the description of ALN in the IDP is still correct in the light of any new information or evidence, whether new targets should be set and whether the provision is still appropriate.

Misidentification due to having EAL

EAL pupils are more likely to have a label of speech, language, and communication need, suggesting that pupils may be labelled as having a primary language problem, when their problem could be more likely associated with the fact that they are learning English as an additional language.

Possible Reasons for minority-ethnic differences?

- Cultural Practices

For example, the cultural practice of consanguineous marriages might lead to higher prevalence of some learning difficulties. (See Bradford Study https://bradscholars.brad.ac.uk/handle/10454/5862).

- For other learning difficulties there may be under-identification because of cultural differences e.g., many pupils from south-east Asia do not read fiction when they are being taught to read. Reading in these school cultures is merely to extract information and not for pleasure. Therefore, pupils may struggle to recognise higher order reading skills such as perception and empathy- not as

a result of an additional need but as a result of cultural experiences.

Teacher Perceptions.

- It has been argued that some teachers have lower expectations of some of their pupils. In the ALN context this could lead to over-identification of pupils whose first language is not English.
- Engagement with Services at pre-school, the reasons for the higher prevalence of severe and complex learning difficulties in primary schools could be because earlier identification has not taken place.

There is evidence that because of their actual or perceived cultural inappropriateness maternity services and other GP services are underused by many minority-ethnic groups including asylum seekers and refugees. Refugees and asylum seekers may need support to access maternity services in this country and may not have had the support of maternity services in their home country due to circumstances of conflict etc.

The key question is - why is this *bilingual* pupil not making the progress I would expect? A hypothesis testing approach was developed for exploring this issue by a team of psychologists and teachers in Surrey (The assessment of bilingual pupils with reported learning difficulties: a hypothesis-testing approach. In Cline, T. and Frederickson, N. (Ed). Bilingual Pupils and the National Curriculum: Overcoming Difficulties in Teaching and Learning. (pp.185 - 192). London, University College London Department of Psychology.) They proposed the following list of hypotheses, outlining different reasons why a bilingual child might be underperforming. Then they examined the implications of each explanation for how teachers might aim to help.

Hypothesis
The child is learning more slowly than others because the ethos and curriculum of the school are experienced as challenging and alien, rather than welcoming and accommodating.
The child is not learning because the child's good level of conversational English has misled the teacher into setting tasks that are too abstract for the child's current language level.
The child is learning at an appropriate rate, and just needs more time to get used to the demands of working in their second language.
The child has not attained a basic language proficiency in any language, because neither language has been given adequate opportunities to develop.
The child is failing because of a preoccupation with stress that is affecting their family or their community.
The child has a general difficulty in learning compared to other children of the same age.
The child is failing because of a specific language disorder.

Identification and assessment

Language needs or additional learning needs: does it matter?

When a child who is learning English as an additional language makes slow progress in school, it is difficult to tell whether the delay is caused because they are not confident using the language of the school or because they have "real" learning difficulties independently of the language difference.

It is important to understand the causes of their problems. If they have additional learning needs (ALN), an analysis of their needs will help to decide the best way of teaching them. If they simply need to develop

their proficiency in English, they will require a different emphasis in their teaching.

Extract from Ofsted Report (2003) *The education of asylum-seeker pupils.*

"There have been examples of teachers placing asylum-seeker pupils in inappropriate ability groups or sets. Where this occurred, it resulted in a poor match between pupils' ability and the demands of the learning task. For example, one school was misguided in placing the newly arrived pupils on the additional learning needs (ALN) register and the subsequent teaching strategies and resources were predominantly modelled on the teaching of pupils with ALN. This resulted in teaching that did not provide well-matched cognitive challenge, and the asylum-seeker pupils made slow progress."

(HMI 453, para. 49) **Language needs or additional leaning needs: how can you tell?**

Language difference and ALN are not the only alternative explanations when a child who is learning EAL/WAL appears to be making slow progress in school. But this rather simplistic question is a good starting point for teachers. At least it reminds us to check on a child's ability to deal with the language demands at school before making assumptions about the nature of their learning difficulties.

To guide observation and assessment of a pupil in this position, materials have been adapted by the Portsmouth EMAS who have published their version on their website. The headings, listed below are used to decide the most appropriate first point of assessment for a particular bilingual pupil - assessment of ALN or EAL/WAL assessment. They emphasise that these questions are for **initial assessment only**.

As a pupil has further exposure to English and or Welsh, additional learning needs may become apparent. It may be appropriate to follow both courses of action for some bilingual pupils, i.e., testing hypotheses for ALN and EAL/WAL acquisition.

Note: all answers should be based on good assessment evidence collected in a variety of circumstances over a period of time. All evidence should be accurately recorded and dated.

The hypothesis questions concern about:

1. Lack of Response

2. Problems with listening

3. Lack of oral expression over a range of subjects

4. Difficulty in progressing in areas of the curriculum other than English

5. Slow or little progress with reading

6. Difficulties with writing for a variety of purposes

7. Difficulties with handwriting

8. Behavioral, emotional, or social difficulties

Additional Information may be found at: http://emas.lea.portsmouth.sch.ukIt is usually important to undertake an EAL/WAL assessment before anything else. When teachers wish to take their exploration of possible reasons for a child's lack of progress further, one viable way forward is to adopt the *hypothesis testing approach as outlined above.* This will generate more complex investigations than the either/or question with which this section began.

In order to work through some of the questions or hypotheses a teacher may need external support. Various procedures may be involved that would not be necessary with a pupil who is a monolingual speaker of English:

• Involving EAL and bilingual support teachers actively at every stage.

• Recording and reviewing information on the child's knowledge and use of their home language *and* of English.

• Setting targeted educational outcomes covering language and cultural needs and reviewing progress towards achieving them.

• Ensuring that the child has appropriate language provision.

• Investigating social, cultural and language isolation and peer harassment as possible factors in the child's difficulties.

• If needed, making use of an interpreter/adviser from the parent's/parents' own community.

In order to plan the assessment of a child who may have additional learning needs whether they are learning EAL/WAL or not, it is necessary to work within the framework of the ALN Code.

Understanding the context

Background information is needed to understand the context in which any child may face barriers to learning at school. In the case of children who are learning EAL/WAL this is even more important. First, it is essential to have full and accurate background information about the child him/herself. This might cover:
•Language(s) spoken at home
   - between adults
   - between adults and children
   - between children

• Religion and diet

• Any periods of residence or schooling outside UK

• Changes of school within UK

• Experience of classroom work in first language

• Experience of teaching outside school in first language

• Experience of a bilingual teaching approach

• Arrangements for learning English or Welsh.

But the personal and family background information is not enough in itself. To fully understand the educational needs of children learning EAL who are struggling in school, it is essential to have background information about the school as well as background information about the child and family. **The child's educational needs cannot be judged without understanding the educational context**. To what degree are the child's difficulties in learning a reflection of a problem in the school's ethos or provision for all children learning EAL/WAL, rather than an unavoidable problem relating to this child alone?

The list of questions that is given below will be relevant in this situation. Others may be added if they seem likely to illuminate *the barriers* to be overcome if the child is to progress:

1. Is the child's first language widely shared by other pupils at the school?

2. Are there adults in the school who share his/her first language?

3. Is there a whole school languages policy that covers bilingual pupils?

4. What resources and teachers are available to meet the unique needs of bilingual pupils?

5. Are there books, recordings, posters and displays in her/his first language?

6. What flexibility of provision is there beyond what she/he now receives?

7. Is a multicultural approach to teaching emphasised and valued by the staff?

8. Is there an explicit and effective school policy on racism and on racial harassment?

9. Is there effective liaison with parents from her/his community?

10. Is spoken and written information available to her/his parents in their first language if needed?

11. What efforts are made to ensure that parents understand what the school is aiming to do for their children and to learn their views of what they would like it to do?

Areas to consider in setting up an assessment could include:

- Narrative - re-tell a common story from the culture associated with that language.

- Sequencing-explain the sequence for an everyday action, such as dressing or coming to school.

- Relating personal experience.

- Comprehension-the assessor may tell a story or explain how to do something in the home language and then ask the pupil comprehension questions about it.

- Following verbal instruction.

- Memory.

- Listening and attention skills, assessed by observation.

- Interaction with others, verbally and non-verbally.

Factors which might indicate learning difficulties could include:

- Immature vocabulary

- Inappropriate vocabulary

- Illogically sequenced ideas

- Incorrect word order

- Expressive speech undeveloped e.g., not speaking in sentences.

- Limited use of connectives

- Poor use of social language

- Inadequate predictive skills

It is important to be aware that some of the factors above will be affected by the pupil's stage of language acquisition in English, and this reinforces how crucial a bilingual assessment can be to determine a learning difficulty or an additional learning need.

If you watch the DVD "Many Voices One Wales". There is a chapter that deals specifically with determining a pupil's learning needs. This chapter illustrates undertaking an assessment in the home language; observing pupils' language skills outside the classroom e.g., on the playground, and meeting the pupils needs through joint planning.

Many voices, one Wales is available here:

https://vimeo.com/album/1705088Education Guidance external/internal assessment

Disapplication in relation to EAL/WAL learners

Disapplication would be appropriate for EAL/WAL learners who are not able to access the exams or who would be at a substantial disadvantage in doing so even with application of all the available access arrangements. In concluding that learners are not able to access the exams, schools may wish to consider whether a learner is not able to demonstrate any of the expectations of those exams.

In all cases the school must have evidence for the decision to disapply and be able to explain and justify this decision, with reference to that evidence, to the learners' parents, and to the relevant local authority and regional consortium.

External exam access arrangements

[Access Arrangements and Reasonable Adjustments 2021-2022 (pearson.com)](updated annually)

See- 'Guidance Joint Council for Qualifications'- updated every year with time frame for requesting "reasonable adjustments" Extra time **will not be allowed** if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.

A computer reader/reader will not be allowed if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.

The EAL Co-ordinator or the ALNCO must determine the needs of the individual candidate. Not all candidates for whom English is an additional language will need to use a bilingual translation dictionary.

Very few bilingual translation dictionary users will need to have 10% extra time. This is a rare and exceptional arrangement specifically for a candidate who entered the United Kingdom **less than three years** before the time of the examination(s), with no prior knowledge of the English Language. (Holiday periods are included in the three-year rule). (Informed by ALNCO and EAL co-ordinator).

See Chapter 4 of the Access Arrangements and Reasonable Adjustments of the current guidance-Managing the Needs of Candidates with Disabilities and Learning Difficulties

EAL pupils with an IDP may be able to request a "reasonable adjustment" depending on the ALN concerned, always refer to the guidance and liaise with the school or college exams officer.
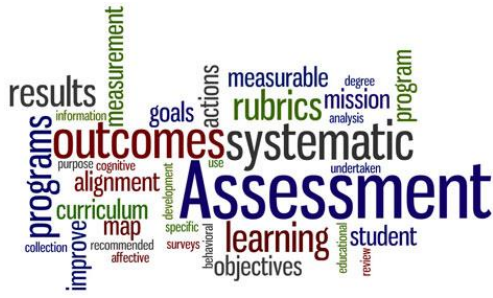
Chapter 6 - LANGUAGE ACQUISITION

Language acquisition can be distinguished into two areas: **BICS** (Basic Interpersonal Skills) and **CALP** (Cognitive Academic Language Proficiency). BICS is not specialised language and is usually context embedded. It is language used for social interaction, e.g., on the playground and on the telephone. It generally takes pupils up to 2 years to acquire BICS.

CALP involves language that is more cognitively demanding and is required for children to access the curriculum fully. The skills required at this level of language proficiency will involve comparing, classifying, evaluating, and inferring. It takes 5 - 7 years, under **ideal** conditions, to develop academic language at a level equivalent to peers in school.

Look at the examples below and decide whether you think they are examples of **BICS** or **CALP**:
A) A teacher asks a pupil to name the different parts of a flower and then sort plants into flowering and non-flowering.
B) Pupils ask a newly arrived pupil if they want to go to the canteen and then play football.
C) Two pupils are talking about their favourite singer on YouTube.
D) Pupils are asked to discuss and give their opinion on whether school uniform should be banned.

A and D are examples of **CALP**. This is language that is likely to take place only in the classroom setting and will therefore not be familiar to a pupil learning language. It will take much longer to acquire, and teachers need to be modelling this language on a regular basis for the pupil to remember and use it proficiently. The key to identifying CALP is to look at what language is required from the task e.g., sorting, discussing, and giving opinions on topics that are more academic rather than social.

B and C are examples of social language that a pupil may acquire at a much quicker rate because they are using it daily.

The rate at which pupils acquire English will also depend on other factors such as their prior education. Refugee children may have experienced sporadic if any schooling which may affect the progress they make. Furthermore, refugee children are likely to have experienced trauma and may be withdrawn or silent for a period after arriving in the UK which will also influence their language acquisition.

Iceberg model for importance of first language (L1)

The use of home language alongside the acquisition of a new language is paramount. Jim Cummins believes that through learning one language a child acquires a set of skills and metalinguistic knowledge that can be drawn upon when working in another language. This common underlying language proficiency (CULP), as he calls these skills and knowledge, is illustrated in the diagram below. CULP provides the base for the development of both the first language (L1) and the second language (L2). It follows that any expansion of CULP that takes place in one language will have a beneficial effect on the other language(s). This theory also explains why it becomes easier and easier to learn additional languages.
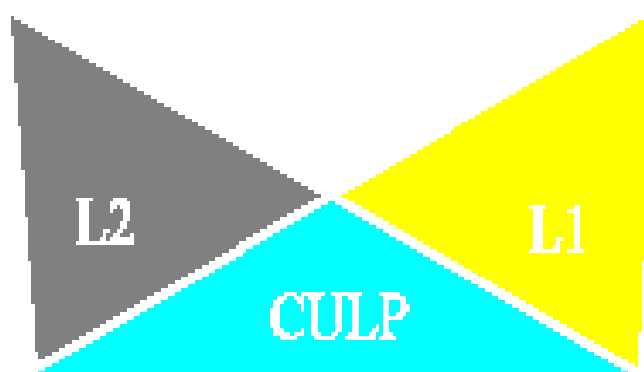
It is very important that students be encouraged to continue their first language development. When parents ask about the best

ways they can help their child at home, you can reply that the child should have the opportunity to read extensively in their own language. You could suggest that parents make some time every evening to discuss with their child, *in their home language*, what they have done in school that day: ask them to talk about the science experiment they did, question them about their understanding of primary and secondary sources of historical information, have them explain how they have solved a math problem etc.

The impact of stress and/or trauma may influence the rate of language acquisition – see [Cognitive assessment of refugee children: Effects of trauma and new language acquisition - PubMed (nih.gov)](#).

The Cummins quadrant

Cummins has devised a model whereby the different tasks we expect our students to engage in can be categorized. Tasks range from cognitively undemanding to cognitively demanding and from context embedded to context reduced.

A **context-embedded task** is one in which the student has access to a range of additional visual and oral cues; for example, he can look at illustrations of what is being talked about or ask questions to confirm understanding.

 A **context-reduced task** is one such as listening to a lecture or reading dense text, where there are no other sources of help other than the language itself.

Clearly, a D quadrant task, which is both ***cognitively demanding and context- reduced***, is likely to be the most difficult for students, particularly for non-native speakers in their first years of learning English. However, it is essential that EAL students develop the ability to accomplish such tasks, since academic success is impossible without it.

If teachers have an awareness of the likely difficulty of a task, based on Cummins' model, they can judge its appropriateness for the non-native speakers in their classes and in this way avoid much frustration.

This does **not** mean, however, that EAL students should be fed a diet of cognitively undemanding tasks. It may be beneficial to use such activities in the students' early days at school, to build confidence, or as a lead into a more challenging activity.

However, teachers should switch soon to tasks that engage the students' brains, making these tasks accessible by providing visual or other support. Once students are comfortable with these kinds of activities, they can be gradually exposed to tasks that are both cognitively demanding and context-reduced (link to strategies sheet).

Chapter 7 - Accessing the Curriculum

You will need to take into account the pastoral and educational needs of the pupil. For many pupils from refugee families, whenever they start school, the challenge of fitting in is likely to be the most important factor to having a successful time in school with educational tasks possibly less of a concern.

Other pupils may well want to fit in and get straight on with their schoolwork and it is important to always have high expectations of newly arrived pupils. In many ways, the task faced by teachers is the same with regards to all new EAL children. The goal is to make them feel welcome, provide support, encourage friendships, and make sensitive assessments about language needs, learning needs and wellbeing.

The following points will help class teachers support their new arrivals:

- **Provide a safe and welcoming experience.**
  Pupils who have recently arrived will all bring different experiences and expectations about school. Some may well arrive excited to start school, some may be nervous about beginning in a new school. Some may have had a sporadic previous experience whilst others may not have had any schooling for the last few years. What is important is that schools find out this information **before** pupils arrive in schools. It is important to welcome your new arrival into the classroom in an appropriate way.

- **Differentiation**
  Focus on information from the baseline initial assessment **(refer to section 3 Assessment)**. Jim Cummins (**The Theory of Bilingualism**) explained that children new to English will need to

have **the cognitive challenge** of some tasks lowered whist they are learning a lot of new vocabulary. However, very soon pupils will need the cognitive challenge raised to where the majority of pupils are. Pupils will learn English as they learn the knowledge and skills of the curriculum. Whilst sometimes it is appropriate to teach discrete modules such as phonic catch up programmes, by and large, pupils with EAL should be accessing the curriculum and learning content alongside their peers, and work will need to be differentiated, (www.*EAL-teaching-strategies.com*). Refugee pupils will come to school from a range of different educational backgrounds and it is important to recognise each pupil's individual experiences when planning work. Teachers can look at the following website for Refugee week and find helpful links to videos, stories that highlight the experiences refugees will bring with them, (www.refugeeweek.org.uk).

- **Provide access to good language, behaviour & learning role models.**
  Due to very different experiences of school, pupils may find themselves in an environment that is unfamiliar to them. Therefore, having good role models in language and behaviour is essential good practice and should be embedded within the school practice.

  https://www.youtube.com/watch?v=l4a70A88DS0 – Follow this link that highlights good EAL practice.

Planning

- Teachers should begin planning for each pupil's individual needs as would be done for all pupils in schools. Ensure that pupils' emotional and educational needs are met during class. Identify the language needs of lessons and **HOW** the pupils will acquire this language.

  Here are the key points to remember when planning for newly arrived EAL learners:

1. What are the pupils' previous educational experiences, (gathered from the initial assessment).
2. Are the pupils literate in their home language?
3. Will the pupils require any bilingual support?
4. Have the pupils experienced any trauma before arriving in the UK? (subjects that deal with conflict/war should be planned sensitively.
5. What are the key words/phrases the pupil needs to understand?
6. What language functions are pupils being asked to demonstrate?
7. What language structures does the pupil need?

Pauline Gibbons' planning framework is an excellent tool for teachers to use when planning activities for EAL pupils.

https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/Documents/Using_Gibbons_Framework.pdf

Examples of language functions are:

❖ describing
❖ comparing
❖ reporting
❖ prepositions

Examples of language structures are:
❖ What colour does it become?
❖ What happens to the……..?
❖ It changes this colour when……..
❖ I think that……….

- **<u>Use a Planning Key</u>**
  This will help to focus on specific strategies good for language acquisition.
  Pupils will need to learn a lot of new language to access topics or subjects.
  Example 1:

History – The Normans
You should:

- Identify language specific vocabulary; *battle, King, armour, invade.*
- Find key visuals – *Pictures of the King, pictures of soldiers, maps.*
- Decide which grammar you might focus on – *Describing, using the past tense e.g., King Harold was ………, A castle had………*
- Utilise TAs or ideally Bilingual Teaching Assistants who can prove invaluable to the support they can give to newly arrived pupils. Along with class buddies they can form close supportive roles essential in the early days for your new pupils.

Example 2:

Science – Properties of Solids, Liquids and Gases

You should:

- Identify language specific vocabulary; solid, liquid, gas, melt, evaporate, freeze etc.
- Find key visuals: Pictures of examples, you tube clips showing the process of melting/freezing, having a BTA explain in home language using pictures, demonstrating the processes.
- Decide which language functions will be used: describing, naming, labelling.
- Identify simple language structures to model: This is a gas/solid/liquid, When a……..is heated it………..(melts/evaporates).

Collaborative Learning

- A highly effective way to include new EAL learners in class lessons. It allows pupils to contribute using their current level of language.
- Peers can help support the pupil.
- The pupil has good access to language role models when groups are effectively put together.

Access a wide range of collaborative lessons at:

www.collaborativelearning.org

Home Language Exams

Pupils who are newly arrived in KS4 are particularly vulnerable to becoming NEET (Not in Education or Employment). Taking exams in home language can be an excellent way to give those pupils a qualification. It is important to find out with the help of an interpreter or bilingual teaching assistant the literacy level of the pupils before entering them for the exams.

Ensuring that pupils can take these exams, if appropriate, should become a priority for schools when looking at suitable provision for arrivals late into KS4. Past papers can be downloaded and given to pupils in order for them to practice before taking the exam.

Pupils can feel a sense of achievement when taking home language exams and this is vitally important for those pupils who arrive having previously had a high level of education.

Chapter 8 - Diversity Across the Curriculum / Challenging Stereotypes

Children can only learn to be respectful of others, challenge unfair generalisations and learn inclusiveness and positive regard for diversity if they see adults around them doing the same.

- Children imitate adult behaviour.

- The way children feel about themselves is not inherited but learned.

- Identity formation is a complex process that is never completed.

- The effect of gender, class and other formative categories overlap in very complicated ways to shape an individual's identity.

- Be aware of the nature of shifting and changing identities.

- Be aware of stereo-typical branding.

- It is entirely natural for children to repeat the behaviours of parents and other significant adults.

There needs to be four main conditions for learning to take place:

- State of emotional well-being and security.

- Positive self-identity and self-esteem.

- Curriculum must be socially interactive and instructive.

- Children needs to be cognitively engaged.

Teachers need to use the curriculum to:

- Incorporate work on similarities and differences.

- Offer all children guidance and support in developing positive attitudes towards all people.

- Recognise the value of all languages and cultures.

- Develop topics and read stories which raise issues of similarities and differences in gender, language, and ethnicity.

- Encourage children to understand and talk about their feelings.

- Create the kind of ethos that promotes and values diverse images and contributions to society.

- Involve parents and children, particularly in the development of a policy on equality.

- Talk through your equality policy with all parents and children when they enter the setting.

- Develop appropriate teaching and learning strategies for EAL pupils.

- Language acquisition and diversity -language involves more than learning a linguistic code with which to label the world or to refer to abstract concepts.

- Language also involves learning how to use the code in socially appropriate and effective ways.

- Language learning is dependent on cognition.

- Main features are listening, speaking, reading, and writing.

- Sixty percent of communication is non-verbal.

Developing Social Competence -**helping to build trust.**

Key points - Teacher should

- Respond appropriately to individual differences in temperaments.

- Help children learn rules.

- Help children learn to co-operate and accept responsibility in helping.

- Create a physical environment that fosters small group activities and interests.

- Help children learn how to share and take turns.

- Help children to develop successful relationships with peers.

- Help children to be assertive not aggressive.

- Help children develop a sense of regard for the well-being of others.

- Help children to seek assistance when appropriate.

- Help children develop skills in solving interpersonal problems.

- Foster children's self-esteem.

- Acknowledge the cultural and linguistic backgrounds of all children.

- Actively maintain and develop the children's first or home language.

- Promote the learning of English as an additional language.

- Value bilingualism as an asset.

- Value what boys and girls do equally.

Cultures have different social and cultural practices.

- Support families in their efforts to maintain their languages and cultures.
- Foster an awareness of diversity in class, gender, ability, and culture.

- Promote respect for similarity and difference.

- Challenge bias and prejudice.

- Promote a sense of fairness.

- Promote principles of inclusion and equity support the participation of the parents in the children's learning.

- Ensure the curriculum supports diversity home corner- reflects diversity.

- Provide dressing up clothes from different countries.

- Provide puzzles and manipulative equipment which reflect realistic images of diversity and equality.

- Music and singing - supply listening posts with a selection of tapes, CDs in other languages, rhymes and poems, music, and instruments from diverse cultures.

- Facilitate dance activities from other countries.

- Use cooking activities to familiarise pupils with different tastes. Use parents/carers to help.

- Books, book corners, parental access. Ensure library reinforces positive non-stereotypical images.

- Set up a bilingual library for parents and children.

- Story-time: use clear visual images, texts simple and unambiguous, provide good cues to the story line and sequence of events.

- Keep the sessions short; initially pupils may be tired with so much intellectual and sensory input.

- Consider the size of the group.

- Develop a staff checklist.

Parents as partners

- Aspects of family and community life can enhance understanding, explore family history, country of origin, refugee experiences etc.

- Explore and promote understanding of religious beliefs and practices, diet, food preferences, special religious language.

- Consider and ask about children's everyday life at home, routines of eating, sleeping and play.

- Use parents/carers to support language practice, special stories, literacy traditions.

- Consider parent's theories about learning, schools in home country- the educational experiences of other home members, parent's expectations, views on education here.

- Community events and contacts, medical, health.

- Areas of expertise, hobbies, reading, cooking etc. with children.

Improving Ethos

- Booklets and parent guides in other languages.

- Staff photos displayed with names of workers.

- Demonstrate that parents' diverse linguistic, cultural backgrounds are valued and seen as positive.

- Providing spaces for babies and toddlers.

- Staff may have to find ways of communicating with the full range of parents.

Dealing with inappropriate remarks

- Deal with all inappropriate remarks, as they arise.

- Remember you are a "significant other" and children are likely to learn from your values position.

- Do not tell the child that he/she is wrong- but that the remarks made are wrong.

- Support and physically comfort the abused child.

- Work with children who made the offending remark.

- Target the parents of children who make discriminatory comments.

Resources for cultural diversity

See also Useful Websites

http://globaldimension.org.uk Global Learning Programme –Wales

https://globaldimension.org.uk Think Global

http://www.redcross.org.uk

[Explore teaching resources at the British Red Cross](#) teaching resources, images of refugees.

www.youtube.com/watch?v=RBQ-IoHfimQ

www.youtube.com/watch?v=nKDgFCojiT8   Save the Children- 2 short films about becoming a refugee:

www.estyn.gov.uk Supplementary guidance on the inspection of racial equality, the promotion of good relationships and English as an additional language.

[Improvement resources search | Estyn (gov.wales)](#)

[Schools of Sanctuary: Learn about asylum seekers and refugees and improve your school's welcome - Oxfam Policy & Practice](#)

[UNHCR - Teaching about Refugees](#)

unicef.org.uk/rights-respecting-schools/resources/teaching-resources/In Search of Safety [Refugee crisis school resource - UNICEF UK](#)Teaching Pack

www.sendmyfriend.org Send My Friend produces new up to date resources every year about children who are missing out of school.

www.newburypark.redbridge.sch.uk – Great ideas for "Language of the Month". Audio of each language. More suited to Primary or new to English learners in Secondary.

www.britishcouncil.org/kids.htm

[School and teacher resources | British Council](#)- Interactive activities for new to English and KS1 /KS2 and cultural diversity resources –global gateway programmes

www.nottinghamschools.co.uk/emag - Suggestions for collaborative learning.[EAL, ESL Online Learning Resources| Books & Tools for Schools | EMAS UK](#)contextual translation tool featuring avatars and virtual keyboards.

[Show Racism the Red Card - Resources and Activities](#) resources for primary and secondary schools including workshops in school, DVDs.

Story books-www.mantralingua.com A catalogue of resources for everyone.

Tusk Tusk David McKee

The Colour of Home Mary Hoffman

Azzi in Between Sarah Garland

www.englishraven.com **-** Resources, games, flash cards etc. Something for everyone.

www.digitaldialects.com - A comprehensive site with many languages. Includes interactive games useful for stage A – B learners.

www.Emas4success.org - EMAS 4 Success (Ethnic Minority Achievement (urlm.co.uk) - Materials for teachers to use with New to English pupils.

Internet TESL Journal (For ESL/EFL Teachers) (iteslj.org)

The Internet TESL Journal
For Teachers of English as a Second Language Articles, Research Papers, Lessons Plans, Classroom Handouts, Teaching Ideas & Links – Bilingual, contains vocabulary quizzes.

www.happychild.org.uk - Resources in different languages, games. Aimed at all levels.

www.collaborativelearning.org – Activities suitable for KS2, 3, and 4.

www.senteacher.org - Printables suitable for primary or lower secondary.

www.ase.org.uk Apparatus flash cards for KS3/4 s

Lots of bilingual resources including Shakespeare. Mathematics and Science.

www.primaryresourcecentre.com – Resources to buy, some are free. Fact mats for science are particularly useful. Search | Milton Keynes Council (milton-keynes.gov.uk) - For all ages. Go to "resources" on the web site and follow various links.

www.bfinclusion.org.uk – resources for both Primary and Secondary pupils.

Gwent Education Minority-ethnic Service (GEMS) various resources, presentations, advice, including multi-faith calendar for schools updated annually available on HWB

Google Translate – A good resource, however, be careful as translations are not always accurate.

[EAL, ESL Online Learning Resources| Books & Tools for Schools | EMAS UK](#) - contextual translation tool featuring avatars, virtual keyboards, and resources. Available in Arabic and many other languages

[FlashAcademy® - Learning Platform for EAL, MFL & Literacy](#)
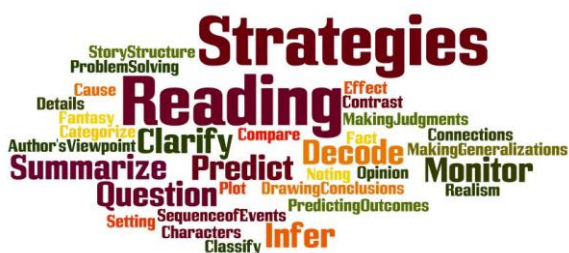
Chapter 9 – Teaching Strategies for New EAL Learners

The most important strategy to use initially with your refugee pupils will be the use of visuals. There are a variety of visual strategies to use and can be found on the EAL Nexus website from the British Council.
English project supports UK teachers of young EAL learners | British Council

It is vital to think of what visual can be used to help the pupil understand the topic of your lesson or the main key words.
Google images are a quick way to produce an image on the whiteboard during the lesson to help pupils feel included. Remember not to panic at the early stages and remember that your new pupil may well be feeling overwhelmed by the whole experience.

The main visuals to use initially will be:

Graphic organisers

These provide pupils an opportunity to access curriculum content and support the development of academic language. Pupils can organise their thinking, before going on to express their thoughts in English.
Graphic organisers enable pupils to acquire vocabulary in context, so they are excellent for enabling teachers to keep the cognitive challenge of a task high while keeping the language accessible.
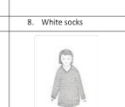Graphic organisers support all learners. They enable learners to focus and be involved in whole class learning. They help learners with language and content in different subjects and they support learners' conceptual development.
Graphic Facilitation — SEND-Station (sendstation.co.uk)

Visual Cues

Coraline story board

A text such as 'Coraline' will seem daunting for a teacher to try and explain to an EAL pupil, but a simple story board will allow the pupil to access some parts of the text at the appropriate level of language acquisition, (**see Resources Section).**

Highlighting Key Words

Highlighting key words/phrases in a text for pupils to translate independently or with the aid of a Bilingual teaching assistant can help pupils to access class work. Pupils can start to build up a bank of key words to refer to during lessons.

Koralin

Bölüm 3

Ertesi gün güneş parlıyordu ve Koralinin annesi okul için bir kıyafet satın almak için en yakın büyük kasabaya onu götürdü. Onlar tren istasyonunda babasını biraktilar. O bazı insanları görmek için bir gün Londra'ya gidiyordu.

Koralin ona hoşçakal demek icin ellini salladi. Annesilyle okul kıyafetleri satın almak için buyuk mağazanin içine girdiller.

Koralin çok sevdigi Day-Glo yeşil eldivenleri gördü. Annesi eldivenleri almağa reddetti ve yerine beyaz çorap , lacivert okul külotlari, dört gri bluz ve koyu gri etek almaya tercih etti .

"Ama anne, okulda *herkesin* gri bluz ve her şeyi var. *Hiç kimsenin* yeşil eldiveni yok. Sadece bende olacak."

Annesi onu aldirmadi. O mağaza görevlisiyle konuşuyordu. Koralin için ne turlu kazak alabillecegini konuşuyorlardı ve o konuda en uygun kazak untandiran genis ve sarkik olan bir kazaga karar verdiler bir gun buyuyup ve tam gelmesi umuduyla.

Key Words

Below is an example of a grid that can be adapted for any new key word and can be done at some level by all EAL learners.

Key word/new vocabulary grid sample

NOUNS Den, predator, prey, plains, Africa, cub, pride.	Adjectives majestic, huge, fierce, proud, lazy	Verbs roar, run, chase, attack, hide, kill, rule
Diagram 	lion	Adverbs quickly, fiercely, slyly, lovingly
Ask a question: What is their life span?	Lion stories/in the news: Lion King, Born Free, killed by poachers, Jungle Book	Symbolise: strength, nobility, ferocity

<u>Substitution Tables</u>

1. Predicting

We think	candles butter margarine ice cheese chocolate	will melt	in	cold cool warm hot boiling	water

A substitution table allows a teacher provides a table giving model sentences with a range of choices for learners to select from, using a set pattern. It is a very useful 'scaffolding' resource which extends the speaking or writing skills of EAL learners and can be used as a reinforcement of newly acquired language. Substitution tables provide models for learners to practise target language and support the development of specific grammatical features within the context of the curriculum. They are motivating and generate a sense of achievement when completed. Substitution tables can be used to support talk and provide a scaffold which enables learners to speak or write in grammatically correct sentences. They are often used to provide an opportunity for independent work for learners who are new to English. However, they can also be used by pairs or groups where they can encourage learners to develop and extend speaking and listening skills within the context of a curriculum topic and provide an opportunity for meaningful communication.

(**EAL Nexus**) English project supports UK teachers of young EAL learners | British Council

Transliteration

Transliteration gives the word from a different language in letters that you can understand to be able to pronounce it, (**see Arabic 5 W's example in Resources).** Use Arabic speakers to transliterate Arabic key words and phrases. This gives teachers a way to say simple Arabic words or phrases correctly to pupils.

This is an example below:

How to Introduce Yourself in Arabic		
My name is ...	... اسمي	Esmee...
What's your name?	ما هو اسمك؟	Ma esmouk?
Nice to meet you!	الطيف لمقابلتك	Motasharefon bema'refatek
I have to go	يجب أن أذهب	Yajebu an athhaba al aan
I will be right back!	إسأكون الظهير الايمن	Sa arje'o halan

Some Useful 'Apps'

I-pads can prove invaluable in the early days of helping new pupils to settle into school. There are a multitude of good apps that provide good sources of visuals as well as allowing the pupils to have access to English learning games.

Having computer keyboards in home language can also be a help to students who may be adjusting to the English alphabet. There are a variety of translation tools available such as EMAS UK or Google Translate. Google translate is not particularly accurate for lengthy translations but may be ok for single words.
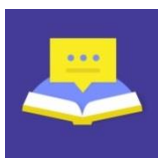
Learn English School
School | LearnEnglish Kids (britishcouncil.org)
The app works by simply translating basic vocabulary and phrases to a chosen language. The application covers thirteen different everyday vocabulary topics with audio.

Sentence Reading Magic
A simple, clear, and visually appealing app designed to help those reading and writing at the word level and would like to build sentence fluency and narration.

Sentence Builder
Sentence Builder is designed to help children learn how to build grammatically correct sentences.
Sentence Builder - Grammar and Punctuation | Twinkl

Bitsboard
Bitsboard Flashcards & Games on the App Store (apple.com)
A great app to build vocabulary of new to English pupils using visual boards, word building, memory games, crosswords, sequencing and much more.

Story Creator
A wonderful app to get pupils creating, illustrating, and recording their own stories.

Clicker Sentences
Clicker Sentences is an app that supports sentence construction and can be used to build tailored resources for specific lessons.
This app is being replaced with a new app, Clicker Writer, which brings Clicker Sentences, Clicker Connect and Clicker Docs into a single app - Clicker Writer is available in the App Store now.

Some Useful EAL websites
See also websites in resources section.

Bracknell Forest
EAL Service – useful documents – School Management (bracknell-forest.gov.uk)
Useful for mainstream staff working with new EAL learners in mainly monolingual areas. Straightforward guidance for primary and secondary and a useful collation of resources. Useful booklets for new arrivals.

City of Edinburgh

The City of Edinburgh EAL Service contains many useful documents and ideas including extensive translated resources such as key words and leaflets for parents. There are many secondary resources and information for parents. Additional support for learning service – The City of Edinburgh Council

EMTAS 4 Success

EMTAS 4 Success is a website developed through a partnership between South Gloucestershire, Bath and Northeast Somerset, North Somerset, and Bristol. It contains useful policy and project information, guidance and downloadable teaching and learning resources produced by the services, including a number for new to English pupils.

Lancashire County Council

www.lancashire.gov.uk
Search for EAL
A wonderful site that has many good visual aids for new to English pupils to help navigate new vocabulary.

Hampshire
Site includes information on Young Interpreters scheme and useful documents and resources.

www.collaborativelearning.org
Links to a range of collaborative activities that help develop the communication of EAL learners through meaningful interaction.

www.twinkl.co.uk
A great range of visual resources and bilingual resources to help new to English pupils. You will need to subscribe to access the full range of bilingual resources in Arabic.

www.sparklebox.co.uk
Lots of visual resources to help pupils in their early days at school.

Chapter 10 - Safeguarding New Arrivals

The Welsh Government has developed policy and law in a number of areas relating to the care and support of migrant children and young people.

The Social Services and Well-being (Wales) Act 2014 provides the legal framework for social care and unaccompanied children have the same entitlements as looked after children in respect of safeguarding, protection, advocacy, and other support and in relation to other public services.

The Welsh Government is proud that the United Nations Convention on the Rights of the Child (UNCRC) is enshrined within this legislation and that Welsh Ministers have a duty to consider the rights of children in all of the policy and law they develop.

Welsh Government recognises however that there are specific needs to be met among this cohort and this work needs to be undertaken both in respect of devolved public services and in working with the UK Government on matters relating to immigration and asylum.

Fostering capacity, training for foster carers, the provision of appropriate accommodation, prevent children from going missing and reuniting unaccompanied migrant children with their families, are all areas worthy of policy focus. These are also areas where Welsh Government has developed policy responses. A Ministerial Advisory Group on Improving Outcomes for Looked After Children, oversees and scrutinises progress in delivering on a number of work strands. One such work strand is in respect of unaccompanied migrant children. Its work to date has focussed on the Syrian Resettlement Programme and the transfer of unaccompanied asylum-seeking children from Europe.

Another response is the [All-Wales National Action Plan to Tackle Child Sexual Exploitation](#) which sets out ways of supporting those who are suffering, or at risk of suffering, from this appalling form of child abuse.

Risks to children

Whenever children are driven from their homes by conflict / violence, their exposure to danger escalates. In addition to the risk of being injured or killed by [weapons and explosive munitions](#), displaced children face numerous challenges in transit. As fighting intensifies, they have few or no options to move through safe pathways, whether on their own or with their families. They may be caught up in violence, while cut off from essential medical care, clean water, and food. They may be subjected to human [trafficking](#), forced into [child labour](#), or exposed to aggravated smuggling. Displaced women and girls are especially at risk of [gender-based violence](#) when sheltering or seeking asylum.

It is vital that services for children are immediately available, including safe places to play and learn, physical and mental health support, child-friendly information, and family tracing and reunification.

Local authorities have a critical role to play in the support for all migrants arriving in Wales and are uniquely placed to support local communities to offer these people the warmest possible welcome on their arrival.

Child abuse

Children experience dangerous forms of violence, exploitation, and abuse. A child may be subjected to sexual abuse or exploitation at home, at school or in their community. The widespread use of digital technologies can also put children at risk. [Violence against children](#) can be physical, emotional, or sexual.

Children in [humanitarian settings](#) are especially vulnerable. During armed conflict, natural disasters and other emergencies, children may be forced to flee their homes, some torn from their families and exposed to exploitation and abuse along the way. The threat of gender-based violence increases for girls and women in such instances.

[Harmful cultural practices](#) pose another risk in various parts of the world. Girls may be subjected to child marriage and female genital mutilation – even though both are internationally recognized human rights violations.

Protecting children from explosive weapons

Armed conflicts are increasingly fought in populated areas children call home. Explosive weapons kill and injure thousands of civilians each year, during and after armed conflict. Children account for half of the casualties from explosive ordnance. They are vulnerable for numerous reasons. Armed conflicts are increasingly fought in populated areas, like cities, where children represent a sizeable portion of the community. When explosive weapons are used in these areas, over 90 per cent of victims are civilians – many children, or their parents.

Child survivors endure staggering physical injury and psychological trauma. Some may lose their sight, hearing, or limbs. Almost all will need critical and sustained [psychosocial support](#). But explosive weapons also inflict severe harm on children indirectly.

Especially in populated areas, explosives destroy vital infrastructure – like water pipelines, sanitation facilities, hospitals, and schools – cutting children off from essential services. These losses magnify the threats children already face, by [displacing them](#) from their homes or exposing them to disease outbreaks and more. In protracted conflicts, for example, children could die from diarrhoeal disease linked to unsafe water and sanitation than from violence.

The risk of trafficking

As family's transit to and through neighbouring countries in search of safety, they may find it difficult to identify trustworthy help. Volunteers have turned out by the thousands to support refugees at border crossings and guide them to protection. But the outpouring of care, especially among unregistered volunteers, also provides cover to violent and unlawful groups, like traffickers, posing as Good Samaritans.

Many refugees, the vast majority children, and women, arrive in neighbouring countries under unthinkable duress. They are hungry, exhausted, and distressed. They may not speak the local language, and amid the chaos and confusion, they may be unknowingly approached by traffickers or other groups seeking to prevent them from accessing essential services, (like government registration, shelter, health care, education and more), leading to exploitation.

Migrant children who are unaccompanied or who have been separated from their families are particularly vulnerable to trafficking. For women and girls, especially those travelling on their own, gender-based violence, which includes trafficking for sexual exploitation, is a real and harrowing danger.

The risks of abduction, trafficking for sale and exploitation, and illegal adoption of children may be even greater where there are pre-existing child rights violations or large numbers of people crossing borders.

Child labour

Roughly 160 million children were subjected to child labour at the beginning of 2020, with 9 million additional children at risk due to the impact of COVID-19.

This accounts for 1 in 10 children worldwide. Almost half of them are in hazardous work that directly endangers their health and moral development.

Children may be driven into work for distinct reasons. Most often, child labour occurs when families face financial challenges or uncertainty – whether due to poverty, sudden illness of a caregiver, or job loss of a primary wage earner.

Child labour can result in extreme bodily and mental harm, and even death. It can lead to slavery and sexual or economic exploitation. And in nearly every case, it cuts children off from schooling and health care, restricting their fundamental rights and threatening their futures.

Migrant children, many of whom have been uprooted by conflict, disaster, or poverty, also risk being forced into work and even trafficked,

especially if they are migrating alone or taking irregular routes with their families.

Trafficked children are often subjected to violence, abuse, and other human rights violations. And some may be forced to break the law. For girls, the threat of sexual exploitation is apparent, while boys may be exploited by armed forces or groups.

Gender-based violence

Gender-based violence takes numerous forms: intimate partner violence, sexual violence, child marriage, female genital mutilation, trafficking for sexual exploitation, female infanticide, and 'honour' crimes are common – with intimate partner violence occurring at staggering rates in every country.

Child marriage

Child marriage refers to any formal marriage or informal union between a child under the age of eighteen and an adult or another child.

Whilst the prevalence of child marriage has decreased worldwide, it is estimated that 1 in 5 girls have been married under the age of sixteen across the world.

Child marriage robs girls of their childhood and threatens their lives and health. Girls who marry before 18 are more likely to experience domestic violence and less likely to remain in school.

Child brides often become pregnant during adolescence, when the risk of complications during pregnancy and childbirth increases for themselves and their infants. The practice can also isolate girls from family and friends and exclude them from participating in their communities, taking a heavy toll on their physical and psychological well-being.

In some countries where teenage girls are not allowed to go back to school, the risk of child marriage is even higher. Education is often the best protection against negative coping mechanisms such as child marriage and child labour.

Forced marriage

Forced marriage is not necessarily specific to one country or one culture. Numerous international and regional legal instruments condemn the practices of forced and early marriage and all major religions, that is, Muslim, Hindu, Sikh, Christian and Jewish, are vocally against the practice.

The UK Government's Forced Marriage Unit (FMU) has handled cases relating to countries across the world including Asia, the Middle East, Africa, Europe and North America and has a list of 66 "focus countries"; that is, countries with a high risk where a forced marriage is due to take place, the country where it has taken place, or the country that the spouse is currently residing in (or all).

Countries with the highest number of forced marriage cases reported to the FMU in 2019 were:

- **Pakistan –** 559 cases (41%).

- **Bangladesh –** 144 cases (11%).

- **India –** 65 cases (5%).

- **Afghanistan –** 54 cases (4%).

- **Somalia (including Somaliland) –** 31 cases (2%).

- **Iraq –** 23 cases (2%).

- **Romania –** 22 cases (2%).

Forced marriage in the UK often takes three forms:

➢ an individual who fears they may be forced to marry in the UK or overseas.
➢ an individual who has already been forced to marry in the UK or overseas.
➢ and a spouse who has come to the UK because of a forced marriage.

Despite the serious nature of forced marriage in the UK, it is difficult to gain an accurate picture of its scale. This is not only due to under reporting which is common for all crimes of violence against women, but also due to the failure of agencies to record accurate statistics. However The UK's Halo Project Charity estimate that as many as 8,000 young women a year are forced into marriages, which is over four times as many as those reported to the FMU.

What is forced marriage?

A forced marriage is where one or both people do not or cannot consent to the marriage and pressure, coercion or abuse is used to force them into the marriage. Forced marriage is illegal in the UK under the Anti-social Behaviour, Crime and Policing Act 2014 making it a criminal offence in England, Wales and Scotland to force someone to marry

Any person may be forced into marriage, and this includes people of all ages, genders, ethnicities, and religions. It is a form of domestic abuse, child abuse and a serious abuse of human rights. For a marriage to be consensual, it must be entered into freely by both people getting married. They should feel that they have a choice and a right to say no. Legally, people with certain learning disabilities or severe mental health conditions are not able to consent to marriage, even if they feel the marriage is what they want, as they do not have the mental capacity to do so.

The pressure put on a person to marry can take different forms:

- **Physical pressure –** Threats or violence (including sexual violence).

- **Emotional or psychological pressure –** Making someone feel they are bringing shame on their family, making someone believe that those close to them may become vulnerable or it would be letting the family down by going against their cultural or religious expectations if they do not agree to marry, or by refusing them freedom or money unless they agree to the marriage.

[Forced marriage: Dina's story | Childline](#)

The FMU have outlined the following reasons why people coerce others into matrimony:

- To control unwanted behaviour and sexuality, and prevent 'unsuitable' relationships, i.e., with people outside their ethnic, cultural, caste or religious group.

- To protect perceived cultural or religious ideals.

- Family 'honour' or long-standing family commitments.

- Peer group or family pressure.

- To ensure land, property and wealth remain in the family.

- To strengthen family links.

- For protection when a parent, usually the father, has died.

- To assist claims for residency and citizenship.

- To provide a carer for a disabled family member / reduce the 'stigma' of disability.

Often a number of children may be forced to marry a member of their extended family, for example, a cousin. There have been cases reported where people have been taken abroad without knowing that they are to be married. When they arrive in that country, their passport(s)/travel documents have been taken away from them to stop them from returning to the UK.

While it is important to understand the motives that drive parents to force their children to marry, these motives **should not** be accepted as

justification for denying a person the right to choose a marriage partner and enter freely into marriage.

Potential warning signs

[Forced marriage](#) is a hidden crime in the same way as other domestic abuse offences are, and often the clues that it is happening are so subtle or hidden, they may be missed. These indicators do not automatically point to a forced marriage, but they do indicate that something is wrong.

Both males and females in all age groups facing a forced marriage may become anxious, depressed, and emotionally withdrawn with low self-esteem.

The warning signs to look out for may include:

- Excessive parental restriction and control of movements including unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education.

- History of siblings leaving education early to marry.

- A child talking about an upcoming family holiday about which they are worried.

- Fears that they will be taken out of education and kept abroad.

- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse.

- A person always being accompanied including to school, college, and doctors' appointments.

- A person directly disclosing that they are worried s/he will be forced to marry.

This is not an exhaustive list of indicators to look out for, every case will differ and every person at risk of being forced to marry may react and show signs differently.

It is important that everyone with connections to children, young people and vulnerable adults is vigilant, and if concerned by any uncharacteristic behaviours, that they raise these concerns with

professionals responsible for safeguarding children, young people, and vulnerable adults from abuse.

Raising your concerns directly with the family could put the person at greater risk of harm, including the parents immediately taking the person out of this country.

The Government have published [multi-agency practice guidelines for handling cases of forced marriage](#), providing advice and support to front line practitioners who have responsibilities to safeguard children and protect adults from the abuses associated with forced marriage.

Other services that can help and advise you or someone you are concerned about include:

- Forced Marriage Unit- 020 7008 0151 https://www.gov.uk/guidance/forced-marriage

- [Halo Project Charity](#) – 01642 683 045.

- [National Domestic Violence Helpline](#) – 0808 200 0247.

- [Refuge](#) – 0808 2000 247.

- [Freedom Charity](#) – 0845 607 0133.

- [Honour Network](#) Survivors Helpline – 0800 5999 247.

- [Runaway Helpline](#) – 116 000.

- [Childline](#) – 0800 1111.

- Live Fear Free-0808 80 10 800 info@livefearfreehelpine.wales.

- BAWSO- 0800 731 8147

  [Bawso Supporting ethnic minorities affected by violence   and exploitation](#)

Honour-based violence and forced marriage.

Honour-based violence (HBV) is based upon cultural perceptions of individuals bringing 'shame' or 'dishonour' on individuals, a family, or the wider community. Forced marriage or domestic abuse are forms of honour-based violence.

Honour-based abuse is defined as 'an incident or crime involving violence, threats of violence, intimidation coercion or abuse (including psychological, physical, sexual, financial, or emotional abuse) which has or may have been committed to protect or defend the honour of an individual, family and/ or community for alleged or perceived breaches of the family and/or community's code of behaviour.

Domestic abuse is a form of honour-based violence (HBV), but the key difference is the number of people involved and the level of involvement of wider family and community. HBV is related to the overall control a family has over a women's behaviour. In a case of HBV, there may be a large number of potential perpetrators, and an even higher number of persons willing to plan or be involved in violent acts.

If a young person is experiencing or afraid that they are at risk of honour-based violence or forced marriage, there are people that they can speak to who will be able to provide help and support, in confidence.

It is unlikely that an individual (particularly children and young people) will make friends, acquaintances, or professionals aware that they are in either a forced marriage (FM) or suffering from 'honour' based violence (HBV).

It is therefore important that you are aware of the how someone may act if they are at risk or are already in a forced marriage or suffering with HBV.

Potential indicators of 'honour' based violence and/or FM can present themselves in a number of different ways, for example:

Education

- Withdrawal of student from school by those with parental responsibility.
- Removal from day centre for person with physical or learning disability.
- Student being prevented from attending higher or higher education.
- Truancy or persistent absences.

- Request for extended leave or student not returning from an overseas visit.

- Surveillance by siblings/cousins/extended family members at school.

- Decline in behaviour, engagement, performance or punctuality, poor exam results, in particular for a previously motivated student.

- Decline in physical presentation or demeanour.

Health

- Patient constantly being accompanied on visits to doctor, midwife and/or clinics.

- Self-harm and/or eating disorders.

- Attempted suicide.

- Depression.

- Isolation.

- Alcohol or substance misuse.

- Early, unwanted, or constant pregnancy.

- Female genital mutilation.

- Unexplained injuries.

Personal

- Sudden announcement of engagement to a stranger.

Family history

- Siblings being forced to marry.

- Early marriage of siblings.

- Self-harm or suicide of siblings.

- Family disputes.

- Domestic Violence and abuse.

- Running away from home.

- Unreasonable restrictions (e.g., house arrest).

- Never being allowed to leave the home unescorted.

- Financial restrictions (e.g., not being allowed to access their own money or bank account).

Police involvement due to:

- Victim or other sibling being reported as missing.

- Reports of domestic abuse, violence, harassment, or breaches of the peace in the family home.

- Reports of other offences such as rape or kidnap.

- Victim reported by family for alleged offences, (e.g; substance misuse, shoplifting).

- Threats to kill.

- Attempts to kill or harm.

- Acid attacks.

- Female genital mutilation, (an offence under the Female Genital Mutilation Act 2003).

Further information and guidance

Honour-based violence and forced marriage | GOV.WALES

IT WAS WHEN THE TALIBAN CAME FOR HER DAUGHTERS THAT GULPARI DECIDED TO ABANDON HER HOME OF MORE THAN 20 YEARS AND ESCAPE WITH HER CHILDREN IN THE DEAD OF NIGHT.

"THE TALIBAN ASKED TO MARRY OUR DAUGHTERS TO THEM. THEY SAID IF A HOUSE HAD TWO DAUGHTERS, AT LEAST ONE SHOULD BE GIVEN IN MARRIAGE TO THE TALIBAN," SAID GULPARI, WHO HAS TWO DAUGHTERS AGED 13 AND 15.

"MY GIRLS WERE TERRIFIED WHEN THEY HEARD THIS. THEY WERE SCARED AND WOULDN'T STOP CRYING TILL WE HAD FLED THE DISTRICT."

GULPARI WASN'T THE ONLY WOMAN ESCAPING SUCH A FATE.

MANY WOMEN WHO SHARED THE COMPOUND FOR DISPLACED FAMILIES, LIVING IN SMALL CRAMPED TENTS, RECOUNTED SIMILAR EXPERIENCES.

"IN OUR DISTRICT, [THE TALIBAN] ALSO PUT OUT AN ANNOUNCEMENT IN THE MOSQUE SO THAT EVERYONE CAN VOLUNTARILY LIST THEIR DAUGHTERS," SAID RABIA, AN OLDER WOMAN LIVING IN THE SAME CAMP AS GULPARI.

"THEN THEY SAID THEY WILL START MARRYING OUR GIRLS AND WOMEN AFTER EID. WE DID NOT WAIT TO FIND OUT IF THEY DID; WE LEFT SOON AFTER."

SIMILAR REPORTS OF FORCED MARRIAGES BY TALIBAN MILITANTS IN AREAS THEY CONTROL HAVE SURFACED IN THE PAST THREE MONTHS.

Arranged marriage.

Forced marriage is not the same thing as an arranged marriage. An arranged marriage is a marital union planned by the families, typically the parents, of the couple and both parties give their full consent to the union.

There is an expectation that all parties will have an opinion and an opportunity to decline. Many couples say that they are happy for their parents to choose their life partner knowing that if they do not like their choice, they have the right to say no. It is estimated that over half of the marriages worldwide are arranged.

Female genital mutilation (FGM)

Female genital mutilation (FGM) refers to all procedures involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons. It is also known as female circumcision or cutting.

FGM is illegal. It is child abuse and a form of violence against women and girls and should therefore be treated as such. It should be addressed using existing structures, policies and procedures designed to safeguard children and vulnerable adults.

Despite being internationally recognized as a human rights violation, FGM has been performed on at least two hundred million girls and women in thirty-one countries across three continents.

Most girls are subjected to FGM **before the age of fifteen.**

The prevalence of FGM in England and Wales is difficult to estimate because of the hidden nature of the crime.

However, a 2015 study estimated that:

 • approximately 60,000 girls aged 0-14 were born in England and Wales to mothers who had undergone FGM.

• approximately 103,000 women aged 15-49 and approximately 24,000 women aged fifty and over who have migrated to England and Wales are living with the consequences of FGM.

In addition, approximately 10,000 girls aged under fifteen who have migrated to England and Wales are likely to have undergone FGM.

Cultural underpinnings and motives of FGM

FGM is a complex issue, and individuals and families who support it give a variety of justifications and motivations for this. ***However, FGM is a crime and child abuse, and no explanation or motive can justify it***.

The justifications given may be based on a belief that, for example, it brings status and respect to the girl.

- preserves a girl's virginity/chastity.
- is part of being a woman?

- is a rite of passage.
- gives a girl social acceptance, especially for marriage.
- upholds the family "honour."
- cleanses and purifies the girl.
- gives the girl and her family a sense of belonging to the community.
- fulfils a religious requirement believed to exist.
- perpetuates a custom/tradition.
- helps girls and women to be clean and hygienic.
- is aesthetically desirable.
- makes childbirth safer for the infant.
- rids the family of bad luck or evil spirits.

FGM is a traditional practice often carried out by a family who believe it is beneficial and is in a girl or woman's best interests. This may limit a girl's motivation to come forward to raise concerns or talk openly about FGM – reinforcing the need for all professionals to be aware of the issues and risks of FGM.

FGM is not endorsed by Islam or Christianity, but religious narratives are commonly deployed to justify it.

Because FGM is a cultural practice, parents may find it difficult to decide against having their daughters undergo FGM for fear that their families will be ostracised, or their girls deemed ineligible for marriage.

Yet FGM can lead to serious health complications and even death. Immediate risks include haemorrhage, shock, infection, urine retention and severe pain.

FGM happens to girls in the UK as well as overseas. Girls of school age who are subjected to FGM overseas are likely to be taken abroad (often to the family's country of origin) at the start of the school holidays, particularly in the summer, for there to be sufficient time for her to recover before returning to school.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM.

Risk factors

May include:

- a female child is born to a woman who has undergone FGM.
- a female child has an older sibling or cousin who has undergone FGM.
- a female child's father comes from a community known to practise FGM.
- the family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children.
- a woman/family believe FGM is integral to cultural or religious identity.
- a girl/family has limited level of integration within UK community.
- parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law.
- a girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion or special party to 'become a woman.'
- a girl talks about a long holiday to her country of origin or another country where the practice is prevalent.
- parents state that they or a relative will take the girl out of the country for a prolonged period.
- a parent or family member expresses concern that FGM may be carried out on the girl.
- a family is not engaging with professionals (health, education or other.
- a family is already known to social care in relation to other safeguarding issues.
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- a girl talks about FGM in conversation, for example, a girl may tell other children about it – it is important to consider the context of the discussion.
- a girl from a practising community is withdrawn from Personal, Social, Health education or Physical Education.
- a girl is unexpectedly absent from school.
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Remember: this is not an exhaustive list of risk factors. There may be additional risk factors specific to particular communities. For example, in certain communities FGM is strongly associated to when a girl reaches a particular age.

Indicators that FGM may have already taken place.

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman receives the care and support she needs to deal with its effects.
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those who have broken the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM.

- a girl or woman asks for help.
- a girl or woman confides in a professional that FGM has taken place.
- a mother/family member discloses that female child has had FGM.
- a family/child is already known to social services in relation to other safeguarding issues.
- a girl or woman has difficulty walking, sitting, or standing or looks uncomfortable.
- a girl or woman finds it hard to sit still for long periods of time, and this was not a problem previously.
- a girl or woman spends longer than normal in the bathroom or toilet due to difficulties urinating.
- a girl spends lengthy periods of time away from a classroom during the day with bladder or menstrual problems.
- a girl or woman has frequent urinary, menstrual or stomach problems.
- a girl avoids physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter.

- there are prolonged or repeated absences from school or college, (see 2016 Welsh Government Guidance on Children Missing Education).
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour.
- a girl or woman is reluctant to undergo any medical examinations.
- a girl or woman asks for help but is not explicit about the problem.
- a girl talks about pain or discomfort between her legs.

Remember: this is not an exhaustive list of indicators

Today, an alarming trend in some countries is the medicalisation of FGM, in which the procedure is carried out by a health-care provider. Approximately one in four FGM survivors – some 52 million women and girls worldwide – were subjected to FGM at the hands of a health personnel. Medicalisation not only violates medical ethics, but it also risks legitimising the practice and giving the impression it is without health consequences. Girls may talk about seeing "a doctor" in a large population centre such as Birmingham, London, or Cardiff. No matter where or by whom it is performed, FGM is never safe.

Live Fear Free helpline | GOV.WALES

Female genital mutilation: guidance for professionals | GOV.WALES

NSPCC FGM helpline. Telephone: 0800 028 3550, (available 24 hours a day, 7 days a week).

Professionals with safeguarding responsibilities

The UK Government has produced multi-agency statutory guidelines which provide advice and support to frontline professionals who have responsibilities to safeguard children and protect and support adults from the abuses associated with FGM.

Female genital mutilation: guidance for professionals | GOV.WALES

Particular to home country safeguarding information.

Ukraine

The results of a recent survey by the United Nations Children`s Fund (UNICEF) show that **Ukrainian children use alcohol, take drugs, and begin sexual life at an increasingly early age**. The survey covered over 6,500 children in 335 schools, vocational colleges, and universities in 124 cities and 103 villages.

The survey, conducted among school-aged children in all regions of Ukraine, shows that some 25 per cent of 15–16-year-olds drank alcohol before the age of 13. Some 40 per cent of children aged 11-12 also drank alcohol. The age at which children start to consume alcohol and to smoke is decreasing while the number of girls involved is increasing.

Among those surveyed some 20 per cent of sixth grade school children and 70 per cent of first-year students at vocational colleges reported that they have been drunk. Between 10 and 25 per cent of those surveyed aged 13-16 had taken drugs.

More than 10 per cent of boys and almost 5 per cent of girls in eighth grade had taken drugs at least once or twice. Some 35 per cent of boys and 15 per cent of girls in the first year of vocational college and 25 per cent and 15 per cent respectively of first-year students at university had also taken drugs.

HIV rates are higher in Ukraine than in the UK. Ukraine also has the second highest HIV diagnosis rate in the WHO European region, however there is likely to be underdiagnosis. Around half of people with HIV are currently in receipt of treatment. Almost one-third of school-aged children said that they did not know how HIV is transmitted.

More than 10 per cent of those surveyed aged 13-14 had already had a sexual experience. Among students at vocational schools aged 15-16 this figure was some 45 per cent. Among them 20 per cent of those aged 15-16 and 25 per cent of those aged 13-14 did not use a condom when they last had sex, but almost one in three consumed alcohol or took drugs.

Vaccination

Many people from Ukraine will be susceptible to and at an increased risk of vaccine preventable diseases. The population has [low immunisation rates](). Contributing factors include lack of availability and a distrust of vaccines and health professionals.

In Ukraine, measles is of concern as vaccination coverage is below the threshold to prevent measles outbreaks.

The UK has moved to 'living with COVID-19', however, Ukraine is going through its 'fifth wave' of COVID-19. Only a third of the population in Ukraine is vaccinated against COVID-19.

Due to low vaccination coverage, there is still a considerable vulnerability to polio in Ukraine, especially in children. Both the oral and injectable vaccines are available in Ukraine. An outbreak of poliovirus was detected in Ukraine in October 2021. A polio vaccination campaign for children aged 6 months to 6 years who missed routine polio doses was due to start in Ukraine shortly before the war broke out.

Tuberculosis

Ukraine has one of the highest rates of multidrug resistant tuberculosis (MDR-TB) in the world and fourth highest TB incidence rate amongst fifty-three countries of the WHO (World Health Organization) European region.

Physical disabilities

Many children from Ukraine will have been caught up in the conflict and they or their family members may have been injured in that conflict.

Mental health and trauma issues

See chapter 11 Trauma.

Afghanistan

Physical disabilities

In April 2020, HRW reported Afghanistan has one of the largest populations per capita of persons with disabilities in the world. At least one in five Afghan households includes an adult or child with a serious physical, sensory, intellectual, or psychosocial disability.

Mental health

Four decades of uninterrupted conflict, recurrent natural disasters, endemic poverty and now the COVID-19 pandemic's fallout have taken a brutal toll on the mental health and personal resilience of the people of Afghanistan. While no comprehensive study has been able to quantify the magnitude of the impact of repeated exposure to traumatic incidents, it is conservatively estimated that over half of the population suffer from some form of depression, anxiety, or post-traumatic stress because of these conditions in Afghanistan. At the same time, access to mental health care or psychosocial support remains out of reach to many, particularly in rural areas.

Vaccination

Whilst there were improvements in the public healthcare system post-2001, it still continued to face challenges due to '… damaged infrastructure, a lack of trained health care providers and under-resourced healthcare facilities,' which was 'further complicated by a lack of security and pervasive poverty,' as reported in an August 2020 report by the European Asylum Support Office (EASO), which cited several external sources.

In April 2020, Human Rights Watch (HRW) reported 'Hospitals and clinics are not easily accessible outside of urban areas, and poor access to health services, especially in rural Afghanistan, is a leading cause of disabilities.

Due to the almost total collapse of the country's healthcare systems many children will not have had access to any medical support including a lack of immunisations, so will be at risk of common childhood diseases.

Hong Kong

Health

Healthcare is not provided free of charge in Hong Kong and medical bills can be high. Many new arrivals will have been vaccinated against childhood diseases. However, bear in mind that some pupils may not have had access to healthcare if their parents could not afford an insurance policy.

Hong Kong unease of Chinese communities and groups in UK

Under the new national security law "secession," "subversion," "terrorism" and "collusion with foreign forces" incur maximum penalties of life imprisonment. But these offences are so broadly defined they can easily become catch-all offences used in politically motivated prosecutions with potentially heavy penalties.

The central and Hong Kong governments have long accused individuals and civil society organizations of being steered by "foreign forces" in their activities, such as organizing and attending peaceful protests, receiving donations, and criticizing the government.

 Anyone who participates in these activities is now potentially at risk of being charged for "colluding with foreign forces" and other new "crimes."

"Under the laws, a new Committee for Safeguarding National Security will be authorised to operate in total secrecy and be shielded from legal challenges. Its officials will be given the task of scrutinising schools, corporations, nongovernmental organisations, news companies, and foreigners living in Hong Kong and abroad."

New York Times June 2020

In Hong Kong's classrooms, it is now unclear what can legally be taught or discussed. The Education Bureau has ordered schools to remove books and teaching materials that could violate the law. Administrators can call the police if someone insults the Chinese anthem, which must be played in schools on certain holidays.

Therefore, many Hong Kong new arrivals may be very reluctant and apprehensive of the resident Chinese community, due to a fear of

information and reporting getting back to the Chinese State forces placing their family and friends still living and working in Hong Kong at risk of reprisals.

The English Schools Foundation, an international education organization, released new guidelines in September for teachers which concluded that the classroom "is not a safe space" for discussion or debate.

This new legislation may make families from Hong Kong suspicious of the Chinese community and community events. In school they may be

uncomfortable allowing their children to celebrate Chinese festivals and culture such as Chinese New Year for example.

Families may want to avoid any contact with the Chinese community as they may well fear for the safety and security of any family, friends, employees, and businesses that they may have left behind on fleeing Hong Kong.

Chapter 11 - Stress, Trauma, Adverse Childhood Experiences

As a result of war, conflict and lack of resources, the past 10-15 years has seen a huge increase in the number of people making life-changing and often treacherous journeys to Europe, seeking asylum and refuge.

Following the recent Afghan crisis, the UK government resettled 8,000 people with a commitment to resettle 25,000 Afghan nationals over the coming years. This is in addition to 125,000 'work in progress' asylum cases, including 2,773 applications for unaccompanied asylum-seeking children (UASC) from 2020 alone.

The war in Ukraine has forced at least 2.8 million children to flee the country.

A child from Ukraine has become a refugee almost every single second of the war.

Two-thirds of the 7.5 million children in Ukraine have been forced from their homes since the war escalated on February 24, 2022.

Organisations, practitioners, and educators who support children and young people, in any capacity, must increase awareness of trauma in young refugee and asylum-seekers. We must work together to maximise relationships and resources to improve the support offered to each child or young person as they arrive and in the years that follow.

Trauma refers to the way that some distressing events are so extreme or intense that they overwhelm a person's ability to cope, resulting in lasting negative impact.

The sorts of events that traumatise people are usually beyond the person's control. This may include sexual or physical abuse or assaults, terrorist attacks, war, natural disasters, traffic collisions, serious accidents, fires, kidnap, death of a close friend or family member (especially if sudden and unexpected), and painful or frightening medical procedures.

Racism and other forms of group hatred and/or discrimination can also result in a traumatic response. Children and young people can be traumatised by such experiences if the events happen directly to them, or if they witness or learn about them happening to someone else.

The experience or witnessing of traumatic events does not explain the impact on the individual as there will be many factors that influence the immediate and long-term consequences.

Experiencing or witnessing traumatic events in childhood can have particularly devastating consequences and is associated with adaptations in brain structure and function and impact a child or young person's cognitive, emotional, and social development. We know that childhood trauma is associated with increased risk of later mental health problems, difficulties in personal and social relationships, as well as increased risk of new stressful experiences, including repeated abuse.

After experiencing or witnessing an extremely distressing event, many children and young people will initially experience high levels of distress and find it difficult to get on with their normal life. Most of those will spontaneously recover in the weeks and months that follow, while others will develop lasting difficulties.

IN SAVE THE CHILDREN'S LATEST NEEDS ASSESSMENT OF FAMILIES IN UKRAINE, 85% SAID THEY NEEDED PSYCHOSOCIAL SUPPORT. FAMILIES ALSO REVEALED HEART-BREAKING ACCOUNTS OF CHILDREN UNABLE TO SLEEP, BEING CONSTANTLY AFRAID, CRYING AND NOT WANTING TO LEAVE BOMB SHELTERS.

A minority of children and young people may initially experience very little reaction even to extreme events. But over a longer period of time, some of those seemingly unaffected children and young people may develop a range of difficulties.

Below is a brief summary of some of the traumatic experiences refugee and asylum-seeking children and young people may experience and a curated list of resources that might help you as you provide support.

Traumatic experiences of migrant children and young people

Many migrants, especially children, have experienced trauma related to war or persecution that may affect their mental and physical health long after the events have occurred. These traumatic events may occur while the refugees are in their country of origin, during displacement from their country of origin, or in the resettlement process here in the UK.

While in their country of origin, migrant children may have experienced traumatic events or hardships including:

- Violence (as witnesses, victims, and/or perpetrators)
- War
- Lack of food, water, and shelter
- Physical injuries, infections, and diseases
- Torture
- Forced labour.
- Sexual assault
- Lack of medical care
- Loss of loved ones

- Disruption in or lack of access to schooling

During displacement, migrant children often face many of the same types of traumatic events or hardships that they faced in their country of origin, as well as new experiences such as:

- Living in refugee camps

- Separation from family

- Loss of community

- Uncertainty about the future

- Harassment by local authorities

- Traveling long distances by foot

- Detention

Activity Pack - The Walk (walkwithamal.org)

The Walk Education Teaching Notes .pdf (dropbox.com)

Child refugee stories - The Separated Child Foundation

TRAUMA + SECOND LANGUAGE LEARNING = ALTERNATIVE PEDAGOGY

Imagine you are in an exam room expecting to take your English GCSE and when you turn the paper over it is all written in German!

Blood races through your veins, heartbeat pounds between your ears, breath is shallow, and you can feel your clothes sticking to your skin. Your body is in a heightened state of arousal. Do you recall the term "fight/flight/freeze?" You are in what is called "survival mode".

This is an example of the psychophysiology of trauma.

If you can relate to this scenario, or one like it, then you can understand how difficult it is to function normally in this heightened state of arousal. It is understandable that this state of anxiety can occur during a traumatic or highly stressful experience, but what you may not be aware of is that it can also persist for long periods after the traumatic event.

Think of the newly arrived migrant pupils in your class displaying symptoms related to post traumatic experiences like violence, displacement, or loss, which will have an impact on how they learn. As a teacher, you may see a trend of problematic behaviours or students' lack of progress in the traditional learning environment.

What does this have to do with language? The normal language learning centres in the brain may not be processing information properly. The person does not process cognitive information like they normally would have prior to the post traumatic experience. They may still be in that "fight/flight/freeze" state of mind, and they may not understand verbal directions or other cognitive information. They may have difficulties with memory, retention, and processing of information.

Fortunately, there is science-based evidence that can help us identify and act on these symptoms of stress. Teaching and Learning can be supported so that pupils can feel a sense of control and empowerment to reduce stress, and in turn help them learn language so that they have restored hope for success. Here are some tips and information that may be helpful.

What Science Tells Us

After a traumatic experience there are both chemical and physical changes that occur in the brain that result in loss or inhibited normal brain functions. Areas of the brain affected by trauma are part of the limbic system which is responsible for things like: emotions, memories, regulation of aggression, pain, organising motor behaviour and coordinating rule-based habit learning.

The Reptilian Brain

Survival brain Characteristics

- *Fight, flight* or *freeze*
- Focused on "small picture"
- Resistant to change
- Retreat to the familiar
- Needs structure and repetition
- Governs *FEAR AND ANGER*
- Gives energy/drains energy
- Can shut down the rest of the Brain—"emotional hijacking"

The frontal and parietal lobes are higher functioning. This is where we make sense of information, organise, and use it. These areas do not function well in a person who is experiencing post traumatic symptoms. On the other hand, the lower more primitive areas of the brain are working overtime for those experiencing post traumatic symptoms. These individuals are usually highly sensitive and respond better to sensory information like visual cues over verbal information to understand their environment.

Dan Siegel's Hand Brain Model

Prefrontal Cortex: Thinking Brain
Rationality/Rational Thinking: Body Control, Play, Empathy, Positive Relationships, Kindness, Compassion, Reflection, Resilience, Regulation, Logic, Consequences, Language, Reasoning, Control **"The wise leader!"**

Unable to Think Rationally

We all need:
✓ Felt Safety
✓ Attachment
✓ Regulation

Brain Stem →
Spinal Cord →

Amygdala: Fear Center
Emotionality/Irrational Thinking: Fight, Flight, Freeze, Collapse, Big Emotions, Anger, Fear, Anxiety, Survival, etc.

Credit: Daniel Siegel, M.D. is the creator of this metaphor and movement "Flipped Lid". Copyright © 2014 www.drdanmurphy.com

The Amygdala sends waves to the Hypothalamus (command center) which activates the Autonomic Nervous System:
✓ Sympathetic (fight, flight, freeze, collapse)
✓ Parasympathetic (rest & digest)

A Sensory Experience

Neurons in the brain fire continuously which can be observed in behaviours like aggression (possibly resulting from misinterpretation of words or gestures), or withdrawal (due to trust issues). Both behavioural examples demonstrate the person's need to control their environment to feel safe. Problems with learning, relationships and performance can be observed as both memory and emotions are altered by these physical and chemical changes in the brain. (A perceived threat may lead to aggressive or explosive reactions, lack of participation, dependency on the teacher, or absenteeism).

Neuroplasticity

The good news is that the effects of trauma can be reversed, and individuals can eventually perform successfully. What research tells us today is that the brain can reorganise itself by making new connections and brain growth. Implementing strategies to create new neural

networks, e.g., using sensory materials instead of verbal or written instructions, we can communicate the same information but in a different way.

Possible Teaching Issues with Migrant Experiencing Post Traumatic Stress Disorder (PTSD):

Post-traumatic stress disorder (PTSD) is an anxiety disorder some people develop after seeing or living through an event that has caused or threatened serious harm or death.

Events that migrant children have experienced related to war or persecution can all be called "traumatic events." **It is important to note that children are very resilient and can often cope with difficult experiences and events in healthy and productive ways.** Such children may not display any symptoms and may not need service providers to intervene. However, for some children, exposure to traumatic events has a profound and lasting effect on their daily functioning.

Exposure to traumatic events can cause the following general symptoms in children of all ages:

• Stomach aches, headaches	• Pains in the body that do not seem to have a physical cause
• Crying a lot	
• Fear or anxiety	• Hopelessness
• Sadness or irritability	• Nightmares
• Thoughts about the traumatic event that will not go away.	• Trouble paying attention.
	• Trouble falling asleep or sleeping too much.
• Avoiding thinking or talking about anything that reminds him or her of the traumatic event.	• Getting upset when things happen that remind him or her of the traumatic event
• Acting as if the event is happening right now (when	• Lack of desire to play with others or take part in

it is something that occurred in the past) • Trouble managing behaviour or emotions	activities that her or she used to enjoy

Age-Specific Effects

The impact of exposure to traumatic events on children may be different depending on the child's age and stage of development. There are some signs of distress because of exposure to traumatic events that are specific to a child's developmental stage. For example:

Preschool children	Primary school children	Secondary schools and college
• Bed wetting • Thumb sucking • Acting younger than their age • Trouble separating from their parents. • Temper tantrums • Aggressive behaviour like hitting, kicking, throwing things, or biting. • Not playing with other kids their age • Repetitive playing out of	• Changes in their behaviour such as aggression, anger, irritability, withdrawal from others, and sadness • Trouble at school • Trouble with peers • Fear of separation from parents • Fear of something bad happening	• A sense of responsibility or guilt for the bad things that have happened. • Feelings of shame or embarrassment • Feelings of helplessness • Changes in how they think about the world • Loss of faith(religious) • Problems in relationships including peers,

events related to trauma exposure		family, and teachers. • Conduct problems.

Language learning demands control, connection and meaning, therefore students with PTSD or resettlement stress are likely to be distracted with limited ability to learn a new language.

Guidance for teachers on stress and trauma

Children who suffer from stress or trauma may need professional help from qualified personnel. Teachers can help detect potential signs so children can be directed to adequate support structures. They should, however, never intervene when only qualified therapists should.

So how can you help?

Students will perform better in a relaxed, uninhibited, motivating and anxiety-free environment.

DO:

Provide Structure and Stability in the Classroom

- Provide an outline of the tasks for the day on the board so pupils know what comes next.

- Make the process of the day predictable by creating routines.

- Start, end, and give breaks at the scheduled time displayed somewhere that is visible.

- Use visual timers like an hourglass for activities or group work.

- Keep a clean and organised classroom.

Foster Trust and Build Confidence

- Leave the door slightly ajar and remove any obstructions or coverings over windows or doors.

- Inform students where the toilets, emergency exits, dining room, gym are located.

- Demonstrate and model how lunchtimes work in your school.

- Acknowledge and praise students with thumbs up, smiles, stickers, prizes, certificates, clapping, etc.

- Identify any antecedents that may cause distress (buzzers, bells, scents, objects, working with the opposite gender etc. used in the classroom).

- Be flexible.

- Provide a sense of belonging and emphasis on the classroom community.

Academic Goals and Other Expectations

- Use visuals like calendars or timelines to show progress or important dates.

- Provide clear academic expectations using charts or images.

- Progress should be measurable by the student by using stickers, stamps, checkmarks on performance charts or timelines.

- Incorporate long and short-term goals in your lesson plans to produce a sense of accomplishment and motivation.

- Classroom rules and appropriate behaviour should be addressed on the first day.

Holistic, Learner-Centred Environment

- Provide a diversity of activities such as individual and group work.

- Use authentic materials and content reflecting the pupils' real-life needs such as: signs, coupons, forms, tickets, newspapers, novels, or song lyrics.

- Ask students what they want to learn or know and have them bring in their own authentic materials so you can see what they have in their environments.

- Ask students what popular topics are discussed in their social circles (e.g.: family, employment, shopping, transportation).

Focus on Present

Help students focus on the present situation to stay grounded rather than pre-occupied by distracting thoughts from the past or of the future.

Beginners' Needs

- Repetition.

- Review in every class.

- Consistency and reinforcement.

- Flashcards/images/tangible activities like board games or computer activities.

Advanced Students

- Pre-reading strategies like brainstorming or bringing their own material related to the topic such as books, pictures, music.

- Focus on speaking and conversation skills.

  Brainstem-Calmer-Activities.pdf

How to Support Someone
Who Has Experienced Trauma

Predictability
Everyone loves surprises! Not. Trauma survivors often prefer predictability because that feels safer.

Attribution
Don't refer to the person's 'upbringing, problem, issues, behavior.' Call it for what it is - trauma.

Space
Allow time for the survivor to calm down and take perspective. Trauma survivors often have difficulty regulating emotions and take longer to calm down.

Perspective
Be aware when 'past is intruding into present.' Don't take responsibility for what is not yours... gently.

Reciprocity
Give what you also need to receive: listening, empathy, and empowerment.

Support
Be kind, loving, patient... but empathetically set limits - you have needs too!

Recalibration
Rid 'over-reacting', 'over-sensitive', or 'over'-anything from your vocabulary.

Choice
It can be a big trigger when a survivor is denied choice and control. Confer, collaborate, and cooperate.

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The following resources aim to support migrant children and young people who have experienced trauma.

- [Beacon House | Talking to children about war and conflict (PDF)](#) – Guidance for adults supporting a child or teen on how to respond to their reactions and questions.

- [British Red Cross | Afghanistan](#) – Information and support for people from Afghanistan settling into life in the UK. Resources

translated into Dari and Pashto. Includes information on the Red Cross' [Family Tracing service](#), videos about life in the UK, and information on how to contact [ARAP, the Afghan Relocations and Assistance Policy.](#)

- [British Red Cross | Help for Ukrainian nationals](#) – Information and support for people from Ukraine, including the family migration visa and the Ukrainian family scheme. Download 'Advice for Ukrainians arriving in the UK' and 'How to talk to children about war' in Ukrainian.

- [Coram Children's Legal Centre | Immigration, asylum, and nationality](#) – Legal casework advice, assistance, and legal representation as well as a range of free resources and online information on issues affecting children subject to immigration control.

- [Doing What Matters in Times of Stress (who.int)](#) – A free stress management guide for coping with adversity. The guide aims to equip people with practical skills to help cope with stress. It has been translated into 19 languages, including Arabic, Chinese, Dari, Farsi, and French.

- [European Society for Traumatic Stress Studies | Helpful resources for mental help professionals and persons affected](#) – A list of resources and with links.

- [GOV.UK | Welcome: a guide for arrivals to the UK from Afghanistan on the locally employed staff relocation scheme](#) – A guide for families arriving under the ex-gratia scheme (EGS) and the Afghan Relocations and Assistance Policy (ARAP). Dari and Pashto translations available.

- [Mental Health and Psychosocial Support network | Caring for Children through Conflict and Displacement](#) – Resource translated in Ukrainian, Russian, Polish, and German. Additional relevant resources translated in multiple languages in the resources section.

- [National Children's Bureau | Supporting young people leaving care with insecure immigration status (PDF)](#) – Research and evaluation paper on four projects delivered by five organisations working with

young people leaving care with insecure immigration status. The report also looks at the impact of the pandemic on young people's ability to access support and the projects' ability to deliver.

- [Phoenix Australia | Helping a friend or family member after a disaster (PDF)](#) – A factsheet with simple and practical advice for those providing support.

- [Psychological Society of Ireland | Psychological First Aid for Refugee Care: Helpful Do's and Don'ts (PDF)](#) – A rapid response psychology tool for the general public to assist the response to Ukrainian refugees arriving in Ireland. Includes advice for children and adolescents.

- [Refugee Council | Children and young people](#) – The Refugee Council offers support to all unaccompanied refugee children who arrive alone in England. They provide asylum and welfare support, help trafficked children and those whose age has been disputed, as well as provide mental health therapy. They offer a range of free resources for practitioners and refugees on their website.

- [Scottish Government | Age assessment: practice guidance](#) – A trauma informed guide to age assessment. [Appendix 4: Trauma-informed Age Assessments](#) covers applying the framework to the needs of unaccompanied asylum-seeking children.

- [University of East London | Resources on refugee & asylum-seeking children](#) – Mental health resources and guidelines on supporting asylum-seeking and refugee children.

- [University of Manchester | Information for adults looking after a child or children through conflict and displacement](#) – Two-page leaflet developed based on the experience of displaced Syrian parents translated into Ukrainian, Russian, English, German, and Polish

Training

- [Children & War Foundation | Teaching Recovery Techniques training](#) – This training is being used in numerous ways to support child and adolescent asylum seekers. The techniques are based on trauma-informed Cognitive Behavioural Therapy (CBT) and have

been evidenced to reduce PTSD. The training is designed for non-mental health professionals, including teachers, and includes a 'train-the-trainer' module.

Adverse Childhood Experiences

[ACEs-in-Child-Refugee-and-Asylum-Seekers-Report-English-final.pdf (phwwhocc.co.uk)](phwwhocc.co.uk)

Chronic or traumatic stressors experienced early in life are collectively termed Adverse Childhood Experiences (ACEs). A wealth of research has highlighted the impact that ACEs can have on health and behaviour across the life course.

By the time a migrant child arrives in a host country, he or she is likely to have experienced a multitude of ACEs due to their reasons for migrating and on their journeys to host countries, which can often be lengthy and fraught with danger.

Other ACEs may have occurred within the household before migration, or because of migration and may be on-going. Subsequent ACEs can occur post-migration, as children wait for asylum decisions, enter the care system, or begin settling into a new community.

However, as this report finds, refugee and asylum seeking children experience a much greater range of adversities in their lives, through the challenges of living in countries affected by conflict or oppression, on the difficult journeys across borders to seek sanctuary, and post-migration. These experiences can have a lasting impact on individuals, families and on their ability to integrate into new societies.

Adverse Childhood Experiences

Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

Lowers tolerance for stress, which can result in behaviors such as fighting, checking out, or defiance.

Increases difficulty in making friends and maintaining relationships

Increases problems with learning and memory, which can be permanent.

Increases stress hormones which affects the body's ability to fight infection.

Toxic stress increases heart rate, blood pressure, and breathing which can cause lasting health problems.

It is clear, however, that migrant children have a high risk of experiencing multiple ACEs. Different cultures will have varying norms around what constitutes adversity. Furthermore, concepts such as child maltreatment and neglect may be understood in different ways or may not be recognised within certain cultures.

Physical abuse may occur within contexts outside of home settings, such as within schools, conflict settings or as part of migration journeys.

Parental incarceration may not reflect parental criminal behaviour, but may be indicative of differences in political opinion, ethnic or social group, or religious belief.

Similarly, parental separation may be experienced differently, with in many cases families separated through force, the chaos of flight or the desire for security, not marital conflict.

Thus, the range of ACEs experienced by migrant children may be broader, but how we understand ACEs amongst this population may also differ.

This will include ACEs within the family setting, where we know that the stress and trauma associated with conflict, migration and resettlement can impact on family functioning and the risk of neglect and maltreatment, marital conflict, and domestic violence.

However, it will also include ACEs that may be experienced within the facilities, care settings, communities, and schools that children engage with, e.g., discrimination, bullying or experiencing/witnessing violence.

Interventions to prevent, identify and address the risk of on-going and new ACEs are therefore important. This could include working within schools and communities to encourage integration and acceptance of different cultures, and working with families to foster positive relationships, manage stressors, such as separation from a parent, siblings, grandparents, pets, new accommodation, reduced financial circumstances etc and increase their capacity to support their children.

With economic hardship and different acculturation rates being two important stressors to families, opportunities to help parents learn the host country language and find employment are also likely to have a preventative influence on subsequent ACEs within the family.

ACEs can impact broadly on the mental health, behaviour, learning and academic achievement, and short-term physical health of child refugee and asylum seekers. Given the strong links between ACEs and mental health in this population, increased risk of longer-term health implications (e.g., chronic health conditions reported in general populations) is also likely. Further research in child migrant populations is needed to explore this link.

Ensuring that children and families have the necessary support available to them, whether that is access to health and mental health services or systems within school to help with academic learning, is essential.

However, not all will suffer the negative impacts of ACEs, and there are a number of key risk factors for poorer outcomes.

For instance:

- unaccompanied minors (compared to accompanied), and children experiencing multiple ACEs, are particularly susceptible to developing poor mental health outcomes.
- Importantly, the conditions in which refugee families live post-migration influence whether negative outcomes are experienced following ACEs.
- The asylum process itself is very stressful and impacts on the physical and mental health of parents and children.
- Stability appears to be important, and opportunities should be made to encourage the growth of support networks for both parents and children.

Plans to increase access to services and support schools in Wales in increasing educational achievement are a part of the Welsh Action Plan Nation of Sanctuary.

However, balancing the needs of the individual and the family, and the demands of the native and host culture, can present a real challenge. There are many gaps in our understanding of what resilience entails and how it can be developed.

An important gap is how to ensure that the resilience factors that children and their families bring with them into host countries are maintained over time, and not left to deteriorate amidst the social, economic, and cultural challenges they face once they resettle.

Further gaps can be found in our understanding of the relationship between resilience factors pre-immigration (e.g., early childhood factors) and resilience factors developed as a result of experiences in transit and resettlement, and our knowledge of the importance of different experience types (e.g., type of conflict, reason for displacement, direct exposure to combat) on health and resilience outcomes.

Whilst opportunities to influence adversity experienced by migrant children before they enter host countries is limited, there is much we can do to help prevent further ACEs on arrival in host countries and mitigate the negative impact that ACEs may have on health, well-being, education, and broader outcomes in both the short and longer term.

Research highlights the need for TrACE (Trauma and ACE) informed services along the pathway of support for asylum seeking and refugee families and children. Plans to ensure that migrants (including children) are supported as they integrate into Wales are set out in the Welsh Action Plan Nation of Sanctuary.

Whilst migration is the responsibility of the UK Government, there is much that Wales is doing / can do to help refugee families and children be able to set new roots, make supportive friendships and build lives for themselves in new communities.

[Refugee and asylum seeker plan (nation of sanctuary) | GOV.WALES](#)

Case Study 1: AS's story

- **Background information**

AS is 13 years old and comes from Romania.
In Romania she attended full time education for 6
She moved to Wales on 29.06.2022.
She lives with Dad and grandmother.
Her mother is still in Romania, but they are not in contact.
This is a sensitive subject to AS, as she often refers to her mother as "She didn't want me, so she left, and grandmother had to raise me".

AS has shown resilience in learning and adapting to a new culture despite her difficult family situation.

- **The journey to Wales: when, how and why did they come to Wales**.

Dad was working here as a driver already for five years when AS and her grandmother joined him. They came by plane.

Their trip had been planned for three years but was delayed because of the pandemic.

The reason they moved is because in Romania they lived in a rural area, where Dad couldn't find a job. After securing a home and regular income, Dad was able to apply for settled status for AS and her grandmother to join him.

AS arrived in the Monmouthshire area in July and started school in the September.

At the end of this academic year, the excellent progress in English has equipped her with a good start to her GCSE exams and completing coursework starting next academic year.

- **Education experiences/successes in school**

AS attended school in a rural area of south Romania. Due to lack of suitable learning classrooms, AS had to go to school in the afternoon over the last two years, which was difficult as the lessons would start at 1pm and last until 6 or 7pm. The younger learners would attend school in the mornings instead.

She didn't have consistent English lessons due to teacher shortages. AS had excellent results in all subjects, spending hours at home doing all homework required. AS would spend weekends and holidays with friends.

AS remembers her life in Romania with pleasure and misses her friends and old life. She was reluctant to move to a different country, however she understood the financial reasons behind Dad and grandmother's decision.

- **The challenges: what helped, and what made coming to Wales a positive experience.**

One of the first challenges was obviously the language for AS. She understood and spoke little English. She found that it helped spending time with Dad's Welsh partner and her children. AS relied a lot on Google translate when communicating with them, as she is not confident yet to take a risk and speak directly in English. She is afraid of making mistakes; the Romanian mindset of "no mistakes allowed for excellent students" is still very fresh in her mind, but she is slowly learning that mistakes are ok to be made and can help to improve.

Once arrived in Wales, AS quickly identified positive cultural and extracurricular experiences that she has access to as part of her life in Wales: she loves attending swimming lessons after school; events on her doorstep that she has recently attended together with her Welsh family – Ed Sheeran's concert being another example. This was not the case in Romania, where even though

AS loved growing up in the countryside, she did feel isolated from society at times.

From an academic point of view, AS really enjoys wearing uniform at school. (This was not the case in Romania)
She was very nervous at the beginning of school because she had heard about bullying happening a lot in UK schools. She was hoping that she would not be subjected to this, but she is happy now that she has friends in school, and they look after her.

Relationships with teachers are also good and AS is confident that she can ask for help at any time in school. She enjoys the low volume of homework in comparison to Romanian school. This leaves her with extra time to listen to music and enjoy time with her family.

Overall, AS often says that she is happier in school here, in Wales, even though she didn't think she would be, at the beginning of her journey. She is grateful for the support received from her family, her new school, and from me as her Romanian GEMS teacher, as it has eased the process of adjusting to a different school system.

AS enjoys the fact that she can study foreign languages, as she enjoys Spanish and French. She also finds Music and drama very interesting. Her favourite subject is Mathematics, where her predicted grade is already B in year 8.

AS is very proud of her progress in English language acquisition this academic year. The resilience shown by AS throughout the process of integrating and adapting to a different country, language and educational system has been outstanding. She now takes part in conversations with her friends and sometimes answers in class as well. Her efforts have been met with praise and encouragement by all her teachers, who are always giving her positive feedback, and this keeps her wanting to do even better.

- **Future aspirations and hopes.**

AS can see herself finishing school and getting a job here in Wales. Her dream is to attend university and build a career that would allow her to have a better life standard than her family members have now.
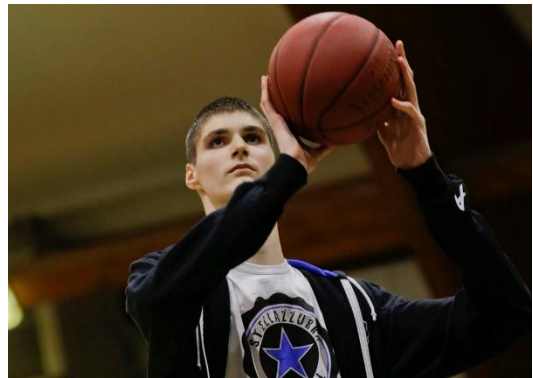
AS shows that migration can be positive and is changing the life of this young person forever.

Case Study: 2 MB's story

- **Background Information**

MB started high school in Newport in 2018 in year 9.

He is originally from Romania, he completed 6 years of schooling there.

- **The challenges: what helped, and what made coming to Wales a positive experience.**

MB had learnt minimal English in school in Romania, so when he arrived this was one of the biggest challenges he faced.

After arriving in the UK, he received bilingual support through year 9, 10 and 11.

According to him, this support made overcoming the language barrier much easier. Some of his teachers also created some bilingual resources and translated key words to his home language which he found very helpful.

- **Education experiences/successes in school**

MB enjoyed English and Chemistry lessons the most when he first started school in Wales.

By the summer of year 11 he progressed to WG stage C and was very successful in his GCSE exams, gaining 6 grade Cs including English language and two BTEC merit grades.

MB is currently studying at 6th form, he chose Criminology A level, Business and ICT BTEC Level 3 and he is enjoying these subjects very much.

Apart from the language barrier, he thought one of the biggest challenges when arriving in the UK would be making new friends, but he was very happy to find out that the people of Wales are extremely nice and friendly. MB made friends instantly in school, on the first day, and stayed close to these friends ever since.

- **Future aspirations and hopes.**

MB wants to stay in the UK and go to university to study business. His aspiration for the future is to start his own company and become very successful.

"I think it was a great decision to come to Wales."

Case Study 3: PA

- **Background information**

PA arrived in Wales in November 2021. He is 15 years old. His ethnicity is Iranian, and he speaks Kurdish Sorani.

PA is an only child who lived with his parents in a very small house in a small village and he worked as a farmer with his father. He had never been to school before coming to the UK but stayed at home helping his dad on the farm.

He had friends his own age in the village and some family nearby.

- **The journey to Wales: when how and why did they come to Wales**.

He was told to leave his home country at speed by an older family member because there was a danger to his life.

He went from Iran to Turkey, which took 3 days, then travelled on a lorry to France which took 9 days, he then took a boat to the UK and another lorry to Wales.

- **Challenges**

Initially, he was placed in foster care, however the relationship with the foster parents broke down and he is currently awaiting a new placement.

- **Education experiences/successes in school**

When he first arrived, PA had basic conversational English and some basic reading skills, which he learnt from the lorry drivers transporting him.

PA found the English language a bit of a challenge when he first arrived. However, he has worked hard in school, he has been watching TV in English and he has been practicing with his friends.

PA is extremely resilient and enjoys attending school. He is very bright and has continued to learn English at school, and through watching YouTube video clips.

- **What helped and what made coming to Wales a positive journey?**

PA is very motivated and ambitious, and he is happy being temporarily placed in an independent living centre.

PA is happy in his current living arrangements and likes socialising with the other children there. He has been trying to contact friends and family at home, but unfortunately there is no internet in his village, so this hasn't been possible.

Although PA's journey has been long and challenging, the support from his social worker, school and GEMS staff has enabled him to settle well and feel safe in Wales.

- **Future aspirations and hopes.**

PA would like to resit year 10 and do English, Science, Maths, PE and potentially Food and Nutrition GCSEs. After his GCSEs he would like to continue to Sixth Form. PA wants to go to college and become an electrician in the future. He would like to work and remain in Wales.

"I really appreciate the support from everybody."

Case Study 4: AK

- **Background information**

AK is an unaccompanied asylum-seeking child who is 13 years old. His ethnicity is Afghan, and he speaks Pashto.

AK has had no contact with his family since leaving Afghanistan. He has a mum, three brothers and a sister but sadly his father, a police officer was killed. He also has a maternal uncle in Afghanistan, and it was him that arranged for him to come to the UK.

He entered the UK in September 2021. After being interviewed by the police he was placed in a hotel by the home office for three days before being placed in foster care in Kent.

AK moved to Wales as part of the National Transfer Scheme in early October 2021

- **The journey to Wales: when how and why did they come to Wales.**

AK reports that he travelled illegally to the UK as arranged by his uncle for his own safety. He travelled through Iran, Turkey, Serbia, Italy, and France. He travelled by car, on foot and by boat in poor and often overcrowded conditions. He was guided by agents and travelled through the night.

AK faced many challenges during his travel to safety. In Turkey he often slept outside and didn't have much food and drink. Unfortunately, he witnessed people die around him from a lack of water and hot weather conditions.

He also had a horrible experience in Bulgaria where he was stripped of his clothes and shoes, hit, and had dogs set on him by the police. He also had a poor experience in Greece.

- **Education experiences/successes in school**

Amir attended school in Afghanistan, but he didn't like the lessons there because there was too much talking, and the behaviour was bad. In Afghanistan AK attended school up to the 5th grade. The classroom was very busy with a lot of other children often up to 30 in the classroom.

AK's English learning is improving, and his confidence in speaking is growing every week. He likes to cook his own food and he loves his cultural music and dance. AK attends school in Wales and is currently in year 9. His favourite subjects are- EAL lessons, maths, science, and art.

"The staff all help me to be happy at school and talk to me if I have a problem."

- **The challenges: what helped, and what made coming to Wales a positive experience.**

Initially when AK came to Wales from Kent, he was placed with a new foster carer who had a big dog which was a major concern for AK. He was later moved to another foster carer.

There have been some recent issues at his now third foster placement due to difficulties with language barrier and cultural differences.

AK has recently moved to a new home which is a care home. He is not happy here at all as he wants to stay in Newport and attend the same

school. At present he is travelling over an hour each way to school, and he doesn't know when he will be able to move to a placement in Newport.

Some other challenges that AK faces apart from having to learn a new language and new customs is dealing with the death of his father and the loss of living with his family.

He also must live with the trauma of a very unsafe journey to the UK which still has an impact on him.

He has moved placements three times since arriving in the UK, neither being with Muslim carers. He feels culturally isolated and feels sad not being with his family even though he is safe here.

AK is very brave and resilient.

"I've been so independent on my journeys, but I have to adjust and accept being "looked after" and accept warmth".

AK mentions that he has had a lot of help from different people since arriving in Wales. He speaks fondly of DT, who works for Barnardo's and has been in to talk with AK about how he feels. DT is trying to help AK locate his family in the UK and in Afghanistan. AK also mentions how happy he was to have support at school from school staff and from bilingual staff.

- **Future aspirations and hopes.**

In the future, AK hopes to finish school and to have a good career.

He wants to go to college to study engineering.

Case study 5: Developing Carmarthenshire MEAS to meet the needs of EAL and WAL new arrivals.

- **Background to developments**

In Carmarthenshire we have found that there is significant pressure on school places in English-medium settings. Many of our host families live in rural communities where options for school places are limited.

We are working hard to promote Welsh-medium schools and the benefits of being multilingual with our new families and their hosts. However, we are experiencing families choosing English-medium as they had been learning English as a foreign language in Ukraine and see the continuance of this affording them greater opportunities for employment in the future.

Many of the schools applied for have little or no recent experience of meeting the needs of EAL/WAL learners and so require additional input for our service.

We are currently recruiting more staff to meet the demand.

- **A collegiate approach**

Although our services are under pressure currently, the burden is shared across departments with Education working closely with Social Services, Health, Finance and Employment.

Our colleagues in Admissions are acting as the 'gatekeeper' of information relating to our new arrivals, notifying Key Workers, Schools, MEAS, Safeguarding simultaneously via Teams. Expertise with online systems gained through necessity due to the pandemic is proving invaluable for a coordinated response.

A Hwb playlist outlining admissions procedures, strategies and resources was shared with headteachers and our Teams MEAS Channel for Schools

is proving to be a useful tool for sharing information on available courses, ideas, and resources.

In previous years, as with our Syrian families, we have worked closely with schools and outside agencies to lead the process of induction from helping schools prepare for new arrivals to an initial visit to helping pupils settle in. This hasn't been possible to the same degree due to the volume of new arrivals and our own capacity. However, we have shared an Induction Checklist with schools as a general guide.

- **Current approach**

EAL/WAL Teacher Development Officer (Since January 2022)

After a period of instability in terms of funding and the depletion of our team of specialist teachers, we decided to invest in the service by creating this new role.

The role of Teacher Development Officer offers a different approach to the direct pupil support of previous years, working in partnership with class and subject teachers to plan, deliver and evaluate lessons with a focus on the demands of the language used.

The intention of this collaborative approach is to build capacity and staff confidence in meeting the needs of our EAL/WAL learners.

The EAL/WAL Teacher Development Officer can:

- meet with EAL/WAL Coordinators to ensure data is current and support the process of identifying and allocating stages.

- work with individual class teachers to analyse the language demands of lessons and demonstrate strategies in class via a team-teaching approach.

- help to develop a whole school approach to EAL/WAL e.g., EAL policy

- support with initiatives such as School of Sanctuary.

It is intended that the TDO's time will be allocated in weekly blocks to individual schools, returning later in the term or the next term to follow up. It is completely flexible and will be driven by what schools need.

So far, this is working well, although with the arrival of our Ukrainian new arrivals the support offered to schools is far more thinly spread than is ideal.

We are currently in the process of recruiting an additional EAL/WAL TDO for secondary and another for primary.

Bilingual Support

We have 5 BTAs to support first language use in Arabic and Polish.

Three out of five have completed their diplomas in Trauma Informed Practice.

We are also fortunate to have a Ukrainian speaker, who is seconded to MEAS from Home Tuition and speaks Welsh (and English).

We will also recruit an additional 3 Ukrainian BTAs in the near future. It is hoped that we will be able to recruit some of our new arrivals into these roles. Through working closely with key workers, it is evident that there is much expertise within our new families.

As an aside note we are finding that some of our families would rather have support in Russian. A few of our families are from the eastern region of Ukraine and speak both languages but are happier communicating in Russian. In this case our Polish BTA also speaks Russian and has been able to support where needed.

Victoria M. Owens
Rheolwr MEAS/Athrawes Ymgynghorol (Plant Lleiafrifoedd Ethnig, SIY, CIY, Ffoaduriaid, a Phlant y Lluoedd Arfog)
MEAS Manager/Advisory Teacher (Minority Ethnic, EAL, WAL, Refugee and Service Children)
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Case study 6: A's story

- **Background Information**

Recently arrival A has been admitted to Y3 in a Welsh medium primary school.

- **The challenges: what helped, and what made coming to Wales a positive experience.**

The Ukrainian EAL Teacher, met with the headteacher, the class teacher and A's mother and their host. Mum was pleased and relieved to have a dialogue in Ukrainian and clarity about aspects of her daughter's new school and how she was settling in.

Mum was able to discuss her concerns regarding lunchtimes and what food may be offered, a translated menu was shared.

- **Education experiences/successes in school**

It was an opportunity to share the very positive remarks from the class teacher and that A was already settling in well with the class of 24 with a small group of buddies to support her.

The class teacher was able to share that A is already learning some Welsh words and commands, as the teacher uses Google Lens and Microsoft Translate to translate from Welsh to English, onwards to Ukrainian. A is embracing this method well and is also learning basic English too.

A relies on a lanyard of essential everyday words and phrases. A home communication book was set up for any messages to be communicated and to make a note of termly themes, key words, and phrases, in addition to the school's home/school communication app, which has its own integral translation software.

Our TDO was able to visit and share strategies to help A. The classroom displays and labels reflect key vocabulary bilingually in Welsh, English and Ukrainian. Links to dual language resources and useful scaffolding tools were also signposted. Again, Flash Academy was set up.

- **Future aspirations and hopes.**

Plans were made for a follow up visit and regular first language support, once staff are in place.

The family will continue to keep in touch via their key worker.

Case Study 7: S's Story

- **Background Information**

S started school in Y8 in an English medium secondary school

He started school a few days later than his sister in primary so we were able to plan for his arrival and make sure there was someone there supporting him on his first day. Unfortunately, we were not able to have a Ukrainian speaker present, however our TDO was able to arrive early and speak to the ALNCO to prepare for S's arrival. S was greeted by his new Head of Year and two pupils in his year group who had been allocated as his buddies.

- **The challenges: what helped, and what made coming to Wales a positive experience.**

Unfortunately, we were not able to have a Ukrainian speaker present, however our TDO was able to arrive early and speak to the ALNCO to prepare for S's arrival.

S was greeted by his new Head of Year and two pupils in his year group who had been allocated as his buddies.

- **Education experiences/successes in school**

The TDO shadowed S throughout the day, making use of various tools for communication, ensuring he understood his timetable and was happy.

She worked alongside each subject teacher to bring a focus on the language used in each lesson and how to make the lesson content accessible for S through the use of word lists, writing frames, knowledge organisers, translation software and Wikipedia in Ukrainian.

More work is needed in this area.

Our Ukrainian support teacher visited the following day and worked with S. She was able to meet with S's mother who had a good level of English but was relieved to have the school's systems explained in Ukrainian and ways in which she can help S at home.

It was discovered that S also understands and speaks Russian. So, we have been able to put additional weekly support in place with another BTA.

He has settled in well and is proving to be a conscientious pupil, working hard to record all the new vocabulary and translations. He is applying prior learning and is keen to demonstrate this knowledge to his teachers and peers.

- **Future aspirations and hopes.**

Our TDO has booked a series of dates to work with S's subject teachers individually to suggest strategies and resources for particular topics.

Case Study 8: Y's story

- **Background Information**

This case study is of a Syrian pupil but is included here as an example of an EAL pupil who has additional learning needs (ALN) and illustrates how these needs are being met.

Y was admitted to Y1 in the English stream of a bilingual primary school

He was born in the UK. His family are settled refugees who arrived in 2016.

- **Education experiences/successes in school**

The ALN process for Y began with a referral from his health visitor after concerns raised by parents and observations of Y at home. At this point the LA Early Years ALN Lead Officer (EY ALN LO), the new statutory LA role enacted by the ALN ET Act (2018), became involved to co-ordinate the process.

A series of pre-school assessments were carried out by an Educational Psychologist.

After each assessment, a person-centred meeting was planned with parents to discuss and compare observations.

Y's older brother also has ALN and so to an extent his parents are familiar with the involvement of specialists and as such were confident enough to request the BTA who supports Y's older siblings and who has previously supported the parents in various meetings to interpret for them.

This gave them the opportunity to list their concerns and gain some understanding of the process. A One Page Profile was created with Y's input, he was able to communicate what he enjoys doing (singing and dancing) through the BTA and via gesture.

- **The challenges: what helped, and what made coming to Wales a positive experience.**

Because of the Covid-19 pandemic, the most recent meetings have been held online, which has streamlined the process of multi-agency working, not only for the convenience of gathering all those involved without the need to be physically present but also by enabling the creation of a 'live' document with the input of all concerned.

This formed the basis for Y's IDP. The parents were not able to type in the document but were able to talk about their son's needs via an interpreter. These were then clearly identified on the document via colour coding.

- **Future aspirations and hopes.**

Y is currently transitioning to an Observation Unit, where there will be new routines and unfamiliar staff supporting him.

The parents and Y have visited the setting along with the BTA and were able to ask questions about the support.

The TA who will become his one-to-one support does not speak Arabic, although the LA BTA will be there for Y's first day and will make weekly visits thereafter.

Useful Websites

Web page	Information
Chapter 2 Context **Chapter 8 Diversity**	
http://globaldimension.org.uk	Global Learning Programme –Wales Think Global.
http://www.redcross.org.uk Explore teaching resources at the British Red Cross	Teaching resources, images of refugees.
www.youtube.com/watch?v=RBQ-IoHfimQ www.youtube.com/watch?v=nKDgFCojiT8	Save the Children- 2 short films about becoming a refugee:
www.estyn.gov.uk Improvement resources search | Estyn (gov.wales)	Supplementary guidance on the inspection of racial equality, the promotion of good relationships and English as an additional language.
Schools of Sanctuary: Learn about asylum seekers and refugees and improve your school's welcome - Oxfam Policy & Practice	Oxfam-Schools of Sanctuary.
Resources%20to%20 support%20classroom	Oxfam- education resources.
Rights Respecting School Teaching Resources - UNICEF UK	UN Rights of the Child In Search of Safety Teaching Pack.
www.sendmyfriend.org	Send My Friend produces new up to date resources every year about children who are missing out of school.
www.britishcouncil.org/kids.htm School and teacher resources | British Council	Interactive activities for new to English and FP/KS2 and cultural diversity resources – global gateway programmes.

Show Racism the Red Card - Resources and Activities	Show Racism the Red Card. Resources for primary and secondary schools including workshops in school, DVDs.
www.refugeeweek.org.uk http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Lesson-plans/Refugee-week-2017 www.redcross.org.uk/What-we-do/Teaching-resources/Quick-acivities/Images-of-refugees	Red Cross: Refugee week – promoting empathy, (June every year).
UNHCR - Teaching about Refugees UNHCR - UNHCR Teaching About Refugees 2021 - Guide for Teachers 59d3572d7.pdf (unhcr.org) 7 videos guaranteed to change the way you see refugees - UNHCR Innovation UNHCR Teaching About Refugees - YouTube Who is a Refugee? - YouTube Who is a Migrant? - YouTube Who is an Internally Displaced Person? - YouTube Who is an Asylum Seeker? - YouTube Where do Refugees come from? - YouTube	In this age group, you can anticipate that children can concentrate on a particular topic for around twenty minutes at a time and increasingly longer as they reach ages 8 and 9. Teaching materials require children to interact with their peers, a teacher and possibly with other materials. There are no required reading or writing-based activities in this age bracket, although children are encouraged to employ these skills in groups and as they get older. You tube resources have animations to explain the terms used e.g; economic migrants. Words matter summary table-poster to explain terms used.

[UNHCR - Teaching materials ages 9-12](#) [UNHCR - UNHCR Teaching About Refugees 2021 - 9-12 Main curriculum](#) [UNHCR - Teaching About Refugees - 9-12 Lesson plan template](#)	Main curriculum about refugees, asylum, and migration for children aged 9 -12 focuses on building socio-emotional skills and facilitating peer relationships, celebrating diversity, understanding new arrivals in the classroom, and creating a peaceful environment in the classroom. Activities take 10-20 minutes.
[UNHCR - Teaching materials ages 12-15](#) [UNHCR - Teaching About Refugees - 12-15 Lesson plan template](#)	Activities in this age range focus on the student's ability to contextualise how the concept and reality of refugees fit into their lives. We focus on the students' capability to empathise and foster understanding of the basic concepts on refugees, asylum, and migration. At the same time, teaching materials encourage the beginning of critical thinking.
[UNHCR - Teaching materials ages 15-18](#) [UNHCR - Teaching About Refugees - 15-18 Lesson plan template](#)	Activities in this age range are focused on developing critical thinking skills in students. Accurate facts and figures from reliable sources are provided to increase understanding of the topic of refugees, asylum, and migration. Students are encouraged to undertake activities to embed their knowledge into their daily experiences, asking them to think about how their

	lives connect with the lives of asylum seekers, refugees, migrants, and stateless persons in their communities and globally.
Breaking the Silence on the Slave Trade - Black History Month 2022 Breaking the silence: the Transatlantic Slave Trade Education Project - UNESCO Digital Library Simple Acts | Refugee Week Equality-and-diversity.pdf (unison.org.uk)	Black History Month resources. A brilliant campaign from Refugee Week, full of practical suggestions of actions young people can undertake.
Holocaust Memorial Day Trust	Different theme every year (27th January)
Gypsy, Roma, and Traveller History Month 2022 - Friends, Families and Travellers (gypsy-traveller.org) Gypsy, Roma, and Traveller month / Secondary / Historical Association (history.org.uk)	Provides information on GRT History Month in June.
Home | Refugee Week	A brilliant campaign from Refugee Week, full of practical suggestions of actions children and young people can undertake.
Home - Celebrating Home Refugee Week Wales - Bevan Foundation https://wrc.wales/refugee-week-wales	Refugee Week Wales 20 – 26 June 2022.
www.letterboxlibrary.com	Specialise in books in which all children can see themselves and which reflect our world

	community in all its diversity.
[Resources & Publications	The Children's Society (childrenssociety.org.uk)](#)	Resource library to read latest research and reports, uncover evaluations of work and find professional guidance for working with young people.
[Supporting refugee children arriving in your school (headteacher-update.com)](#)	A Headteacher checklist for successful inclusion.
[English KS1 / KS2: 'Refugee Boy' by Benjamin Zephaniah - BBC Teach](#) [The Journey - Children's Refugee Story w/ Music - YouTube](#)	

Chapters 3,5,5,7,9 Teaching and Learning & Language acquisition

[www.newburypark.redbridge.sch.uk](#)	Great ideas for "Language of the Month." Audio of each language. More suited to Primary or new to English learners in Secondary.
[EAL, ESL Online Learning Resources| Books & Tools for Schools	EMAS UK](#)	Contextual translation tool featuring avatars, virtual keyboards, and resources. Available in Arabic, Mandarin, Russian, Ukrainian, Welsh. Subscription but free resources available.
[www.mantralingua.com](#)	A catalogue of resources for everyone including "Tusk, Tusk" David McKee "The Colour of Home" Mary Hoffman "Azzi in Between" Sarah Garland.

Books about refugees and asylum seekers (older children) | BookTrust Books about refugees and asylum seekers (younger children) | BookTrust	Lots of texts to use with CYP of all ages.
Seeking Refuge - BBC Teach	A BAFTA winning series of five animated stories giving a unique insight into the lives of young people who have sought refuge in the UK, told by the children themselves.
www.englishraven.com	Resources, games, flash cards etc. Something for everyone.
FlashAcademy® - Learning Platform for EAL, MFL & Literacy	Learning Platform for EAL, MFL & Literacy Easy to Use Remotely set assignments for whole classes or individual pupils at the push of a button. Languages include Welsh, Dari, Cantonese, and Ukrainian Subscription but free resources available.
www.digitaldialects.com	A comprehensive site with many languages. Includes interactive games useful for new to English and early acquisition learners Pashto resources available.
www.happychild.org.uk	Resources in different languages, games. Aimed at all levels.
www.senteacher.org	Printables suitable for primary or lower secondary.

www.primaryresourcecentre.com	Resources to buy, some are free. Fact mats for science are particularly useful.
www.primaryresources.co.uk/letters/	Translates school information letters into a selection of home languages.
www.bfinclusion.org.uk	Resources for both Primary and Secondary pupils.
Google Translate	A useful resource, however, be careful as translations need contextualization.
Workplace communication training | Newcastle Upon Tyne | EnglishUnlocked	This site provides training on how to use Google Translate accurately.
Mantra Lingua Dual language books, bilingual books, bilingual folktales	Also has resources for VI pupils.
The Ethnic Minority, Gypsy, Roma, and Traveller Achievement Service: (lancsngfl.ac.uk) www.twinkl.co.uk English - Ukrainian Dual Language Resources | EAL | Twinkl	Has many good visual aids for new to English pupils to help navigate new vocabulary. A great range of visual resources and bilingual resources to help new to English pupils. You will need to subscribe to access the full range of bilingual resources.
www.sparklebox.co.uk	Lots of visual resources to help pupils in their early days at school.
Supporting EAL Learners with Word Cards | English As An Additional Language - YouTube	

EAL HUB - High quality EAL resources, assessment and CPD	Assessment packs; EAL pyramid of need for EAL learners. Also supports inclusion and ALN.
EAL resources - Schools (norfolk.gov.uk)	Resources to support the teaching and learning of EAL pupils in schools and at home.
EAL Assessment Framework - The Bell Foundation (bell-foundation.org.uk)	The Bell Foundation's award-winning **EAL Assessment Framework for Schools** (Version 2.0) and new digital EAL Assessment Tracker are available free of charge to all schools in the UK.
https://naldic.org.uk/eal-teaching-and-learning/eal-resources/	NALDIC EA, ALN, Inclusion
EAL Teaching Resources | Teach Starter	Resources for all ages.
Free EAL Resources at the Learning Village	Free resources.
Resources for EAL teachers (education.vic.gov.au)	Australian range of free resources including a curriculum for English language.
EAL HIGHLAND - Supporting Bilingual Learners of English in Highland Schools EAL Support Pack for Secondary Schools - EAL HIGHLAND	Resources in many languages including Ukrainian, Mandarin, Cantonese, Russian.

Secondary – EAL in Practice	Resources and links to other websites including new arrival toolkits.
Teaching EAL Pupils (acceal.org.uk)	Aberdeen City EAL service.
The EAL Toolkit (584 downloads)	Lots of strategies and ideas for support EAL pupils by Mike Gershon.
EAL Resources From TTS (tts-group.co.uk)	Resources including games.
Useful Resources Online – EAL Children	EAL / ESL – Primary Texts English Resources for KS1 and KS2.
EAL | PDST	CPD for teachers.
Free resources for EAL | Teach Primary	Free resources for primary EAL.
Oak National Academy (thenational.academy) Can I use Oak in other languages? (thenational.academy)	Lots of T and L resources for all pupils and for EAL pupils Find out how to translate these resources into other languages. Online classroom for pupils. Get fully sequenced curricula and lesson resources to download, adapt and use in the classroom or remotely.
Supporting EAL Learners with Word Cards | English As An Additional Language - YouTube	Useful demonstration.

Graphic Facilitation — SEND-Station (sendstation.co.uk)	Sarah Singleton SEND Station website- training available, language acquisition, Alphabet Arc, Graphic Facilitation.
Graphics - Free Downloads - North Star PathsNorth Star Paths	Lots of free key visuals.

Chapter 4 Pastoral and Welfare
Chapter 10 Safeguarding
Chapter 11 Trauma

ACE Aware Wales - Public Health Wales (nhs.wales)

Be Ace Aware – Ace Aware Wales | The ACE Support Hub has been set up by a voluntary collaboration of organisations called Cymru Well Wales, to support you in making changes that make Wales a leader in tackling and preventing ACEs. Working with you, our mission is to share ideas and learning, and to challenge and change ways of working so together, we break the cycle of ACEs. |
| Icam Programe (icamproject.eu)

Download resources:
A. ICAM Ukrainian Children Inclusion in Schools Brief Guide for Schools

B. Primary Schools Resources Pack

C. Secondary Resource Pack

Short%20ppt%20te achers%20Trauma.p   Handout%201%20R esponding%20to%2 | Comprehensive resource packs and guidance. |

[How to promote resilience and recovery - UKTC (uktraumacouncil.org)](#) [How to support refugee and asylum-seeking children and young people who have experienced trauma - UKTC (uktraumacouncil.org)](#)	UK Trauma Council.
[UNHCR - HCDC Executive Function Activities for 5 to 7 year old](#) [UNHCR - HCDC Executive Function Activities for 7 to 12 year old](#)	Effects of stress and trauma on learning Executive function is often compromised when children experience stress and trauma. This video by Harvard University's Centre on the Developing Child explains learning challenges that may affect children suffering from stress and trauma and the science behind these challenges.
[The Children's Society	UK children's charity (childrenssociety.org.uk)](#)	The Children's Society Useful resources for supporting CYP with trauma, recognising trauma, stress, and PTSD.
[Resources to support classroom conversations about Ukraine (headteacher-update.com)](#)	Number of resources are available to help school staff talk to children and young people about the Russian invasion of Ukraine.
[Simple & safe questions (beaconhouse.org.uk)](#) [Hidden Needs (beaconhouse.org.uk)](#) [Talking to children about war and conflict (beaconhouse.org.uk)](#) 3-stages-of-brain-development-2.jpg	Good website to explain PTSD and trauma, useful resources.

Safeguarding and promoting the welfare of unaccompanied asylum seeking children and young people: all Wales practice guidance - Social Care Online (scie-socialcareonline.org.uk)	All Wales practice guidance.
Ukraine Refugees: How to Help | Save the Children Resources in Ukrainian, Polish, Slovak and Hungarian - Keeping Children Safe	Keeping Children Safe is offering free child safeguarding technical support and resources to organisations supporting refugees from Ukraine.
Homes for Ukraine: guidance for local authorities [HTML] | GOV.WALES	All Wales guidance-safeguarding.
Guidance for protecting displaced and refugee children in and outside of Ukraine | UNICEF	How authorities and aid workers can help keep children displaced by the war in Ukraine safe from trafficking and other forms of exploitation and abuse.
Preventing and responding to child sexual abuse: national action plan | GOV.WALES	Welsh Government guidance.
afg-report-Child Marriage in Afghanistan.pdf (unicef.org)	Child marriage report from Afghanistan.
Forced marriage: Dina's story | Childline	A video of a victim of forced marriage.
Forced marriage: guidance for professionals | GOV.WALES	Welsh Government guidance Honour-Based Violence.
Shahina's story - an account of Honour Based Abuse - Bing video	An account of a forced marriage and HBV.
Culture must never be used as a justification for "honour violence" | Diana Nammi | TEDxEastEnd - YouTube	Culture must never be used as a justification for "honour violence" | Diana Nammi.

[Fighting forced marriages and honour based abuse | Jasvinder Sanghera | TEDxGöteborg - YouTube](#)	Fighting forced marriages and honour-based abuse | Jasvinder Sanghera.
[What is forced marriage? - Welsh Women's Aid (welshwomensaid.org.uk)](#)	Support agency advice.
[Female genital mutilation: how to get help | GOV.WALES](#) [Female genital mutilation: guidance for professionals | GOV.WALES](#) [Safeguarding Children: Working Together Under the Children Act 2004 | www.basw.co.uk](#)	You should read this FGM guidance along-side other safeguarding guidance, including (but not limited to): • [Working Together to Safeguard Children (2015) in England](#) • [Safeguarding Children: Working Together under the Children Act 2004 (2007) in Wales](#) • [Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk)](#)
[www.fgmelearning.co.uk.](#)	Awareness and Training: Additional Resources E-learning for all professionals (including teachers, police, border force staff, and health visitors), developed by the Home Office. **N.B. You will need to register to access course.**

Modern slavery training: resource page - GOV.UK (www.gov.uk)	This resource is designed to share examples of training products available to public sector professionals and other individuals that might come across victims to help raise awareness, better spot the signs and increase confidence in reporting modern slavery when potential cases are encountered.
Female genital mutilation: resource pack - GOV.UK (www.gov.uk)	Welsh Government guidance.
Taliban trying to force Afghan girls as young as 13 into marriage (thenationalnews.com)	News report.
Violence against children: overview | European Union Agency for Asylum (europa.eu)	Comprehensive report.
Hong Kong's new rules have created confusion in the classroom. Some parents are pulling their children out - CNN Hong Kong security law: What is it and is it worrying? - BBC News	News reports on new security laws in Hong Kong and impact.
Sanctuary | Choose a path (gov.wales)	This website has been created to help sanctuary seekers to understand their rights. You can use the website in many different languages. Use the 'Choose Language' box below to find the appropriate language.
Schools / Organisations (traumainformedschools.co.uk)	Provides training for schools, communities, and organisations so that they become trauma informed.

[Using PACE in School (oxfordshire.gov.uk)](oxfordshire.gov.uk)	This leaflet is designed to help have effective, empowering interactions with children who have experienced trauma and who, as a result, do not respond to you in the same way as other children you teach.