Including Children Affected by Migration

ICAM Handbook

Developed by the Northampton Centre for Learning Behaviour

An inalienable right to a high-quality education in a school with Convivencia.

"Migrant children and their parents know that getting an education is not only their right, but a passport to a better future for the children and for the country"

Harry Belafonte UNICEF ambassador

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How to use this Handbook

This Handbook is designed to support all those involved in the ICAM programme in schools.

It can be used as a reference document before, during and after the ICAM workshops to support a whole school programme to foster the inclusion of children affected by migration (CAM)

Each section of the Handbook focuses on one of the 12 key aspects of a school that is effective in including and caring for children affected by migration (CAM)

The Handbook will be a useful resource because it provides:

- reminders about the key concepts in the programme

- further explanation of a whole school approach to the inclusion of CAM

- assistance with providing continuing professional development for staff

- background information

- links to resources and further information

The Handbook should be treated as an organic document subject to regular review and improvement. It should be updated and extended as the programme develops nationally and as participants share their experiences of working with it.

Abbreviations used throughout the Handbook

CAM - Children Affected by Migration

CPD – Continuing Professional Development

ICAM– Including Children Affected by Migration

LSE - Life Skills Education

PTSD - Post Traumatic Stress Disorder

SEL – Social and Emotional Learning

STS - Secondary Traumatic Stress

UNCRC – United Nations Convention on the Rights of the Child

UNICEF RRS – United Nations Children's Fund. Rights Respecting Schools

Children and young people

The United Nations Convention on the Rights of the Child defines a child as anyone under the age of 18. This Handbook applies this definition and refers to all young people in school as 'children'.

A. Introduction

The role of schools is to facilitate learning. Children cannot learn well if they feel uncomfortable, isolated, unhappy or unsafe.

The ICAM programme aims to assist school leaders in creating a climate where all students, including those affected by migration, are free to learn. This climate can be described by the Spanish word "convivencia" which means "living together in harmony"

The role of schools is to facilitate learning. Children cannot learn well if they feel uncomfortable, isolated, unhappy or unsafe**.**

The purpose of the ICAM programme

The purpose of the ICAM programme is to work with schools and parents/carers to increase the inclusion, and to improve the learning capacity, of children affected by migration (CAM) by enhancing the climate of convivencia (living in harmony), by raising awareness about children's rights and the law protecting them, and by providing additional support in school and in the family for their social and emotional learning and general wellbeing so that they can fully access the learning and education which is their inalienable right

The programme achieves this through the professional development of School ICAM Leaders to help them to increase the capacity of schools to maintain a safe and secure learning environment and enhance Social and Emotional Learning (SEL).

School ICAM Leaders may or may not be members of the schools' senior leadership teams. They will work to improve the learning capacity of all students and provide for the additional SEL needs of those affected by migration, helping them to overcome the disadvantage they face as a result of the separation, trauma and loss they have suffered.

The purpose of the ICAMnet programme

The ICAMnet programme is funded by an Erasmus+ grant to create a community of organisations and individuals dedicated to the dissemination and application of the ICAM programme in schools in all European countries.

The programme creates models for ensuring the sustainability of ICAM and its dissemination to all schools in a county or city in 6 European countries so that any government or international organisation adopting the programme has models for the effective implementation of ICAM in all schools in a country, region, county or city.

A.1 The Initial ICAMnet partners

The 7 initial partners in the ICAMnet programme are:

The Northampton Centre for Learning Behaviour (NCfLB) in the UK - established at Northampton University in 2011 when the Centre for Learning Behaviour founded in 2006 moved to Northampton from Warwick University. NCfLB develops and implements national programmes on improving inclusion through improving, learning behaviour, reducing violent/bullying behaviour and enhancing social and emotional learning. NCfLB has successfully completed more than 30 contracts for UNICEF, The Council of Europe and national governments.

Achievement for All (AfA) in the UK is a leading UK not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need. Founded in 2011, the mission of Achievement for All is simple: to close the unacceptable gaps at every level of the education system. Empowering young people, as well as their teachers,

parents and carers, the charity works to transform lives through personal coaching, professional support, and a leading network of educational experts.

Civic Association for Communication and Education "Sophia" (ACCESOphia) in Spain is a non-profit organisation established in Madrid in 2013 The mission of ACCESOphia is to foster and support the sustainable development of local communities, the integration of socially disadvantaged groups like the immigrant population and individual empowerment through education and training, defence of human rights and international cooperation.

ICARO in Italy is a non-profit consortium of Social Cooperatives created in 1995 with the aim of formulating concrete answers to the problems of groups at risk of social exclusion. Icaro's purpose is to pursue the general interest of the community promoting the human and social integration of citizens, to build on policies of social intervention for the care of all forms of disadvantage, helping integration of individuals in society. Icaro provides advanced social services for all and, at the same time provides members and workers with better working conditions, both from the economic and the professional point of view, in accordance with Christian principles.

Prahova County School Inspectorate – ISJPh in Romania, coordinates education in 240 schools and colleges in Prahova County. Among its priorities are: maintaining safety in school units; efficient resource management; attracting the involvement of students' families into their education; the development of community projects aimed at social inclusion; involvement in European projects as an extra budgetary resource for human resource training programs.

Terre des hommes- Elvetia Foundation is an international child protection NGO with expertise in social inclusion, capacity building and education. Tdh Romania has been active since 1992, working on three main intervention areas: (1) Strengthening the child protection and juvenile justice systems, (2) Protection of children affected by migration/trafficking, and (3) Social inclusion of minorities. Every year thousands of children and their families benefit from projects implemented either at a national or regional level.

Eurochild in Brussels Belgium is a network of organisations working with and for children throughout Europe, striving for a society that respects the rights of children. They influence policies, build internal capacities, facilitate mutual learning and exchange practice and research. The United Nations Convention on the Rights of the Child is the foundation of all their work

Together with the Associate Partners in each country, this team includes some of the leading international experts in the field of inclusion in schools, the creation of a school climate of convivencia and the needs of CAM.

For example, it includes experts on the effects of displacement on families during World War 2 and the programme applies the solutions they have identified in order to prevent similar long term effects of separation and deprivation by meeting the special social and emotional needs of the current generation of CAM

The ICAMnet partnership has fully developed and trialled the ICAM programme in Spain, Italy, Romania and the UK working together over 2 years. We previously worked closely together developing and implementing the Daphne 2 Programme *Action Anti –Bullying (AAB).*

Our experience has forged a close working relationship between all the partners in ICAMnet and we have a shared passion to improve the inclusion of all children and young people in schools and to uphold their rights to an education free from fear and disruption under the UN Convention on the Rights of the Child and the European Convention on the Exercise of Children's Rights

A.2 Who are CAM?

The United Nations Convention on the Rights of the Child defines a child as anyone under the age of 18. This Handbook applies this definition and refers to all young people in school as 'children'.

The ICAM programme intends to help any children affected by migration. They and their families may be asylum seekers, refugees, economic or social migrants. They may have been accompanied by their families, travelled alone or been left behind by parents working elsewhere. They may have been fleeing war or other disasters and may have encountered great difficulties on their journeys. They may know that their future is now secure in their new host country or be uncertain how long they will stay.

Because each student's story and experiences will be different, it is important to recognise their individuality and not to treat CAM as a homogeneous group. Each school may describe their population of CAM differently. However, the task of the programme will be to draw on participants' experience, extract some common themes and suggest ways of meeting the needs that are identified that will be of general use to schools with CAM.

A.3 Convivencia

The ICAM programme promotes a positive approach to creating a school climate where students feel safe, relaxed and happy and where bullying and other forms of violence cannot flourish. It has adopted a Spanish word, "convivencia", to describe that school climate. Convivencia is best translated as "a state of living in harmony in a community". It is this state of convivencia that all schools should aim to create.

A report for UNICEF *(Violence Reduction in Schools – a guide for country offices UNICEF 2014 Authors NCfLB)* notes that approximately 40% of school age children worldwide regularly experience violence in schools. Bullying accounts for approximately 80% of violence against children . Unless schools take specific steps to protect them, CAM are particularly vulnerable to violence and abuse – mainly bullying (including cyber-bullying), which is notoriously meted out on members of any community who are seen as different in appearance, circumstance, or culture.

The improvement in convivencia in schools is identified as the most effective and positive way to reduce violent behaviour and conflict *(Ref: Violence reduction in schools – how to make a difference Council of Europe 2006)*

The ICAM programme will focus on the whole school development of 12 aspects of school organisation shown to have the most direct influence on creating a climate of convivencia.

A.4 A focus on enabling CAM to learn

The aim of the ICAM programme is very broad, as is the definition it uses of "children affected by migration" (CAM). It is therefore important to keep a clear focus on achievable outcomes.

Schools are very important agents for change in the lives of CAM but they cannot solve all the problems that families affected by migration face. Their responsibility is to facilitate students' learning and this must be the focus for ICAM. By creating a climate of convivencia, addressing the Social and Emotional Learning (SEL) needs of all students and striving to provide for the additional SEL needs of CAM, schools can provide the conditions that enable CAM to learn and reach their full potential.

A priority for schools is to help CAM acquire fluency in the language of their host country and thus gain access to the curriculum. The ICAM programme, whilst recognising that this is vital and may demand much in the way of resources and expertise, will not focus on language acquisition itself but on the SEL that will facilitate it.

A Eurydice report for the European Commission *(Ref: Integrating Students from Migrant Backgrounds into Schools in Europe. National Policies and Measures 2019)* notes that

"According to the research literature, students' academic development and potential cannot be fully realised without supporting their social and emotional needs (Hamilton, 2013; Slade & Griffith, 2013; Krachman, LaRocca & Gabrieli, 2018). This applies to all students, but in particular to students from migrant backgrounds who may face additional challenges, such as social and cultural obstacles, barriers to full participation in schools, segregation and/or hostility and bullying within the host society (Nilsson & Bunar, 2016; Trasberg & Kond, 2017). Thus, while focusing on developing migrant students' language skills and promoting their learning in general, it is equally important to promote their personal, social and emotional development in order to create an optimal state for learning.

A.5 The intended outcomes of the ICAM approach

ICAM aims to develop a child and family support programme which:

- improves inclusion and safe learning in schools by concentrating on 12 areas of school organization which combine to create a climate of convivencia.

- through Continuing Professional Development (CPD) and support, reinforces the capacities of schools to ensure the inclusion of CAM

- applies an online ICAM School Review of the school's organisation for convivencia and inclusion, involving input by all stakeholders.

- increases the awareness of the whole school community, including CAM, so that all understand their rights under the UN Convention on the Rights of the Child and the European Convention on the Exercise of Children's Rights

- applies lessons learned from research and from knowledge about the long term effects of displacement and bereavement on CAM in World War 2

- develops the whole school formal and informal curriculum for social and emotional learning (SEL) and wellbeing with extra support to meet the additional SEL needs of CAM.

- develops peer-led initiatives for children that promote their ownership and responsibility for the inclusion of all students fully in the life of their schools

- reinforces cooperation between schools, families, community organisations, NGOs and other agencies/organisations that are in contact with CAM

- has benefits which will apply to all members of the school community. Research evidence shows that the outcomes will also raise overall attainment.

B. Principles underlying the methodology for the programme

The methodology used to develop ICAM, and to provide continuing professional development, aims to model the underlying philosophy of ICAM, to be flexible and responsive to individual need, to be positive in building on successful practice and to keep a focus on learning.

B.1 Seeing CAM as individuals and working towards a menu rather than a recipe of provision to meet their needs

The ICAM programme seeks to find out what each participating school is already doing well and aims to provide additional support and development to enhance its provision for CAM. There is a clear assumption that one model of practice does not fit all.

The review processes, the development of materials and ways of working will develop and evolve as more is learned about the needs of students and families affected by migration. To do this, schools should be able to:

- Develop their AWARENESS of issues that may affect students
- Identify the NEEDS of students affected by migration
- Develop ways of RESPONDING to student and family needs

Approaches and materials – **a menu not a recipe**

Approaches and materials to support CAM must take account of their varied backgrounds and experiences, both past and present. It is important for schools to assess and understand the wellbeing, SEL and cognitive needs of their students and then to have a menu of options, of resources and practice to meet these needs, rather than a system that provides an inflexible recipe for action.

B.2 Building on success – the school improvement cycle

Like any initiative, the improvement of provision for CAM should follow a cycle of development.

This will include:

a. the selection and continuing professional development (CPD) of those who will lead the development of the programme in their schools – so that they understand the needs of CAM and possible ways of meeting these needs

b. a vision statement which is inclusive so that everyone involved knows what they are trying to achieve.

c. a review of provision for CAM to establish what the school is already doing well and what more needs to be done.

d. an action plan to improve provision for CAM and a strategy for implementing it.

e. implementation of the plan – a programme of support for CAM that is monitored and evaluated systematically.

f. use of the results of monitoring and evaluation to inform a further cycle of development; any necessary additional CPD for school leaders; revision of the vision and policy statements; review of school strategies for supporting CAM to determine current strengths and areas for development; any necessary revision of the curriculum; action planning; staff CPD and implementation of the new action plan.

CPD for school leaders concerning the needs of CAM and ways of meeting these needs

ICAM school review of provision for CAM

Action plan to improve provision for CAM

Staff CPD and implementation of the plan

Improved provision for CAM
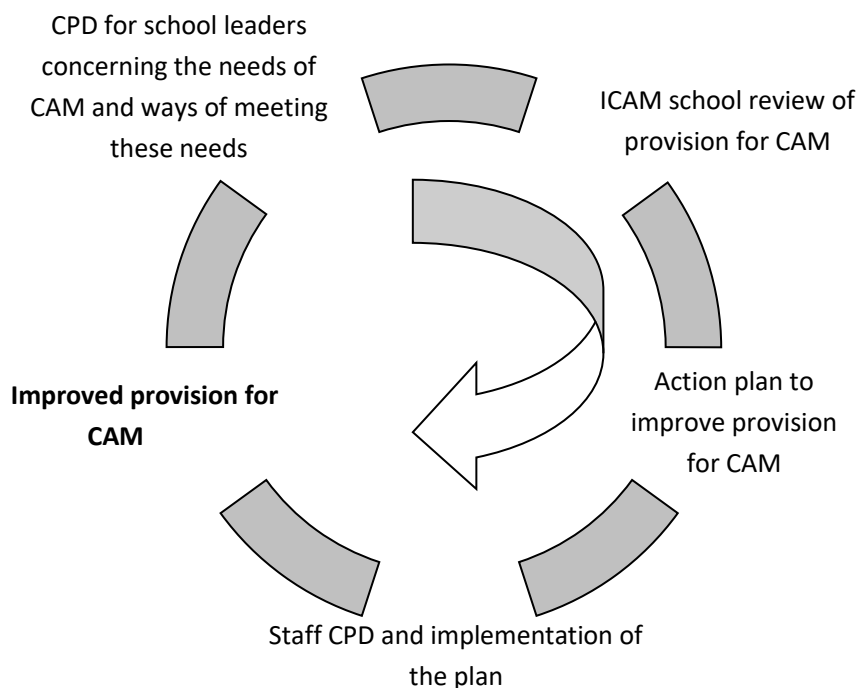
B.3 Solution focused approaches

Schools are changing all the time and the pace of change demanded of them can seem overwhelming. It is therefore important for school leaders to have a good understanding of the process of change and how to make it most effective and efficient.

Including CAM in a school may require significant changes in attitudes and behaviour, and implementing a programme to improve inclusion provides an opportunity to consider not only how that programme is implemented but also how the school deals with the process of change in general. This handbook therefore suggests approaches which have proved helpful in making the process of change successful.

This section describes one such approach.

Research has shown that, to help someone improve a situation, it is better to ask questions that focus on finding a solution than to ask questions that focus on the problem.

When introduced to any change, such as a new programme, people will be anxious and unsure. Leaders of change have to reduce people's worries and help them to find solutions to any problems that they perceive, whether these problems are large or small, real or imagined. The most effective way of doing this is to focus on the solutions rather than the problems.

Part of the role of teachers is to help their students to solve the problems that they perceive in their relationships in school. This also requires moving the focus from the problems to the solutions.

When thinking about behaviour in schools, it is easy to focus on the behaviour that causes problems and to ignore the positive behaviour that most students display for most of the time.

In order to improve something it is always better to look for what is working well already, to identify why it is successful, and then to apply the processes that was found to be successful to the problem area.

"The significant problems we face cannot be solved by the same level of thinking that created them." Albert Einstein

B.3.1 Solution focused talking

Solution focused approaches are derived from the work of Steve de Shazer who developed a solution focused brief therapy in the 1970s. He believed that attempting to understand the cause of a psychological problem is not a necessary, or particularly useful, step towards resolving it. Indeed, discussing the problem can actively be unhelpful.

It is therefore better to ask questions that focus on the solutions, rather than on the problem.

Some examples of problem focused and solution focused questions

Problem Focused	Solution Focused
How can I help you?	How will you know that things are improving?
Could you tell me about the problem?	What would you like to change?
Can you tell me more about the problem?	What is the main issue on which you want to concentrate?
How are we to understand the problem in the light of the past?	Can we discover exceptions to the problem?
What are the barriers to improvement?	What will the future look like without the problem?
How big is the problem?	How can we use your skills and qualities?
What effects does it have on people?	Have we achieved enough to be satisfied?

Solution focused talking enables us to facilitate change. It focuses on the present and future situations rather than picking over the past.

The idea is not to talk about problems directly – rather to explore the changes that will make things better and to help us achieve these changes.

The aim is to move on from:

problem to person	- engaging with the person, not just with the problem
deficit to resource	- focusing on what people can, rather than what they cannot, do
what's wrong to what's right	- finding out what people are doing, or have done, that works
complaint to preferred future	- defining the goals and how we will know they are being achieved
being stuck to moving	- highlighting change so that it becomes visible to the people concerned
victim to survivor	- inviting people to notice what helps them to survive difficulties.

B.3.2 Solution focused goals

People can often be vague about exactly what problems are, and also vague about their goals, what would constitute a good outcome. Long lists of goals are not useful for solving problems because they are usually too ambitious and it is unrealistic to expect to be able to achieve all of them.

Goals should be:

1. positive – what will we be doing?
2. relevant – how will they improve things?

3. measurable – how will we know we have achieved them?

4. involve some action – what will we see done differently?

5. realistic and achievable – how will we manage to make small improvements?

6. *clearly conceptualised – have we all understood and agreed the way forward?*

It is good advice to tackle the most difficult goals first – they will have the most problems and so are the most appropriate for solution focused approaches – overcoming each problem makes the next easier to tackle.

B.3.3 Solution focused techniques

The following techniques can be adapted and used to help people focus on solutions to problems and not on the problem itself.

The Miracle Question

The miracle question can be a useful tool to explore the preferred future – what one is trying to achieve - how things will be when the problem no longer exists - what should be changed to achieve that future.

> "*After you have gone to bed tonight, a miracle happens and the problem has been completely resolved. But you are asleep so you will not know that the miracle has happened*.
>
> *When you wake up tomorrow morning, what will be different that will tell you that the miracle has happened?*
>
> *What will you see yourself doing differently?*
>
> *What will you see others doing differently?*"

Components of the Miracle Question:

What will be different?   *What might happen?*

How will you know?   *What small signs have you already seen?*

What will be the first sign?   *Who else will notice?*   *Who will notice first?*

Exception - finding

There are exceptions to even the most difficult problems. Exceptions often hold the first clue to finding the solution. Exceptions provide evidence that the problem does not always happen, and that the person has some control over the behaviour occurring. They help to identify what is already working well and to build on that success.

Questions that help identify exceptions:

- *What about the times it doesn't happen?*

- *What about the times it happens less?*

- *When are the times that it bothers you least?*

- *When do you resist the urge to …?*

- *What are you doing differently at those times?*

- *What was life like before?*

- *Are there any people who treat you, or manage the problem, better than others?*

- *Is there one person who values what you do?*

Scaling

Having used the miracle question to identify the aim, it is necessary to plan steps to achieving that aim. Scaling can help with identifying small, achievable steps for improvement.

Measuring change can be a key tool in encouraging more changes The more sense of progress there is, the more we know that we are moving forward and the more we will become aware of our ability to take control of the problem, and the more likely it is that we will do something about it.

The basic scaling question is:

"On a scale of 0-10, with 0 being the worst that things have ever been in your life and 10 representing how you want things to be, where are you today?"

0	5	10
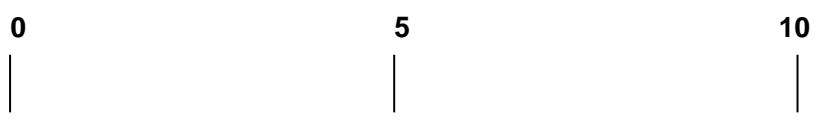
Few people answer this question with 0. This immediately gives us the opportunity to ask:

"What is it that you are doing that means that you are at x and not at x-1?"

This question helps us to recognise what has already been achieved. It opens the way to identifying exceptions and provides a clear and approachable way of asking about goals:

"*How will it look when you are at 8 or 9 or even 10*?'

We can also identify the first steps towards our goals:

"If you are on x, what would help you to move to x+1?"

Different versions can be used in accordance to the context and purpose:

"On a scale of 0-10 …….how confident are you that these things will happen?"

"On a scale of 0-10 …….how much will other people want to help with the change?"

> Use the miracle question to define what we are trying to achieve
>
> Use the exception questions to register current achievements
>
> Use scaling questions to define each step towards the goal.

Some other solution focused techniques - these can be effective ways of talking

- Problem-free talk - What do we do well?
- Goal-setting – What do we want to achieve?
- Acknowledging hard work – What have we achieved already?
- A good day – How do we know things are going well - when we are having a good day?
- Building on strengths - When we faced this sort of problem in the past, how did we resolve it?
- Commitment - What would be good enough for us to be satisfied?
- Coping - What are we doing to stop things getting worse?

- View of self - What have we learned from this experience?

- Other perceptions – What would our friends say that we have achieved?

- Finishing - What do we need to keep doing to make sure the changes that we want happen?

B.4 The four stage learning process

ICAM workshops aim to help participants to learn in ways that will have a real impact on their work and will make a difference to the whole school ethos. The workshops for school leaders will model an approach that they can use with their colleagues in school.

Research shows that, unless learning opportunities are active and allow participants to practise and have feedback on that practice, workshops will have little or no effect on what they do in their daily work. (*Reference: Reasons for the Failure of In-Service Education – M. Fullan,1991:316).*

The work of Bruce Joyce and Beverley Showers (*Reference: Joyce and Showers – Student Achievement through Staff Development 1988 ASCD*) helps to identify four key components which promote active and profound learning and continuing professional development:

1. **Presentation** - an explanation of knowledge, understanding or skills.

2. **Modelling** – illustration of knowledge and understanding or demonstration of skills

3. **Practice** - in simulated or real situations.

4. **Coaching - Application in the school** - practical assistance with the transfer and application of acquired knowledge, understanding and skills to the workplace.

While learners need presentation and modelling, to know about different approaches and to see how they work, it is essential that they develop their skills by practising these approaches and are helped to analyse the outcomes and reflect on them so that their learning has a positive impact on their future practice.

Skill acquisition and the ability to transfer skills to a range of situations requires application of what has been learned in real life situations. This implies paying great attention to the way participants are supported after the workshops. In particular, this means giving the opportunity for immediate and sustained practice, collaboration and peer support between participants.

Sessions should therefore involve the facilitator in:

> **presenting** an outline of the subject so that basic information is understood

> **modelling** the information e.g. through examples, stories, photographs, video and actions so that participants can conceptualise their understanding.

Participants then:

> **practise** the skills between themselves to start learning the techniques and approaches

> **are supported as they apply** what they have learned so that it becomes embedded in their work. Their learning can become more profound with the ongoing mutual support of other participants.

B.5 Monitoring and evaluation of Continuing Professional Development (CPD) that is focused on learning

The purpose of monitoring and evaluation in the ICAM programme is primarily to identify and to celebrate and build on success so that all involved are motivated to continue improvements.

The monitoring and evaluation of the CPD workshops focuses on outcomes, on what has been learned. It uses solution focused approaches

B.5.1The importance of feedback

During workshops, feedback *from* participants is important for monitoring and evaluating, and then improving, the programme

Furthermore, during and after the workshops, regular feedback *to* participants is an important part of the four stage learning methodology which underpins the programme.

Monitoring to collect evidence for feedback is therefore an integral part of the programme

Some important points about feedback for monitoring and evaluation:

- feedback should be collected regularly

- everybody's opinions should be respected

- the most useful feedback is about outcomes and not outputs. It is not sufficient to deliver a programme (an output), it is necessary to know that it has impact (an outcome)

- therefore feedback on the effectiveness of achieving the programme's intended learning outcomes is particularly valuable

- feedback is most helpful when it is specific

- feedback on what is going well is as important as feedback on what could be improved

- feedback should always result in improvements which are achieved by building on strengths as well as rectifying weaknesses

- the evaluation based on the feedback should be clear and concise so that improvements can follow

- the evaluation should lead to an action plan which targets the most important improvements

- the improvements should be planned in small steps.

B.5.2 Components of the monitoring and evaluation system for CPD

In order to fulfill the stated purposes of monitoring and evaluation, to meet the needs of organisers, facilitators, and participants, and to triangulate evidence, the assessment process needs three instruments:

a) Structured questionnaires to generate data that can be scored. These include:

- pre- and post-workshop structured questionnaires for participants to assess what they have learned

- post-session and post-programme feedback forms to assess participants' and facilitators' perception of the effectiveness of the workshops.

b) Structured schedules for observing facilitators and monitoring the effectiveness of workshops.

c) Structured interviews of groups of participants to correlate results from questionnaires and observations.

The responses can be used to:

- give feedback at personal and group level to participants and facilitators to encourage further development

- generate evaluation reports used to develop the programme as a whole.

The monitoring instruments should be designed to:

- be easy and quick to complete

- collect data numerically where possible for easy collation and analysis

- allow for triangulation of data

- be based on outcomes

- be effective in identifying success

- be effective in identifying necessary improvements**.**

C. Background - What we already know

The ICAM programme is informed by the outcomes of research and the collective wisdom born of the experience of participants. It takes a long-term view and aims to make changes that will have a lasting effect for CAM, but it also aims to be knowledgeable about, and to be responsive to, the current situation concerning CAM and to be structured so that it can adapt as necessary over time.

C.1 The current situation in Europe concerning CAM

Migration has coloured and enriched the whole history of Europe. The nature and extent of current migration has been highlighted in the media and has become a major concern for governments and the public.

According to the UNHCR, although the number has decreased from its peak of over a million in 2015, there are still over 100,000 migrants arriving in Europe every year. Nearly 30% of these are children. More than 1,000 people a year are drowned trying to cross the Mediterranean.

25 people every minute flee their homes because of persecution or violence. More than 66% of the more than 70 million people forcibly displaced worldwide come from five countries (Syria, Afghanistan, South Sudan, Myanmar and Somalia) 80% are displaced by conflict that has lasted more than 5 years. Turkey hosts the largest number of these refugees followed by Pakistan, Uganda, Sudan and Germany.

The UNHCR also reports that the migrant situation has fuelled a rise in racism, xenophobia, gender-based violence and intolerance all of which will contribute to the exclusion of children from the education and learning which are their entitlement.

5% of children (more than 6 million) living in EU countries are foreign-born.

Nearly 66% of new arrivals are boys.

More than 40% of children arriving in Europe are unaccompanied or separated from their parents.

The majority of these are aged 15-17.

The ICAM programme includes not only foreign-born children but also the children of European migrant workers left behind in their country of birth. They also face trauma from separation and disruption. In Romania alone there are an estimated 350,000 CAM left behind by parents migrating for work elsewhere in Europe.

There is strong evidence to show that investment in SEL and the creation of a safe and secure learning environment in school is highly cost effective, and that, as they improve the life skills and ability to learn of all children , these initiatives bring major economic benefits in the future, both in terms of productivity and in reduced social welfare/criminal justice costs.

A UNHCR report (Access to Education for Refugee and Migrant Children in Europe 2019) comments that "Students with a migrant/refugee background, especially new arrivals, may initially underperform academically, especially when they do not receive the required additional support. Yet, their education performance improves significantly over time when provided with adequate support, as many show determination to improve their prospects in life."

C.2 Seeking asylum and refugee status in our country

When migrants arrive in the country where they hope to start a new life, they discover that gaining the right to stay there can be a complicated, confusing and stressful business.

The following information about asylum seekers and refugees in the UK is taken from the British Refugee Council and Asylum Action websites. The latest statistics available there are for 2015.

C.2.1 Definitions

Refugee: "A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it." *(Ref: The 1951 United Nations Convention Relating to the Status of Refugees)*

In the Italy, a person is officially a refugee when they have their claim for asylum accepted by the government.

Asylum Seeker: A person who has left their country of origin and formally applied for asylum in another country but whose application has not yet been concluded.

Refused asylum seeker: A person whose asylum application has been unsuccessful, and who has no other claim for protection, awaiting a decision. Some refused asylum seekers voluntarily return home, others are forcibly returned and for some it is not safe or practical for them to return until conditions in their country change.

Economic migrant: Someone who has moved to another country to work.

Migrante irregolare: Si tratta di una persona che entrata nel paese senza un regolare controllo alla frontiera, oppure che è arrivata regolarmente ma a cui è scaduto il visto o il permesso di soggiorno.

Richiedente asilo: Si definisce così una persona che ha richiesto di essere riconosciuto come rifugiato (o altra forma di protezione) e che è in attesa del responso.

L'Italia riconosce, inoltre, alter due forme di protezione:

- protezione sussidiaria, una protezione aggiuntiva riconosciuta a chi non rientra nella definizione di rifugiato ma sono protette in quanto rischiano di subire gravi danni (condanna a morte, tortura, minaccia di vita);
- protezione umanitaria, in presenza di seri motivi umanitari. Tale protezione è stata però sostituita con nuove forme di rilascio di permessi di soggiorno.

Irregular Migrant: someone who entered a country without a regular border check, or who arrived regularly but whose visa or residence permit has expired.

Asylum seeker: a person who has applied to be recognised as a refugee (or other form of protection) and who is waiting for a response.

In addition to asylum, Italy grants other two forms of protection:

- *subsidiary protection*, granted to those who do not fall under the definition of refugee, but have been sentenced to death or are victims of torture or other inhuman treatment;

- *humanitarian protection*, granted in the presence of serious humanitarian reasons. However, this protection has been replaced with new forms of residence permits.

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C.2.2 Some statistics concerning the UK asylum system

~~The UK is home to less than 1% of the world's refugees — out of more than 70 million forcibly displaced people worldwide.~~ *(Ref: UNHCR)* ~~About 80% of the world's refugees are living in countries neighbouring their country of origin, often in camps.~~ *(Ref: UNHCR)*

~~The likelihood that a refugee will be recognised as having protection needs and granted status depends on the country where they apply for asylum. In the UK in recent years just over 40% of people who applied for asylum were granted it at initial decision. In some countries, such as Switzerland and Norway, around 70% of applications succeed.~~ *(Ref: EU Asylum Support Office)*

~~The UK asylum system is strictly controlled and complex. It is very difficult to get asylum. The decision-making process is extremely tough and many people's claims are rejected.~~

~~Initial Home Office decision-making remains poor. In recent years, the courts overturned Home Office decisions in about 40% of asylum appeals.~~ *(Ref: Home Office asylum statistics)*

~~There are particular problems with decisions on women's claims. Women who turn to the courts for help when their asylum claims are refused are more likely to have their protection needs recognised by the courts. Women say that it is in part because the asylum system can feel very hostile and it is difficult for them to give full details of the violence they have experienced.~~

~~Over 20,000 people a year are locked up in detention centres under Immigration Act powers, a third of them for more than 28 days. Around half of all asylum seekers find themselves detained during the asylum process. Despite the Government's 2010 pledge to end child detention for immigration purposes, a small number are still imprisoned every year..~~

~~Since 2005 most people recognised as refugees are only given permission to stay in the UK for five years. This makes it difficult for them to make decisions about their future, to find work and make definite plans for their life in the UK.~~

Nel 2017 le domande accolte in prima istanza sono state 33.873, circa il 40% di quelle esaminate (81.527). Di questo 40% l'8% hanno ottenuto asilo, un altro 8% protezione sussidiaria e il 25% protezione umanitaria. Il restante 58% è rappresentato dai dinieghi. Nel 2018 delle 95 mila domande presentate circa l'82% sono sate respinte. Di quelle accolte, solo il 3% ha riguardato la protezione umanitaria, il 4% la protezione sussidiaria mentre resta costante la percentuale dello status di rifugiato, 8%. In generale i richiedenti asilo sono uomini per l' 85% nel 2017. La quota delle donne è molto contentua tranne nel caso della cittadinanza ucraina e nigeriana.

In 2017, the applications accepted in the first instance were 33,873, about 40% of those examined (81,527). Of this 40%, 8% have obtained asylum, another 8% subsidiary protection and 25% humanitarian protection. The remaining 58% is represented by the denials. In 2018, of the 95,000 applications submitted, around 82% were rejected. Of those accepted, only 3% concerned humanitarian protection, 4% subsidiary protection while the percentage of the refugee status remains constant, 8%. In general, 85% of asylum seekers are men in 2017. The share of women is very limited except in the case of Ukrainian and Nigerian citizenship.

Tra il 2014 e il 2018 sono arrivati in Italia via mare 625.009 rifugiati e migranti e di questi 70.547 erano Minori stranieri non accompagnati. Per quanto il trend degli arrivi via mare sia in calo già dal 2018, nello stesso anno sono giunti in Italia 3.536 MSNA e anche nella prima metà del 2019 l'incidenza di MSNA rimane significativa: 365 su 2.779 arrivati via mare, pari al 13%. La percentuale di MSNA rispetto al totale di tali arrivi rimane dunque considerevole negli ultimi anni, a testimoniare l'importanza di un'attenzione costante, con una distribuzione di genere stabile. Dal 2015, la maggior parte dei MSNA all'arrivo in Italia ha 17 anni compiuti (tra il 54% e il 60,2% del totale) seguiti dal gruppo dei sedicenni, che oscilla tra il 23,4% e il 28,7%. Tra il 2013 e il 2015 l'Egitto è il primo Paese da cui arrivano i MSNA, diminuiscono progressivamente invece negli anni successivi e parallelamente si rileva un incremento del 20% dei MSNA provenienti dai paesi dell'Africa occidentale, che nel 2018 corrispondono al 41% delle presenze totali di MSNA. Albania, Gambia ed Eritrea mantengono una presenza più costante, con un' oscillazione massima di 5 punti percentuali negli anni in oggetto per i minori provenienti dall'Albania, e per Gambia ed Eritrea la variazione delle presenze rimane tra il 7% e il 13%. A giugno del 2019, 4.700 MSNA risultavano irreperibili sul territorio nazionale, si tratta di ragazzi e ragazze che si sono allontanati dalle strutture di accoglienza o dalle famiglie in cui vivevano e rispetto ai quali non è possibile sapere se sono ancora presenti in Italia. Il trend evidenzia una diminuzione complessiva che, almeno in parte, è dovuta al progressivo raggiungimento della maggiore età. Dopo il progressivo aumento delle richieste di asilo a partire dal 2014, con un picco nel 2017 di 9.782 richieste, nel corso del 2018 si è verificato un repentino calo. Con la diminuzione delle domande si registra anche un calo del 62.4% rispetto al 2017 in termini assoluti dei MSNA richiedenti asilo, (da oltre 9700 nel 2017 a 3.676 nel 2018). I 377 MSNA che hanno chiesto asilo nei primi sei mesi del 2019 costituiscono solo il 2% del totale richiedenti. Nel corso del 2018 sono state esaminate 8.554 domande di asilo riferite a MSNA, di queste il 5,8% ha ottenuto il riconoscimento dello status di rifugiato, il 2,6% la protezione sussidiaria e il 61% la protezione umanitaria, diminuita di 10 punti percentuali rispetto al 2017 (MdI, 2018), comunque tre volte superiore rispetto al 20,9% degli adulti stranieri a cui è stata riconosciuta. Nel 2018 oltre un terzo delle pratiche esaminate ha riguardato giovani gambiani e nigeriani, con il riconoscimento dello status di rifugiato rispettivamente per il 2% e il 17% delle domande e della protezione umanitaria per il 67% e 52% (Ministero dell'Interno, Commissione Nazionale per il Diritto di Asilo).

Between 2014 and 2018, 625,009 refugees and migrants arrived in Italy by sea, of whom 70,547 were UASC. Although the trend of arrivals by sea is declining, in 2018, a total of 3,536 UASC arrived in Italy. In the first half of 2019, the proportion of UASC alone was still significant: 365 out of 2,779 UASC, or 13 per cent, arrived by sea. The data on arrivals by sea must be compared with those of UASC present and registered in the reception system by the MLSP, with a stable gender distribution. Since 2015 most children arriving are 17 (54% and 60.2% of the total), followed by 16-year-olds (between 23.4% and 28.7% of the total). Most UASC who came between 2013 and 2015 were Egyptians, yet in recent years their number has decreased, while simultaneously there has been an increased trend (20%) of children arriving from West African countries reaching 41% of the total presence of UASC in 2018. Albania, the Gambia and Eritrea present steady trends, with a maximum fluctuation of Albanian children of 5 percentage points in these years (1,677 at the end of 2017; 1,550 at the end of 2018), while UASC from the Gambia and Eritrea since 2014 register numbers varying between 7% and 13%. As of June 2019, 4,700 children were registered as absconded24 since they have left formal reception facilities or care arrangements; it is not possible to know if they are still present in Italy. The trend of absconded UASC shows an overall decrease that is due to, at least in part, to them turning 18 and thus ceasing to be registered as UASC in the reception system. In addition to the residence permits for UASC, there are also permits for foster care, family reasons and the integration of UASC, which have not been, however, consistently recorded over the years and therefore do not allow to determine the trends. After the progressive increase in asylum applications from 2014, with a peak in 2017 of 9,782 applications, there was a sudden decline in 2018. With the decrease in applications, there was also a 62.4 per cent decrease in 2017 in absolute terms of UASC asylum seekers, (from more than 9,700 in 2017 to 3,676 in 2018). The 377 UASC who applied for asylum in January and June 2019 make up only 2 per cent of the total number of applicants. During 2018, 8,554 UASC asylum applications were examined, of which 5.8 per cent obtained refugee status; 2.6 per 5,2% 6,5% Guinea Gambia Côte d'Ivoire Egypt Albania Other origin 6,7% 8,7% 22,9% 50% First 5 UASC nationalities Females 7% Males 93% Gender 0-6 years old 1% 7-14 years old 6% 15 years old 7% 16 years old 17 years old 23% 63% Age 25 At a crossroads. Unaccompanied and separated children in their transition to adulthood in Italy cent, subsidiary protection; and 61 per cent, humanitarian protection, a reduction of 10 per cent compared to 2017 (Ministry of the Interior, 2018), but three times higher than the 20.9 per cent of foreign adults to whom it was granted In 2018, more than a third of the examined paperwork concerned young Gambians and Nigerians, with the recognition of refugee status for 2 per cent and 17 per cent of applications, respectively, and humanitarian protection for 67 per cent and 52 per cent (Ministry of the Interior, National Commission for Asylum).

C.2.3 The asylum application process in the ~~UK~~ Italy

The application for asylum can be made to a border police officer or to the immigration office of a police station.

The asylum seeker is required to report on the reasons why he applies for asylum and to attach to the application a copy of a valid i.d. document (passport, identity card).

Then, the asylum seeker is identified and a photo of him is taken.

Later, the police officer sends the documentation to the Commission for the Granting of Refugee Status responsible for the area concerned. In Italy there are 7 commissions (Gorizia, Milano, Roma, Foggia, Siracusa, Crotone and Trapani). The applicant has to attend a screening interview before the Commission, usually soon after making the application, to provide the evidence to back up his asylum claim and show that he is in need of protection and cannot safely be returned to his country of origin.

The Commission responsible for the area concerned, within 3 days of the interview, can:

- grant the refugee status;

- refuse the application. In this case, the applicant has to leave Italy.

During the time it takes to examine the documentation, the asylum seeker has to remain in a Centre for Identification, up to a maximum of 20 days. If a decision is not made within this period, the asylum seeker can leave the Centre for Identification and a residence permit is issued to him, valid up to three months and renewable until the conclusion of the procedure.

Moreover, whether the asylum seeker is not self-sufficient, can apply to the competent Prefecture to be hosted at communal facilities until the application for asylum gets examined.

Anyway, in the Centre for Identification urgent medical treatment is provided and the asylum seeker is allowed to receive visits by his families and lawyer.

C.2.4 Appeals against refusal

An asylum seeker whose claim is refused has a right of appeal against the decision.
The decision on the appeal can be made by the President of the Commision for the Granting of Refugee Status responsible for the area concerned, as well as by an ordinary court. In both cases, the applicant can apply to the Prefect of the Province where he is domiciled for an authorisation to remain in Italy until the court's decision.

Applications for asylum can be made to an immigration officer at a port of entry into the UK or at the Asylum Screening Unit in Croydon. Applicants have to attend a screening interview, usually soon after making the application. This interview is used to collect basic information such as identity, country of origin, when and how the person arrived in the UK, and what documents they have, such as a passport or other identity papers. The asylum seeker is fingerprinted and a photo is taken which is put on the Application Registration Card (ARC) which is issued to them.

Each application is assigned to a casework team within the UK Visas and Immigration (UKVI) department of the Home Office to conduct the interview and make a decision on the claim.

A second, more detailed interview then takes place, often referred to as a substantive interview. The basic information from the first interview is checked to ensure a consistent account is given. It is at this interview that the asylum seeker has to provide the evidence to back up his/her asylum claim and show that they are in need of protection and cannot safely be returned to their country of origin.

While the application is under consideration the asylum seeker may be required to report on a regular basis to one of the 15 Reporting Centres across the UK. They are expected to produce their ARC when they report. Failure to report can lead to the withdrawal of any asylum support they have been awarded.

The caseworker decides whether the applicant qualifies for recognition as a refugee. Applicants who are granted refugee status are given leave to remain in the UK for 5 years. They are then free to work, and are eligible for mainstream benefits. If they have a spouse and children outside the UK they can apply to join the refugee in the UK. After 5 years they can apply for indefinite leave to remain, which will normally be granted, the exceptions are usually people who have had serious criminal convictions.

Some people who are not granted refugee status are given permission to remain. A small number may be granted humanitarian protection. Others are granted discretionary leave to remain for a time limited period, after which they may be able to apply to extend their leave. Unaccompanied children seeking asylum are granted special leave to remain to reflect the government's position that lone

~~children will not be returned unless there are adequate conditions for them to be looked after in the country of return. The child will have to make another application to request leave to remain for a further period.~~

~~### C.2.4 Appeals against refusal~~

~~An asylum seeker whose claim is refused will generally have a right of appeal against the decision. The decision on the appeal is made by an immigration judge at a tribunal hearing. The proportion of appeals allowed has been around 40% in recent years, so a significant number of initial decisions are found to be wrong by the tribunal.~~

~~People who have been refused, and have either not appealed, or have lost their appeal, are expected to return to their country of origin. Some will return on a voluntary basis, and anyone willing to do this may be eligible to apply for assistance to do so. Otherwise the Home Office will enforce removal from the UK.~~

C.2.5 Support and accommodation for asylum seekers

~~Asylum seekers are not allowed to claim mainstream welfare benefits. They are not allowed to work.~~

~~Young people under the age of 18 who apply for asylum are supported by local authorities. Asylum seekers applying to UKVI for support can apply for accommodation and cash. If such an application is accepted, the asylum seeker will be offered accommodation outside London and the South East, and will have no choice about where that is. Currently UKVI has contracts with a number of private companies to provide accommodation in different parts of the country. The asylum seeker is allowed to remain there until their claim, and their appeal if they have been refused, is decided. The level of cash support is under £40 per week per person.~~

~~Refused asylum seekers with children under the age of 18 will continue to receive support from UKVI until they leave, or are removed from, the UK.~~

Il sistema di accoglienza comprende:

1. strutture governative di prima accoglienza per le esigenze di soccorso e di protezione immediata di tutti i MSNA, in cui i minori sono accolti per il tempo strettamente necessario all'identificazione, all'eventuale accertamento dell'età, all'erogazione di informazioni sui diritti del minore compreso quello di chiedere la protezione internazionale;

2. strutture di seconda accoglienza del SIPROIMI dove i minori che hanno chiesto la protezione internazionale rimangono fino alla definizione della domanda, anche oltre il compimento del 18° anno;

3. strutture di accoglienza in convenzione con il Comune in cui si trova il minore e che ne assicura la presa in carico, in caso assenza di posti nelle strutture d'accoglienza precedentemente descritte.

The reception system therefore includes:

1. governmental first-level reception facilities for the needs of rescue and immediate protection of all UASC, in which UASC are received for the time strictly necessary (30 days) for identification, age assessment, the provision of information on his or her rights, including that of applying for international protection;

2. SIPROIMI second-level reception facilities, where all UASC regardless of their legal status are entitled to stay. UASC who have applied for international protection can remain until the conclusion of the procedure on status determination, even after turning 18;

3. other types of reception facilities managed by the municipal authorities or the Prefectures where the child is located, when the former two types are unavailable.

C.2.6 Unaccompanied Children

Each year there are around 2,000asylum applications from unaccompanied children, the largest number being from Eritrea. The vast majority of child applicants are male and aged 14 -17. Unaccompanied children are looked after by local authorities until they reach the age of 18.

Il MSNA presente in Italia può accedere a due tipi di permessi di soggiorno: un permesso per minore età (per il fatto di essere un minore solo) e un permesso per motivi familiari. Al compimento del diciottesimo anno di età, il permesso di soggiorno per minore età può essere convertito in permesso di soggiorno per motivi di studio, di lavoro o di attesa occupazione. Il minore può, inoltre, fare richiesta di protezione internazionale anche parallelamente alla richiesta di un permesso di soggiorno per minore età o accedere agli altri permessi di soggiorno disciplinati dalla normativa alle stesse condizioni previste per gli altri cittadini di Paesi terzi21. Con riferimento alla procedura di protezione internazionale, ai minori sono riconosciute alcune garanzie di natura procedurale, tra cui il diritto all'esame prioritario della domanda, il diritto all'ascolto e il diritto all'assistenza legale. La normativa prevede, quindi, che possano coesistere la richiesta del minore di protezione internazionale e il permesso per minore età o motivi familiari.

UASC in Italy have access to two types of residence permits: a permit for UASC (granted on the grounds of the child being unaccompanied and/or separated) and a permit for family16 reasons. At the age of 18, a residence permit for UASC may be converted into a residence permit for study, work or job seeking. Also, a child may apply at the same time for both international protection and for a residence permit for UASC or have access to other residence permits governed by the law under the same conditions as other third country nationals.18 When applying for international protection, UASC are granted certain procedural guarantees, including the right to a priority examination of their application, to be heard and to legal assistance. Moreover, the legislation provides that the conditions of being a child applying for international protection and holding a permit for UASC or for family reasons may coexist.

C.3 How Literature Reviews help to formulate the programme

Two extensive reviews of relevant literature were carried out to highlight some of the features of research, scholarship and commentary that might inform the ICAM programme. In particular, they sought to define a body of evidence that points to the value of Social and Emotional Learning (SEL) in the context of the educational and social lives of CAM.

C3.1 The first review identified key themes affecting CAM, considered issues emerging from these themes and explored the efficacy of SEL as an intervention approach. The themes are:

C.3.1.1 Disruption of education

Because their education has been disrupted, CAM may often have gaps in their skills or knowledge, though not necessarily in their aptitude.

In providing for CAM, schools tend to focus on their additional social and emotional and language needs. Although this is essential, and the connection between SEL-based interventions and academic learning is fundamental to the wellbeing of all children, especially those who experience significant trauma, it is important also to facilitate their access to the content of the main school curriculum.

Big differences in the educational achievement level between CAM and their host-country peers require effective classroom and curriculum management skills. The development of curricula and pedagogies that are targeted towards CAM is a requirement for effective inclusive provision.

C.3.1.2 Language barriers

Knowledge of the language used in school is a key to effective educational progress, just as a capacity to use communication is a key to social inclusion.

Factors within the child that can form barriers to inclusion are interrelated e.g., limited language skills may hinder forming new friendships, while limited social interactions with native speakers will hinder learning the new language. It is therefore especially the sum of these barriers, and their interaction, that put CAM at risk of exclusion.

Language differences cause difficulties for CAM themselves in communicating with others and these are amplified by the absence of awareness amongst professionals of the first languages of these children. Such differences also make it difficult for parents/carers to connect with professionals to discuss common problems. Whilst family and community can be positive supports, they often need help with the host language.

Teachers should have knowledge of their students' backgrounds and understand that CAM's experiences may mean that language skills, especially academic as opposed to communicative language skills, will take longer to develop.

SEL promotes dialogue between CAM and other students and contributes to building social cohesion. SEL-based interventions provide opportunities for language development and the creation of shared identity and belonging

C.3.1.3 Need for cultural orientation support

For many CAM, adjustment to new surroundings involves addressing a sense of loss and self-doubt regarding their 'new' identity. Induction and cultural orientation to a new school is an important determinant of subsequent inclusion.

CAM need opportunities to learn about the culture of their host country but the process is reciprocal – it is also important for schools to create more inclusive environments by celebrating and promoting cultural diversity and acceptance. This entails finding ways to overcome curricular and time constraints and the concern they evoke in teachers.

SEL initiatives can help to adapt the content and delivery of instruction. There is evidence that a culturally relevant curriculum promotes equitable education, reduces prejudice and discrimination against CAM, improves academic achievement and reduces racial bias by forging greater whole school understanding of the background, aptitudes and needs of CAM.

C.3.1.4 Inadequate quality of instruction

The attitude of teachers towards those students who, for whatever reason, have additional learning needs is a decisive factor in creating an inclusive environment in schools. Their education is an integral part of the role of all teachers.

CAM are likely to be discouraged from active participation if there is an inclination towards teacher-focused pedagogy with a heavy emphasis on factual rather than conceptual learning. Attention should be directed towards building capacity of teachers in respect of engagement with the social and intercultural dimensions of learning, thus highlighting connections to SEL-based programmes for CAM.

It is not simply the content of SEL but the way in which it is delivered that will have a significant impact on CAM.

C.3.1.5 Discrimination in school settings

CAM encounter either subliminal or overt discrimination in schools from students, teachers and other adults e.g. if they are unable to provide evidence of past educational achievements, they may be placed in grades lower than their educational levels.

Discriminatory actions are based on beliefs and attitudes, and addressing embedded negative perceptions regarding CAM is an essential starting point. Teachers should model affirmative attitudes towards CAM and should be encouraged to extend their repertoire of curriculum strategies, so that SEL approaches are embedded across academic subjects.

Professional development in support of CAM interventions should place emphasis on strategies to help reduce unintentional discrimination and support the social and emotional healing which occurs as education helps to bring a sense of normality and routine to recently chaotic lives.

C.3.1.6 Absence of parent/carer and family involvement in education

Evidence shows that the involvement of parents/carers and families of CAM in their education is highly beneficial but there are substantial barriers to it, including language and cultural differences and fear that the child might be bullied.

CAM may become the heads of their households if adults are killed or die because of illness or malnutrition. Such children do not have a significant adult or advocate who is able to support them in mediating educational issues.

Children tend to acquire fluency in the language of their new country more quickly than adults. This creates identity confusion and potential conflict. Some students may become alienated from their cultural heritage.

It is important for schools to recognise that families of CAM have experienced, as adults, many of the same traumas and debilitating conditions suffered by their children and may not be able to provide them with emotional or educational support. It can be hard for them to share information about their children or asylum status, making it difficult for the teachers to get to know the students and their families.

C.3.1.7 School community attitudes

The attitudes of all stakeholders in a school will inform the degree to which incoming CAM will be made to feel welcome and thus have an opportunity to thrive.

Teachers face continuing challenges in dealing with heterogeneity in schools and there is an absence of coherent positive approaches to diversity. There is also evidence that teachers see cultural diversity as 'somebody else's problem' and think that CAM themselves should be responsible for adapting to the new conditions they face, albeit with support.

The attitudes of other students to CAM present a challenge to the establishment of an inclusive climate for learning in classrooms but schools are regarded as being well-positioned to instigate and then support attitudinal shifts. If students are to change their attitudes towards others, they must be given conditions that will provide them with positive contact in order to increase a sense of empathy, itself a good predictor of pro-social behaviour. Social interactions during childhood and adolescence can predict reduced levels of prejudice later in life.

Professional development for staff should include positive approaches to diversity and should also provide space for teachers to explore their own attitudes towards CAM.

Schools should be aware of the attitudes of students as a whole to CAM and plan for the creation of a more inclusive climate. There is evidence for the benefits of including discussion of issues of equal rights and acceptance – encompassed by the UNICEF Rights Respecting Schools approach.

C.3.1.8 Accessing focused support

Additional specialist support for CAM must use different approaches to address the range of different needs and factors causing them. Schools are regarded as optimum locations for interventions but there are challenges in establishing and providing effective collaborative provision: it can be costly; appropriately qualified professionals might not be easily identified; there are some question marks regarding certain interventions; there may be cultural resistance from parents/carers of CAM.

School-based interventions are effective if they focus on the development of an inclusive learning community in which the whole school participates

C.3.1.9 Age-related issues

There are stresses which occur at different stages in the school lives of all students which may have a particularly potent effect on CAM when combined with the other difficulties that they have to overcome. Three issues are highlighted in the literature:

- Transition, usually from one institution to another involves severing some bonds and forming new ones, making new relationships. Moreover, this often occurs at an age of developmental change for the child.

- Because they appear 'different' from their peers, CAM are vulnerable to bullying.

- There is a risk of marginalised youth being radicalised. This is of particular concern because children, at a critical point of change in their lives, might be experiencing a sense of hopelessness about their circumstances. Protecting children from this risk can be seen as similar in nature to protecting them from other harms (e.g. drugs, gangs, neglect, sexual exploitation) and schools are well placed to be the focus of intervention.

 SEL has the potential to help CAM develop resilience and build or enhance a greater sense of self-identity

C.3.1.10 Meta analyses indicate relative success of school-based interventions

Features connected with programmes with successful outcomes are:

- timing and length of the programme,

- extent of parental involvement,

- commitment of the school,

- level of CPD

- recognition that CAM are not a homogeneous grouping and thus require individual tailor-made interventions based on a rigorous analysis of need

C.3.1.11 Concerns about Special Educational Needs and Disabilities amongst CAM

If CAM do not make the expected progress in school, the accurate diagnosis of the cause is very important. A lack of skills in the language of instruction can result in a child underachieving academically, resulting in them being categorised as having a special educational need and being placed in special classes.

The focus of inclusion should be on removing the barriers for CAM while finding a balance between providing support for their additional needs without 'othering' them. Schools that are successful in reaching this balance are effective and child-centred for all learners.

 "… one can argue that the task of exploring educational responses to refugee and asylum-seeking children could tell us something about our education system, its inclusivity and cohesion and about

how we understand the effects of globalisation on education and social change. In a way, refugee and asylum-seeking children and their integration represent a litmus test in terms of social inclusion. As the absolute stranger, the asylum seeking child could tell us something about how we define education and its role in society". (Ref: Pinson and Arnot 2007 p. 405)

C.3.1.12 Challenges in provision of inter-agency interventions

The challenge of managing the complex interplay between services delivering mental health, education and social care aspects of intervention is characteristic of many initiatives designed to support the inclusion of marginalised children, whether migrant or otherwise.

Service collaboration is essential in meeting complex needs of CAM. Opportunities should be sought to enable multidisciplinary staff to overcome any professional tensions that may exist.

C.3.2 The second review amplified aspects of the above dimensions but focused specifically on:

the additional SEL needs of CAM,

examples of good practice to address these additional SEL needs

the related needs of parents, family members and carers in supporting CAM

examples of national policies that have led, or have potential to lead, to actual implementation in schools**.**

It demonstrated emphatically the need for a coherent, whole-school enactment of an inclusive vision for CAM, both to ensure that their additional needs are more fully addressed and also to maximise the benefits they bring to the economic and social outcomes of their countries, old and new.

Their potential to make a substantial contribution across all aspects of development in European society has been a consistent feature in the literature. Migrants also provide a vital economic function for their home countries. The UN's International Migration Report (2017) said that

'When supported by appropriate policies, migration can contribute to inclusive and sustainable economic growth and development in both home and host communities. In 2016, migrants from developing countries sent home an estimated US $413billion in remittances'.

The education of CAM is the most effective intervention to sustain these benefits by breaking an established cycle of disengagement and underachievement. An SEL orientation promotes one of the key characteristics of effective learning – that academic and social learning are mutually dependent and that a focus on the 'whole child' is essential for all learners, and not least CAM, who have explicit additional needs in both these areas .

The review was structured around the following areas:

3.2.1 Curriculum

The first review outlined the importance of addressing cultural and knowledge differences in the classroom. The second review also emphasises the pre-eminent requirement to provide targeted inputs to grow the language proficiency of CAM and to refine the nature and pedagogy of these inputs to better meet their needs. CAM cannot have full access to the curriculum if they do not have a good grasp of the host language. It is reported that children 'who do not speak the language of instruction at home report a lower sense of belonging and experience more bullying at school'.

Existing curricula provide too few vocationally orientated opportunities for CAM. Vocational options are regarded as a core aspect of inclusive schooling and an important factor in preventing alienation and radicalisation.

Targeted teacher training is essential in providing appropriately tailored, relevant and linguistically sensitive curricula for CAM as is early intervention and integrating CAM in mainstream classes from the beginning.

It is important to avoid placing CAM on a certain educational track too soon. They should be given time to adjust and realise their full potential before limiting their choice of programmes of study.

3.2.2 Social behaviour

The central importance of SEL to ensure access to the curriculum for all students and, particularly for CAM, is a recurrent theme in the literature reviewed, as is the need for additional support for some CAM and targeted support to address the trauma issues which most migrant populations will have experienced at some point.

A warm and well organised welcome for new students makes a significant difference to their inclusion and sense of belonging in their school.

Schools should recognise, and capitalise on, the high aspirations of many migrants and their willingness to work hard to achieve them

3.2.3 Parent/family/carer engagement

Schools should be proactive in securing the active involvement of parents/carers and, where necessary, help them to develop the knowledge and skills to be able to support their children's education. Like their children, they may need help to learn the host language and to deal with the effects of displacement and the trauma they have experienced and schools can help them to access this.

Education authorities should reach out to parents/carers to ensure they are aware of the educational opportunities available for their children and how to access them. This is particularly relevant with early learning programmes as early intervention is proved to be most effective.

3.2.4 The skills and knowledge of teachers

CAM need teachers who, both through their initial training and subsequent continuing professional development, are fully aware of the challenges encountered by CAM and have acquired a range of strategies to meet them. This may involve a change in both content and pedagogy of training courses if teachers are really to understand and empathise with the experiences of CAM and counter the negative attitudes to migrants that are widely reported to be on the increase.

Teachers should have access to training on diversity, intercultural pedagogy and language development and be encouraged to use formative assessments to enable them to tailor appropriate learning opportunities for individual students.

3.2.5 Involvement with support agencies

The support of the local community and of agencies outside the school can bring significant added value to the life experiences of CAM but is not often maximised. It requires specific resources and well-planned teaching approaches.

Schools can inform others about the needs of CAM and help to build trust so that parents/carers, who may be reluctant to approach social services, are encouraged to do so.

Conversely, NGO's and other organisations involved with CAM, including religious and non- religious community leaders, can help to raise the awareness and capabilities of school staff.

3.2.6 The leadership and culture & ethos of the school

This area is arguably the most important in terms of its capacity to make an impact on the lives of CAM. An inclusive vision, modelled by the leadership in inclusive ways, is essential. Leadership

should be proactively and directly engaged with meeting the needs of CAM and show a determination to ensure that students have the best learning opportunity possible. This involves an emphasis on 'soft-skills' such as shared understanding, accountability and trust, networking and supporting innovation in a school that is seen as a professional learning community.

Outreach to parents/carers, families and communities and building their trust, is a core responsibility of school leaders

There is a tendency for CAM to live in disadvantaged areas and attend schools in challenging circumstances. Education authorities should find ways of tackling this concentration of disadvantage e.g. by limiting the extent to which advantaged schools can select students based on socio-economic status or by attracting more advantaged students to schools in disadvantaged areas by offering a curriculum with particular specialisms.

C.4 How research into the long-term effects of the experiences of children displaced during World War 2 influences ICAM

Although there seems to be an increasing concern within society for the welfare of children from war-torn areas, the long-term effects are still largely ignored. The ICAM programme will keep them in mind

Research in the UK, Finland and Germany on migrant/evacuee children in World War 2 (WW2) focuses on what happened to them over 70 years ago and subsequently. It thus provides knowledge about the long-term effects of migration. These effects have become more apparent with time and can inform the planning of support for CAM now.

C.4.1 Seeing CAM as individuals

The media tend to picture migrants as a mass. Today the images of children in conflict areas, in refugee camps or in migrant boats are used deliberately to grasp our attention and attack our emotions. Some of the posters used in WW2 had the same purpose. By using children in this way, at whatever stage in history, the media is forcing us to pay attention to the situation as a whole, rather than to the plight of the individual who has their own story to tell. Individual children will have psychological and social difficulties very much dependant on the experience, and these problems are often unquantifiable. It is only possible to view them in general terms or to investigate vast numbers of specific case studies that, in isolation, would not necessarily have any bearing on the experience of a particular migrant.

Hence it is important that, whenever possible, CAM are supported as individuals not as a member of an undifferentiated group.

C.4.2 Recognising feelings of isolation

Many of the British children who were sent away for up to five years during WW2, either within their country or overseas, returned with little or no support either for themselves or for their families. They had to deal with the situation as best they could and often resorted to behaviour and detachment that would allow them some sort of mental protection. Some found themselves completely isolated within their communities and the family unit. Even today some of these people still have no sense of belonging

CAM may have been separated from some or all of their family, be now living in an 'alien' community and subjected to the values of an unfamiliar culture (e,g, the schools' rules and customs). It is important to recognise how isolated they may feel and to find ways of helping them to overcome these feelings.

C.4.3 Providing clear support and counselling

At the end of WW2 there was no counselling and no account was taken of children's lack of schooling or possible difficulties within the home. In some instances these were so serious that they resulted in a complete breakdown of the family unit, especially where the children were returning from evacuation and the husband from the forces *(Ref: Julie Summers – Stranger in the house).*

It is important to recognise and provide the differing levels of support that CAM will require.

C.4.4 Ensuring that CAM do not miss out on childhood

Some of those displaced in WW2 were very young children who were forced to take on roles well above their age. As a result they have never really experienced a childhood. Some had to take on quasi-parental roles early in life, and were denied a childhood of their own, including all its inherent features such as play, socialisation and in some cases, education.

This may well be a situation in which present day CAM find themselves and schools should be aware of not only their family background but also where the child comes within the family hierarchy, the responsibilities that they assume and the effect this may have.

C.4.5 Providing adult role models

Many children grew up both during WW2 and afterwards, without a male role model. This not only created problems for some of them in relating to male figures but, in a situation where the mother was left on her own and took on the role of both father and mother, caused a breakdown in the traditional mother-child relationship. In some cases, children were forced into taking on the adult roles themselves and had to look after not only their siblings but also their parents. Some parents, especially fathers, were so emotionally scarred by their own experiences that they were unable to raise their children in a loving, caring family unit.

Dr Peter Heinl refers to this as '*emotional fatherlessness*', a situation where the father is so psychologically damaged that, although physically alive, he is unable to provide support and a 'healthy psychological growth structure' for his children. For some WW2 children a desperate need for a father figure became very debilitating and affected the upbringing of their own children.

When mothers have suffered traumas as a result of losing a husband/partner, losing their homes, losing their careers or being physically abused, the repercussions can be so great as to leave the children without any semblance of loving care and attention. To put it simply, what sometimes remains after such extreme trauma is the '*body shell'* of the parent now lacking a soul or spirit.

Some CAM may have experienced the emotional, if not the physical, absence of one or both parents and other adult role models will be especially important to them.

C.4.6 Overcoming distrust

In the psyche of many war children there is an element of distrust. As children, they have no say in what is going on in their present, nor indeed in their future, and consequently they rely on adults to make decisions for them. Some of these decisions may turn out to be detrimental to their well-being. They become aware that adults cannot necessarily be trusted and also that life can be unpredictable.

As a result, some find it difficult to enter into any sort of relationship or have an urge to end relationships unnecessarily. They can have a fear of rejection, and habitually find it difficult to express their emotions and anger. Sometimes this difficulty in familial bonding can be witnessed between parents and their children. Some WW2 migrants who have found it difficult to talk about their experiences have distanced themselves from their own offspring, physically as well as emotionally, so as not to have to confront difficult questions or situations. Some suffer from

psychosomatic disorders, and others, at a simple level, are incapable of saying goodbye. Others have created separate identities and alter egos to enable them to cope with their memories.

Schools will need to take this element of distrust into account.

C.4.7 Recognising the effects of trauma

It can be very difficult for those of us who have not experienced conflict or dislocation to empathise with those who may have witnessed death, destruction and disruption on a scale most of us cannot imagine. Their memories know no geographical or national boundaries

Some children who have experienced separation, loneliness, fear and other emotional stress can suffer from 'sequential traumatisation'. If they have been subjected to more than one traumatic event, the later one confirms the former and thereby increases the impact.

There are similarities between the migrants wandering around Europe at the end of WW2 and those of today. Many children in such circumstances are conditioned to repress their fears in order to cope with everyday living. In so doing, some enter adolescence and adulthood believing that there is neither a place to call home, nor a relationship they can consider secure. Such concerns can lead to low self-esteem and lack of identity on the part of the child.

As well as having suffered the effects of the tangible aspects of war such as air-raids, death, destruction and devastation, many CAM across Europe have been concerned primarily with survival, and have memories of environmental and personal experiences which can manifest themselves in their later lives as psychological triggers. Their need for food, warmth, and a sense of belonging will occur many times within their stories.

What present day research *(Ref: Peter Heinl Maikäfer flieg, dein Vater ist im Krieg Seelische Wunden aus der Kriegskindheit Kösel-Verlag, 1994 and Splintered Innocence op cit)* shows is that trans-generational transmission of war trauma does not fit in neatly with historical dates or periods and does not stop when wars or conflicts end, so it is important that such data is considered by those dealing with children from present day war zones such as Syria. It is important that the cycle of trauma is broken at some point.

C.4.8 Providing psychological support

Adults who have lived through various different conflicts as children show long term effects that are very similar in nature. One positive finding from research into this is that deprivation of even the most basic necessities, even in very early childhood and for a very long time, does not appear to stop the child's personal development if there is psychological support for the family. In addition, the child in such circumstances can often transform traumatic experience into something positive and creative.

However, some children do not have the security of a family structure or the benefit of external support. Schools need to identify those who need additional help and find ways of supplying it.

C.5 The UN Convention on the Rights of the Child, its relevance for CAM and Rights Respecting Schools

Applying the UN Convention on the Rights of the Child (UNCRC) is the underpinning purpose of the ICAM programme. It is important, therefore, that any school involved with the ICAM initiative develops an ethos that reflects the philosophy of the Convention which has, at its heart, the best interests of the child.

This Convention will provide not only a focus for the work that schools do to include CAM, but also a platform from which they can apply to UNICEF for accreditation as a Rights Respecting School (RRS).

When establishing an ICAM programme in a country or region, it is strongly recommended that the UNICEF office should be contacted at an early stage and a cooperative relationship established so that any UNICEF initiatives in support of CAM, (including RRS, if this is a UNICEF programme already being promoted in the country) can be integrated into the developing ICAM programme right from the start.

Furthermore, gaining the support of UNICEF offices can be very helpful in establishing and promoting ICAM programmes.

Outline of the Rights Respecting Schools (RRS) Programme

This is awarded at 3 levels:

> **Bronze** – Rights Committed - evidence that a school is committed and has a plan in place to become rights-respecting. (within 3-6months)

> **Silver** – Rights Aware - evidence that a school has made good progress towards embedding children's rights in the school's policy, practice and ethos (within an additional 6-12 months)

> **Gold** – Rights Respecting - evidence that a school has fully embedded UNCRC principles into the school's policy, practice and ethos (within an additional 12-24 months)

As the ICAM programme focuses on the social and educational welfare of CAM in schools, while at the same time recognising their rights as individuals, involvement in it will support schools seeking RRS accreditation.

Furthermore, UNICEF has indicated that the implementation of ICAM work could be seen as an extension for those schools already at Silver level, thus providing further focus and motivation.

The ICAM programme will not cover all the child-related UNCRC articles as some are irrelevant to it and are the responsibility of central governments. However, there are some that are fundamental to it and they are outlined in Section 1.4 of this Handbook.

C.6 The importance of schools as agents for supporting CAM

Schools provide by far the most important opportunity for CAM to develop socially and emotionally and, as they learn, to experience what it feels like to be safe, happy and appreciated in a community.

Outside the family, the school will have the single biggest influence on the wellbeing, growth and development of CAM.

Although students spend only 25% of their waking time in a year there, the school can play an important role in supporting CAM for the other 75% of their waking time when they are living at home in the community.

Schools have been described as "islands of virtue within a decaying society" and, while that description may be a little extreme, it is certainly the case that schools can embody positive well-established values which inspire not only their students but also students' families and others in the local community. They should ensure that the whole school community shares and, in the education it provides, upholds these common values.

Schools that have established convivencia based on clear values and belief in human rights provide a role model for the community they are in. They should work to influence that community to uphold the

same values and beliefs and to provide a similar welcome for, and inclusion of, migrant families in society.

This can be achieved by e.g.:

1. Making and publicising clear statements of values and vision and ensuring that these are demonstrated as the school enacts the 12 key features *(Ref: Section D of this Handbook)* which are necessary for inclusion

2. Taking every opportunity to showcase the work of the school in the local community.

3. With the proper safeguarding, encouraging members of the community to engage with the school and to help it to raise awareness of the values it upholds and the inclusion it achieves

4. Helping to coordinate agencies and groups supporting migrant families e.g. by offering the school as a venue for meetings

5. Emphasising the values of the school with all parents/carers and encouraging the continuation of their application in the home.

6. Becoming a Rights Respecting School *(Ref: Section C5 of this Handbook)* and demonstrating to the local community what this means

7. Organising frequent opportunities for students to contribute to the local community through youth parliaments, community service etc

C.7 Social and Emotional Learning (SEL), the benefits it brings to learning and its importance for CAM

C.7.1 The importance of a whole-school SEL programme for all students

Social and Emotional Learning (SEL) is a process of acquiring the social and emotional knowledge, understanding and skills which are essential for learning, emotional health and wellbeing, effectiveness, and success in the workplace and in life.

There are generally considered to be five key areas of social and emotional learning. Although different models may use different headings, they all agree that the following interpersonal and intrapersonal skills are important:

- self-awareness

- managing feelings

- motivation

- empathy

- social skills.

There is a wealth of research *(Ref: e.g. Durlak et al, 2011 Weare and Nind, 2011)* which explores the most effective ways of developing SEL in schools. These include: a whole school approach which combines an entitlement curriculum for all students within sustained experiences of quality nurturing environments; adults who model, reinforce and scaffold the skills of SEL; a continuum of provision which includes small-group and individual support as well as SEL for all; staff CPD; and family and community involvement. *(Ref: Key feature 7of this Handbook)*

Research over the past two decades *(Ref: e.g. Wang et al 1997; Izard 2001; Zins et al 2004; Fleming et al 2005; Carneiro 2006; Adi et al, 2007; Shucksmith et al, 2007)* on developing the social and emotional aspects of learning, including systematic reviews of programmes using rigorous and

exacting criteria, repeatedly demonstrates that the best social and emotional learning programmes are effective and impact positively on:

- academic achievement and attainment

- student attendance, engagement and motivation

- student behaviour with reductions in bullying, violence and juvenile crime, in schools and in the community

- staff and student mental health with reduced stress, anxiety and depression

- health outcomes with reductions in teenage pregnancies and drug abuse

- staff retention and morale.

C.7.2 The particular importance of a whole-school SEL programme for CAM

The implementation of a comprehensive SEL programme is considered to be particularly important for CAM because:

- The outcomes of an SEL programme (particularly when used alongside such frameworks as 'Rights Respecting Schools' , effective anti-bullying policy and practice and other approaches that enhance convivencia) will help to ensure that all students will have had opportunities to challenge stereotypes, celebrate diversity and develop empathy and the skills for making and maintaining friendship. These skills will promote the social inclusion of students new to the school and support the development of good relationships between students. Some schools incorporate the development of empathy for those affected by migration explicitly through the use of materials which focus on the experiences of these groups. *(For more information see 'Education in a Diverse UK: Using the curriculum for 7-14 year olds to teach about, with and for migrants, refugees and asylum seekers' Ntung and Barnes 2015)*

- SEL teaching is not didactic. Learning opportunities incorporate interactive, non-language-based activities which require students to work together in motivating ways. Often the explicit outcome of such activities is class cohesion and the development of good social and group-working relationships.

- There can be a continuum of provision. All students benefit from SEL, from the development of their ability to recognise, identify, share and manage their emotions, to develop strategies for managing anxiety and calming down when stressed or angry, to develop their friendship skills, to understand and manage the impact of change, and to develop their sense of self-efficacy.

  However, for CAM who may have faced challenging circumstances and possibly trauma which have given rise to a range of emotional needs, and who may find themselves in an unfamiliar culture with few or no friends, these skills are absolutely essential. We know that learning does not take place when students are frightened, anxious or pre-occupied and we therefore need to recognise that many CAM will arrive at school with additional SEL needs. The provision of small-group and individual opportunities to develop and practice the skills of SEL in a safe, nurturing environment (with language demands matched to CAM's level of fluency in the host language, or facilitated in the home language to begin with, for example with a bilingual teaching assistant or teacher) is likely to be necessary for some, if not most CAM. The assessment of SEL needs and the potential benefits of small group support are further explored in Sections 8.2 and 8.3 of this Handbook.

C.7.3 Links between an SEL programme and other strategies to support social inclusion in schools

The focus on a whole-school approach, and in particular the need for SEL to be supported through a positive school ethos, makes SEL an essential component of convivencia. An SEL programme supports Life Skills Education and provides a framework to bring together a variety of initiatives that promote convivencia and social inclusion, for instance:

- School councils

- Buddying and peer mediation schemes

- Playground initiatives where students help to foster inclusion at break times

- Restorative justice approaches

- 'Quiet spaces' in schools

- Worry boxes around the school

- Anti-bullying initiatives

- Values education

- Philosophy for Children programmes

By developing the underpinning skills of, for example, assertiveness and resisting peer pressure and by developing a positive sense of themselves, students can apply their learning to the specific areas of relevance to their lives, for example to making decisions about drug taking and sexual behaviour.

Although numbers vary in different countries, a substantial proportion of upper secondary students engage in multiple high-risk behaviours (e.g. substance use, sex, violence) or suffer from depression and anxiety. This interferes with school performance and jeopardises their potential for success in life. An organised formal and informal SEL programme throughout their school life, linked to health or life skills education, can reduce problems by helping students develop the skills to make informed and rational decisions and to manage their own behaviour.

The SEL programme links to the Rights Respecting Schools approach. An important outcome of any SEL programme is to encourage students to understand both their rights and responsibilities in relation to others in the school and wider community, and the rights and responsibilities of others in relation to themselves.

A focus on social and emotional learning supports the achievement of the UNICEF vision of rights-based child –friendly schools which "not only must help students realise their right to a basic education of good quality. They are also needed to do many other things — help children learn what they need to learn to face the challenges of the new century; enhance their health and well-being; guarantee them safe and protective spaces for learning, free from bullying and other forms of violence and abuse; raise teacher morale and motivation; and mobilize community support for education."

C.8 Attachment and trauma theory and CAM

Children need secure attachments to adults who play significant roles in their lives. Attachments impact significantly on their development – physically, socially, emotionally and behaviourally as well as on their ability to learn.

Secure attachments ensure a world view or positive 'Internal Working Model' which provide students with the foundations for learning effectively, positive peer relationships and success in its broadest sense. Insecure attachments, however, result in a negative Internal Working Model that causes students to have problems in developing trust, seeking help, focusing on learning and moderating

their behavioural responses – all of which significantly impact on their ability to function and learn within the school setting.

There are many students in our schools who do not have secure attachments and who have a negative Internal Working Model. Usually this is because of early disruptions to the relationship with the primary care-giver (through absence or repeated poor, inconsistent or abusive responses to the baby's needs) – but sometimes through a later trauma that the child has suffered.

While not all CAM will have attachment difficulties, it is likely that a proportion will, depending on a range of pre-, trans- and post-migration experiences (including the loss of significant attachment figures, family cohesion, parental emotional availability in adverse circumstances, and personality/temperament factors).

It will be important for all staff to have an understanding and awareness of the potential impact of attachment difficulties on learning and social, emotional and behavioural functioning.

C.8.1 What is attachment?

A baby has an innate need to attach to an adult who can meet their needs and ensure their survival – a parallel system exists in the baby's key care-giver, enabling them to respond. Attachment seeking behaviours (crying etc.) are hard wired into the baby, and the desire to respond to the baby's needs is hard-wired into the care-giver (but can be overridden, for example in the case of care-givers who abuse drugs or alcohol, or have significant mental health or other difficulties which make them emotionally unavailable). The attachment process is designed to result in the baby's survival – it ensures their physical needs are met and keeps the baby safe from danger. Equally importantly however, the attachment system is designed to ensure that the baby receives the nurture and love which will programme its developing brain (which is shaped by experience and only half-formed at birth) to become pro-social and curious, able to manage emotions and control impulses.

C.8.2 The Attachment System versus the Exploratory System

The primary care-giver becomes a 'secure base' (developing the Attachment System) the presence of which will allow the child to feel safe to explore the environment around it – a requirement for learning (developing the Exploratory System).

The Attachment System is linked in an 'on-off' relationship to the Exploratory System - when the Attachment System is switched to 'on' (when the baby feels stress – hungry, frightened etc) the Exploratory System is switched to 'off'.

This on-off switch lasts throughout life – even adults do not learn if they are scared – and has a major impact on students' functioning at school. If students are feeling uncomfortable, unhappy or unsafe at school, their Attachment System will become activated and they will not be able to learn, as learning is a function of the Exploratory System.

C.8.3 The internal Working Model

A child establishes a secure attachment when it receives good enough parenting, when its care-givers are responsive to its needs and it has many thousands of experiences of getting those needs met in response to its signals of distress. As a result of this process, the child develops trust and a positive world view, or Internal Working Model, usually by the age of about 15 months The model is used as a template throughout life to predict behaviours, and consists of three components – how the child views itself, how it views other people (adults in particular) and how it views the world. For the securely attached child this model might look like this:

- Self - "I am good, wanted, worthwhile, competent, and lovable."

- Adults - "They are appropriately responsive to my needs, sensitive, dependable, caring, trustworthy."

- The world - "My world feels safe and predictable"

For the insecurely attached, whose experiences have not led them to these conclusions, their Internal Working Model might look like this:

- Self - "I am bad, unwanted, worthless, helpless, unlovable and shameful."

- Adults - "Adults cannot be trusted to meet my needs. I have to be in control and meet my own needs."

- The World -. "The world is unsafe and unpredictable"

For some CAM, primary care-givers may have been absent, dead, or too preoccupied with survival to provide the emotional availability and attuning that is necessary to form a secure attachment. In addition, CAM will have suffered many losses (their home, friends, language etc.) and perhaps been subject to trauma which will contribute to a view of the world which is 'unsafe and unpredictable'.

The Internal Working Model has a profound effect on how the school experience is viewed. For example those with a positive Model (those who have had good-enough early experiences and not suffered trauma) will come to school ready to trust adults, will believe that they are safe, will cope with changes to routine and be able to apply themselves readily to learning, able to ask for help or take a risk by trying something new (with the possibility of failing not being all-consuming). They will generally comply with what they see as reasonable requests, and quickly learn to keep within the code of behaviour of the school – having developed an understanding of cause and effect. If they do transgress a rule, they are able to cope with the feelings of shame induced, and use it to motivate change in their subsequent behaviour.

For those with a negative Internal Working Model, those who have learnt that they must meet their own needs and cannot trust adults to do so, the world of school will appear very differently. They may feel unsafe and be constantly scanning the environment for danger. They may be hypervigilant (close to 'fight or flight' mode) a lot of the time. Alternatively they may appear to shut down, to dissociate and refuse to engage with people or tasks. Teacher directions may feel like a threat, and the student will be driven to retain control and so become engaged in power battles. Rewards that motivate other students (praise or a treat) may be meaningless to those whose world has proved chaotic, unreliable and unpredictable, and sanctions will often be ineffective – relying as they often do on the student making links between cause and effect.

C.8.4 Different styles of attachment and how students may present in schools

If nobody comes when a baby cries, and its needs are not attended to (or unpredictably attended to) or if its world is chaotic and frightening, it does not develop a secure attachment. It does not learn to feel safe, to trust, or to regulate its own stress as it does not have this modelled for it or learn from its carers that immediate stress is not permanent and catastrophic. As it cannot feel safe, it is less willing to explore the world or take risks as it has no 'secure base' to refer or return to. It develops a view of itself that is 'shameful' – it is not worth looking after, it is unlovable – it is fundamentally flawed. For the child, adults are seen as all-powerful and therefore difficulties and challenges are internalised, the result of the flaws in the child itself.

Depending on how children's needs are responded to and the security or chaos around them, they might develop one of three styles of coping (or a mixture of them), of managing the environment in which they find themselves. They are programmed for survival and, therefore, in order to get their primary needs met, they develop adaptive strategies, finding different ways of responding to abusive or neglectful parents.

These adaptive strategies become the template for relating to the world, and while they may work as survival mechanisms for a baby or small child and make absolute sense within this context, when they

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are retained in later life, they become maladaptive and can result in the social, emotional, behavioural and learning difficulties previously listed. There are three basic forms of attachment difficulties:

Avoidant attachment

Some students learn to give up, to suppress or no longer express their needs. They find a way to cope alone. These students learn that their own needs are not important to others and may 'shut down' (dissociate) or appear very self-sufficient, avoiding connecting emotionally in order to avoid rejection. They will often present as students with a need to control everything and demonstrate hyper-vigilance (being on 'high-alert' at all times and needing to constantly scan the environment for potential danger), and may be easily triggered into angry outbursts. They will find it difficult to ask for help.

Ambivalent attachment

When a child's needs are inconsistently attended to, and life is unpredictable, it may respond by making a fuss, learning to cry and rage until its needs are noticed. When such children are successful in gaining an adult's attention they will be fearful of it disappearing (not knowing if they will be successful in gaining it again) and will cling to the adult and make demands of them. These students are difficult to comfort and often very anxious. They may experience separation anxiety (they fear they will be will forgotten when out of sight), and will try to keep close to adults, often trying to win their affection and attention, becoming very attuned to their moods and availability. Expending so much energy in maintaining the relationship means that the child often has little left for applying themselves to school tasks.

Disorganised attachment

This is the most severe form of insecure attachment, and is often the product of chaotic, frightening or abusive backgrounds. When the primary care-giver is also the person who frightens (and this may be because the parent themselves appears terrified, producing overwhelming fear in the baby who depends on this terrified adult) or abuses, children are left in a constant state of anxiety. There are no behaviours which can adaptively meet their needs or reduce their anxiety. These students do not know whether to approach or run away from adults, and their responses will often be unpredictable, bizarre and extreme, and relationships contradictory. They may be constantly hypervigilant and need to be in control, and demonstrate that they are in control. They may engage in aggressive and risk-taking behaviours, seeming to want to 'shock' or cause havoc and appear to have no concept of safety or cause and effect. Students with disorganised attachments will often be difficult to form relationships with and may appear to be constantly testing adults' reactions and boundaries.

C.8.5 The ongoing impact of disrupted attachments and trauma

There is a common belief that children are "more resilient" and "less affected by trauma than adults, and an associated belief that removing a child from harm will "make everything all right". Extensive research and developments in neuroscience have given us a greater understanding of the effects of attachment and trauma on the developing brain. Traumatic experiences (and not having basic needs met is experienced as traumatic by the baby) produce high levels of cortisol (the 'fight or flight' chemical) in the brain. While occasional doses of cortisol are necessary to prepare us to deal with threatening situations, its constant production produces a build-up in the brain which can become toxic and lead to the brain functioning less efficiently on a long-term basis.

The impact of trauma is therefore long-lasting, and not 'solved' by the child moving to e.g. a kind and caring foster or adoptive home, or a 'safe' country from a war-torn one. It is important that adults recognise this.

The difficulties resulting from attachment disruptions are one form of trauma. However, it is likely that CAM will have experienced other or additional forms of trauma – often multiple and sometimes ongoing – and therefore it is useful to look at the definition of trauma.

A traumatic event is one in which a person experiences (witnesses or is confronted with):

- Actual or threatened death
- Serious injury
- Threat to the physical integrity of self or another

Responses to a traumatic event may include

- Intense fear
- Horror
- Helplessness

A traumatic event overwhelms a person's coping capacity.

CAM (and other students who have been traumatised, perhaps in addition to having had their attachment experiences compromised as a result of pre-, trans- or post-migration experiences) are likely to need specialist support if they are exhibiting any symptoms of Post-Traumatic-Stress-Disorder (PTSD). These include: constant hyperarousal; re-experiencing e.g. intrusive memories or nightmares; and withdrawal, avoidance and numbness)

While schools can do much to support CAM with attachment and trauma issues, they should be aware of when to call upon specialist support and should on no account attempt to provide 'therapy' for traumatised students (by encouraging them for example to recall traumatic experiences). *The* CPD provided by the ICAM programme will provide support in knowing when it may be appropriate to refer CAM on to specialist professionals, and also on what can be done to support students with attachment difficulties e.g. the provision of a Key Adult *(Ref. Section 5.3 of this Handbook)*

C.8.6 Common behaviours of the insecurely attached/traumatised.

Common behaviours of students with attachment or trauma-based difficulties might include:

- A lack of trust in adults and consequent difficulties in forming relationships with adults and peers (many gravitate to 'troublesome' or 'needy' peers that they can control). Students may be superficially charming or indiscriminately affectionate with strangers
- Difficulty accepting support or, the opposite extreme, dependence on constant support
- A need to feel 'in control' (often resulting in power struggles)
- Anxiety, hypervigilence (always being on 'high-alert')
- Poor impulse control leading to 'attention-seeking' behaviours, difficulties in concentrating and beginning or completing work set, and with organisation.
- Lack of, or bizarre, responses to praise and apparent indifference to sanctions
- A narrow window of tolerance, with angry outbursts easily triggered and overreactions to trivial events
- Sensory issues and difficulties with motor skills

- Dissociative behaviours – non-engagement, withdrawal, running away, self-harm

- Behaviours indicating low self-esteem and high levels of shame (these can be linked to telling lies or stealing and a bizarre range of risk-taking or compulsive behaviours)

Note that CAM (and other students) who have experienced significant trauma may display additional behaviours related to Post Traumatic Stress Disorder (PTSD) type symptoms– including, in addition to the constant hyperarousal, re-experiencing the trauma and extreme withdrawal and avoidance.

C.8.7 Ways in which schools can impact on the consequences of attachment and trauma-related issues

Schools can impact significantly on the Internal Working Models of CAM and the attachment/trauma-related emotional and behavioural consequences of these. While it is true that the Internal Working Model is generally laid down early in life, and the impact of disrupted parenting and/or traumatic experiences is long-term, the evidence shows that it is possible to make a difference to students' Internal Working Model, 'recondition' default responses and help students to lead happy and successful lives.

Internal Working Models can be changed over time or in response to life events. *(Ref: Riggs 2005*). Repeated interactions that contradict existing working models, for example a positive relationship with an empathic teacher, can alter attachment patterns and Internal Working Models can be modified continuously across successive periods of development through, for example, establishing responsive, nurturing environments *(Ref: Simpson, Collins, Tran & Haydon, 2007)*

There exists a literature and a wealth of practice which describes what works (and what doesn't) in supporting students with attachment and trauma-related difficulties in a school.

Perhaps the most important thing is that the behaviour of attachment-disordered students is understood by everybody within the school as a result of their early experiences, as representing strategies that make sense to the students themselves, given the challenges they have faced, even when they do not appear to make sense to others. The behaviours can be understood as driven by the needs of the students and as an attempt at communication.

 It is of the utmost importance that they should not be regarded simply as 'naughty students' in need of firmer discipline and stronger sanctions.

As well as knowing 'what works', it is necessary to understand the needs driving the behaviours – those that inhibit learning, and those that result in behaviours that challenge the individuals who work with them and school systems.

Some strategies and approaches are provided in the resources on the ICAM website. They will help schools to meet the underpinning needs of the students, thereby making the behaviours unnecessary, rather than dealing with the 'symptoms' of the behaviours.

C.8.8 The key needs of students with attachment/trauma-related difficulties

It is likely that students with attachment or trauma-related difficulties will require differentiation of the learning experience, and, to varying degrees, differentiation of the behaviour policy.

There are three key needs of students with attachment or trauma-related difficulties which schools will need to consider if inclusion and learning are to be achieved. These three needs are:

- The need for an additional attachment figure (a Key Adult)

- The need to foster feelings of safety

- The need for support in developing self-concept and reducing the impact of shame

A range of strategies which aim to meet these needs are outlined in the resources on the ICAM website related to this section of the Handbook

C.8.9 The needs of adults for support

It is important to note that working with students who have attachment and trauma-related difficulties, particularly on a one-to-one basis, can be emotionally draining and tiring, and can lead even experienced members of staff to feel disempowered, helpless and hopeless. The known effects on staff are sometimes described as 'secondary traumatic stress'(STS) and it is important that staff working with these students have access to support.*(Ref: Section 9.3 of this Handbook)*

D. Twelve key features of a school that is well organised for the inclusion of CAM

Unhappy and frightened students have a reduced capacity for learning. Schools where students feel welcome, safe, secure and appreciated can create a climate for learning which results in inclusive education for happy, committed and motivated students.

"Schools and services need to adapt to be more supportive of and welcoming to refugee children. But this may involve generic approaches targeted to support all children, such as whole school anti-bullying and anti-racism policies and initiatives. Not only is it appropriate to act at such levels from the point of view of an interactionist or ecosystemic stance, but it makes sense given the increase in numbers of refugee children that schools are encountering and can expect to encounter in the future."
(Ref: Robert Hart (2009) Child refugees, trauma and education: Educational Psychology in Practice, 25:4, 351-368)

A school that is effective in including and caring for CAM will apply many of the approaches which good schools use to create a productive and inclusive learning environment of convivencia. Such a whole school approach is fundamental in Rights Respecting Schools.

The ICAM programme is structured around 12 key features of schools that will foster inclusion of CAM

1. Awareness of the past and present experiences of CAM and their possible effects

2. Regular reviews of the school's effectiveness in including CAM.

3. Effective whole school policies and strategies for the inclusion and support of students including appropriate language support for CAM.

4. High quality school leadership for development

5. Effective strategies for the induction of new CAM into the school community

6. Effective strategies to ensure the safety and the wellbeing of students in and around school

7. A school formal and informal Social and Emotional Learning (SEL) curriculum designed to improve learning behaviour

8. Additional support for CAM's SEL and general wellbeing

9. Support for staff, including continuing professional development for the inclusion of CAM

10. Involvement of students throughout the school in supporting each other and the inclusion of CAM

11. Support from, and help for, CAM's parents / carers on continuing SEL in the home

12. Involvement of the local community to enhance the inclusion of CAM

Key feature 1 – Awareness of the past and present experiences of CAM and their possible effects

A first step towards inclusion is understanding and empathy. To achieve this, schools need to learn about the experience of migration and its possible effects on individual CAM.

D.1.1 Discovering, understanding and accepting the individual stories of CAM

The stories told by CAM not only provide them with a significant link to past experiences, but can also deliver meaningful background knowledge for the staff working with them.

CAM have left all their tangible memories behind, so oral testimony is often their only way of recollecting their previous life. They may not talk about the past but, if they do, it is important that somebody listens and shows understanding and acceptance. It may take time for the story to be told. School staff are not therapists, and cannot assume such a role, but they can show that they have heard what a student said. They can also recognise that CAM are not a homogenous group, each has a different story to tell.

Narratives may emerge in a number of ways:-

> **One-to-one conversations** – CAM may talk about their experiences in a relaxed situation where someone is ready to listen. They will find it easier to talk if an adult listener appears calm, listens intently and shows understanding without interrogating or being judgemental.

> **Triggers such as music, food or pictures** – A trigger is something that sets off a memory that transports the person back to the event of their original experience. Triggers are activated through the senses: sight (including the written word as well as visual images), sound, touch, smell and taste. Triggers are very personal and may inadvertently be 'touched in a classroom situation, leading to unexpected revelations.

> **School work** In subjects such as Literacy and Art, CAM may reveal some of their past history. Images they produce by writing or drawing can illuminate their experiences and they may want to explain them further.

Stories may appear in episodes that are disjointed and contradictory but there is no need to challenge this. The aim is not to arrive at 'the truth' but for the student to present a narrative that makes sense to them.

However it emerges, the knowledge gained should be used to inform plans to support the development and social and emotional wellbeing of the student.

Asylum seekers and refugees may have been required to tell their stories repeatedly to officials of one sort or another – officials who appear not to believe them and who ask hostile questions about situations that are painful to recall. By accepting CAM's stories (if they emerge) readily and uncritically, schools will do much to gain their trust and give some relief from the effects of the hardships they have suffered.

A case study *(Ref the Guardian newspaper 1.3.17)* Partners should replace this with a case study from their country

~~It was night-time and raining when the shooting started. Nine-year-old Wali Khan Norzi remembers holding his father's hand in the mountainous, borderland darkness. Ahead lay Turkey, behind them Iran, further back their abandoned home in Afghanistan. Now, suddenly, all around them, bullets. The group of 100 people scattered. When the dust settled and Wali Khan and his father, Said Ghullam Norzai, emerged from hiding, there was no sign of Wali Khan's mother or his six siblings.~~

In the year since, father and son have heard nothing from them. Norzai says if he had known the journey would have meant losing seven members of his family, he would have stayed in Afghanistan and risked life under the Taliban. From Turkey, Norzai and Wali Khan's journey to Britain was the sort of odyssey that has become familiar over the past few years: a hazardous crossing of the Mediterranean, a long walk through European countries they had never heard of, and months in Calais risking their lives to get on a lorry.

For Norzai, a melon farmer driven from Kunduz province by a resurgent Taliban, his new life is a lonely one. As an asylum seeker, he is not allowed to work and has few connections to Derby where he and his son have been sent to live by the Home Office. The 40-year-old speaks almost no English and progress at the free English classes he attends is slow. He is tormented by thoughts of his missing wife and children.

After he drops Wali Khan at school, he sits alone in his flat in the quiet for as long as he can bear. There is little else to do. He has no radio, computer or smartphone: the television in the bedroom that father and son share is broken. When he can take the silence of the flat no longer, he goes out and strolls the streets of Derby by himself, counting the minutes until the school day is over and he can pick up his son.

In contrast, after just a few months in a British school, Wali Khan's English is already good and he functions as interpreter for his father, calling doctors, officials, even G4S, which manages the property they live in, to report maintenance issues. He loves school, he says, and has eight friends there. They play tag and sometimes football and cricket. He would like to be a doctor.

Whether he will have a chance to study here is uncertain; the Norzai's life in Britain is extremely precarious. A few days ago Norzai learned that his asylum case had been rejected on the grounds that Afghanistan is considered safe.

As he is illiterate, he did not open the letter sent to him, and has now missed his 14-day window of appeal. He is discussing his case with an immigration solicitor and hopes to file a late appeal. About half of all appeals from Afghan asylum seekers are granted.

At the end of 2016, 38,517 people such as the Norzais applied for asylum.

Storia di M. – 20 anni, originario dell'Albania, con prosieguo amministrativo (Fonte: Fondazione ISMU)

M. è in Italia da quattro anni e mezzo e, fin dall'inizio, vive un percorso di inserimento positivo. Giunge in Italia all'età di 15 anni spinto dai genitori, nonostante non fosse d'accordo con questa scelta della famiglia. Al suo arrivo a Milano, è stato immediatamente inserito in una comunità di accoglienza che organizza la permanenza dei ragazzi sulla base di una serie di step con il fine di accompagnarli gradualmente all'autonomia. M. ha vissuto tutti i passaggi all'interno della comunità e si trova adesso in un appartamento in semi-autonomia. Dopo i primi corsi di italiano e l'esame di terza media, si è potuto iscrivere alla scuola superiore serale (indirizzo geometra), avendo espresso il chiaro desiderio di continuare a studiare, anche se racconta di aver dovuto "lottare" per poter continuare a farlo. Frequentando di sera, ha avuto l'opportunità di avere una borsa-lavoro di cinque mesi, in uno studio di design dove racconta di essersi trovato molto bene e di essersi fatto apprezzare. Al compimento dei diciotto anni ha ottenuto il prosieguo amministrativo (protezione sociale fino a 21 anni) e gli operatori hanno giudicato che, in virtù di questo tirocinio, M. fosse pronto per spostarsi nell'appartamento in semi-autonomia. Successivamente ha ottenuto una borsa di studio, che gli consente di continuare a frequentare la scuola serale per geometra, senza lavorare allo stesso tempo, visto che la borsa è condizionata ai risultati scolastici conseguiti. A M. manca l'ultimo anno di scuola e fino ad allora godrà del regime garantito dal prosieguo amministrativo, allo scadere del quale si sente pronto per entrare nel mercato del lavoro. M. ha potuto realizzare ciò che desiderava e sta vivendo un percorso di accompagnamento graduale all'autonomia, che gli permette di avere i suoi spazi di libertà e di

Life history of M. – Albanian, 20 years old: Benefiting from continued care and protection until age 21 (Fondaziomne ISMU)

M. has been in Italy for four and a half years and, from the very beginning, has followed a positive path of social inclusion in Italy. He arrived in Italy at the age of 15, pushed by his parents, although he did not agree with his family's decision. Upon his arrival in Milan, he was immediately placed in a reception facility where the stay is structured in several steps that gradually guides them to autonomy. M. has followed all the steps within the reception facility and is now in an apartment under supervised independent living arrangements. After the first Italian courses and the middle school exam, he was able to enrol in an evening school (chartered accountant and surveyor specialization course), having expressed a clear desire to continue studying, even if he says he had to 'fight' to be able to continue doing so. Attending evening classes, he had the opportunity to obtain a five-month work grant in a design studio, which he says was a very good experience, where he was appreciated. When he turned 18, the social services granted him continued protection until age 21. In addition, because of this internship, M. was ready to move into supervised independent living. He then obtained a scholarship that allows him to continue attending an evening school for surveyors, without having to work, because the scholarship is conditional on school results. M. is in his final year of schooling and until then will enjoy the continued protection by social services, at the end of which he feels ready to enter the job market. M. has been able to achieve what he wanted and is following a pathway in which he is guided towards gradual independence, which will allow him to have freedom and responsibility without feeling abandoned.

D.1.2 Developing empathy and a positive attitude towards CAM

Staff and student attitudes towards CAM will underpin the success of whatever measures the school takes to promote their inclusion and emotional health and wellbeing. Our attitudes towards any group are fundamentally influenced by our understanding of them, and the level of empathy that we have for them.

The usefulness of the measures that schools take to demonstrate the fact that CAM and their families are welcomed, valued and seen as belonging will be limited if they are not reinforced constantly within a framework of positive relationships. Empathy and a positive attitude to CAM is a necessary (if not sufficient) condition for their successful inclusion.

It cannot be assumed that staff will have positive attitudes towards CAM – attitudes are influenced by socio-political agendas, a largely hostile media coverage in some countries, and the common myths that surround the issue of migration, particularly at times of heightened stress. For schools, the inclusion of any group requiring 'additional resources' whether those be financial, personnel, expertise or time-related, may be problematic (despite no personal animosity to the individuals) as a result of the constraints and demands that schools operate within.

It is even less safe to assume that student attitudes towards CAM will be positive, as they are subjected to the same agendas as staff, added to which may be hostile parental views on 'the problem of migrants.'

Therefore schools should take steps to engender empathy for, and positive attitudes towards, CAM in staff and students alike.

D.1.2.1 Learning which promotes positive attitudes towards CAM

As understanding underpins empathy, and empathy can underpin a positive attitude, the aim of developing positive attitudes can best be achieved by developing this understanding and empathy explicitly.

School ICAM leaders will provide CPD for all staff (including non-teaching staff) and it is suggested that the first aim of this CPD should be to ensure an understanding of the experiences of CAM through which staff can develop empathy (which can then be translated into effective action). The programme will provide:

- clarity about the various groups comprising CAM,

- the necessary knowledge and understanding of the likely pre, trans and post-migration experiences of different groups of CAM and their potential impact on social, emotional and behavioural factors.

- The opportunity to develop a holistic understanding of the myriad challenges facing the families of CAM and where students' education-related issues might sit within the bigger picture.

In terms of developing the understanding and empathy of other students in the school, work undertaken at a whole school and curricular level as part of the school's SEL/Life Skills and anti-bullying curriculum, all of which enhance convivencia, should include a specific and explicit focus on all aspects of migration and its impact with the aim of ensuring peer understanding and empathy (from which positive peer relationships are more likely to grow). There are a number of programmes and resources that aim to provide such an explicit focus through the use of assemblies, curriculum activities etc. School leaders can access these resources from the materials for schools section on the ICAM website.

The UNHCR has a number of age-specific resources for use by schools to raise awareness about refugees in pupils and staff, including some video stories about the experience of refugee children. Used carefully and with sensitivity, these resources provide excellent visual illustrations to include in the school's Life Skills or Personal Social Education curriculum

https://www.unhcr.org/uk/teaching-about-refugees.html#materialsSchool ICAM Leaders should ensure that staff are aware that such programmes require a high degree of sensitivity in the delivery, and be mindful of the possible pitfalls of insensitively taught topics in this area. In particular staff need:

- to be aware of individual circumstances of each student, and not make assumptions based on generic knowledge about particular cultures.

- to be in able to challenge myths and negative stereotypes that may arise as a result of undertaking such curricular work.

There will be a need for additional staff CPD in order to ensure that any dangers are avoided.

D.1.2.2 Further steps to promote empathy and a positive attitude towards CAM

Whilst recognising that not everyone will be convinced uniformly, once schools have established broadly positive attitudes to CAM on the part of a "critical mass" of staff and students the following examples would help ensure that the school continues to promote the inclusion of CAM. It is a good idea to encourage staff to come up with other approaches so that the critical mass will grow

- The positive promotion of the cultures of CAM within the curriculum, around the school etc. will help to signal the high value that the school places on diversity (as well as helping CAM to develop a positive identity/sense of belonging through seeing their cultures represented). *(Ref: Section 5.1of this Handbook ').*

- The explicit and positive promotion of peer relationships and friendships between CAM and the host students. Schools may use welcoming devices and explicit and regular classroom activities to build cohesive teams and relationships between students so as to avoid 'cliques' forming. They may also provide additional support/scaffolding for CAM in building friendships e.g. during break times *(Ref: Sections 10.1 and 10.2 of this Handbook)*

- An explicit school/curriculum focus on friendship skills. This might be part of the whole school SEL programme and the needs of CAM should be considered when this is delivered*(Ref Section 7 of this Handbook).*

- Whole school 'events' which give the CAM and their families the opportunity to share their culture (e.g. 'an international cuisine evening')

Note: Some CAM may have historical/cultural difficulties with other groups represented in the school. Classroom seating arrangements etc. should take account of this, and explicit work (possibly restorative in nature) may need to be undertaken in some cases

D.1.3 Understanding the post-migration challenges for families of CAM

Having arrived in a country which they regarded as a place of safety and sanctuary, migrants are often faced with new obstacles to peaceful existence such as: uncertainty concerning asylum and legal status; poor accommodation; separation from family and community; persecution and racism.

Research by Gorst-Unsworth and Goldenberg (1998) found that refugees often viewed this experience as more detrimental to their mental health than the atrocities that they endured in their countries of origin. As Webster and Robertson (2007) put it: "Most asylum seekers and refugees have escaped conditions of discrimination, domination and exploitation in their home countries, only to confront similar experiences in their host country".

The parents/carers of CAM may try to protect them by not talking to them about traumatic experiences, or telling them about what is going on, but this may be counter-productive. A child who is not given the opportunity to talk about their experiences may find it more difficult to deal with their emotional consequences, and a child who is not made aware of what is happening may struggle to understand what they are experiencing, leading to greater, not less, anxiety. *(Ref: Robert Hart (2009) Child refugees, trauma and education: Educational Psychology in Practice, 25:4, 351-368)*

Migrants have been separated from their past lives and are then confronted with the challenges of a language, culture and bureaucracy of which have little knowledge. As a result, even the simplest tasks can be of immense significance in terms of time and anxiety.

It may be that a child is the only family member who is quick to learn the language of their new country and is thus responsible for communication with the school and other agencies. They may also assume other responsibilities within the family hierarchy. Some will experience 'emotional fatherlessness' and, by taking on the obligations of a parent, lose out on their own childhood, find it difficult to maintain contact with friendship groups and so remain isolated within the community. *(Ref: Sections C.4.4 and C.4.5 of this Handbook)*

Schools play an important role in the assimilation of the families of CAM into local society and, for some, the school will be the prime source of information and support. There may be a member of staff appointed as Family Liaison or Support Worker who can not only help the parents/carers with contacts concerning doctors, accommodation, employment, benefits etc., but also inform other staff about some of the pressures CAM are experiencing and suggest ways of countering them.*(Ref: Section C6 of this Handbook)*

Parents/carers may find it difficult to engage with the school whilst dealing with the overwhelming and numerous other pressures upon them. They may not be familiar with an education system where their engagement is welcomed. Different ways of providing support to families are explored under Key feature 11 of this Handbook.

1.4 Protecting the rights of CAM

A commitment to upholding children's rights is a first step for Rights Respecting Schools, and understanding the experiences of CAM, and their possible effects, helps to define the help they may need to access those rights.

1.4.1 General principles of the Rights of the Child

The Convention on the Rights of the Child (UNCRC) focuses on the best interests of the child. It promotes the highest standards possible for provision and protection of children in the three key areas of health, education and freedom from discrimination, exploitation and abuse. It applies to every child, generally regardless of nationality or immigration status, and defines a child as an "individual below the age of 18". It is therefore a key standard for protection for CAM. There are optional protocols which support the Convention pertaining to sale and prostitution of children, child pornography and the engagement of children in armed conflict.

Other core international human rights treaties also protect children. Individual countries decide whether to sign up to them, and, unlike the UNCRC, which has been almost universally ratified, some have not been accepted. They contain provisions that are applicable for students in the context of migration. At their core is the principle that CAM should be protected as children first rather than their migratory status determining their access to assistance and protection.

As an example, The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families – not yet ratified by European countries – defines rights which inclusive schools would wish to uphold. It refers to:

- Access to birth registration – to protect the rights of CAM, schools should ensure that they have seen the child's birth certificate. This is usually done on admission to the school as part of the induction process. Children whose birth is not registered may have difficulty later in proving their nationality and thus in accessing their rights. They may even be regarded as stateless.

- Help when a migrant worker is deprived of liberty. As an aspect of capturing the student's history prior to admission to the school, the current status of family members should be established to ascertain whether or not the family are at risk of hardship due to the detention of a parent.

- Protection from unlawful confiscation and destruction of identity documents. Schools should establish the family's current position in respect of this and request to see any documentation that pertains to the new student. A supportive named person who provides a link between the family and the school should make themselves aware of local organisations who can support the family if they are experiencing a breach of their international rights so that this information can be shared. Migrant children are also entitled to consular assistance and advice should they need it.

- Entitlement to the same treatment as that afforded to nationals in regard to education. Schools should ensure that the provision offered to refugee students parallels that which a national child, in the same context, would receive. This may involve additional support to ensure that the social, emotional and cognitive progress of the refugee child equates with his or peers. To secure this right, it is vital that schools conduct a thorough initial assessment of need and support this with ongoing formative monitoring.

- Treatment of unaccompanied children. Unaccompanied children are at higher risk of a breach of their human rights. At the age of 18 they may be returned to their country of origin and, because of this possibility, they may need additional social and emotional support in their teenage years.

- Protection of children from threats, including abuse and exploitation. School safeguarding protocols and procedures should be very thorough to protect the rights of CAM. Staff awareness is the key to identifying signs of abuse *(Ref: Section 6.2 of this Handbook)*. Protocols to prevent and report trafficking in persons, especially children, should be a key feature of safeguarding policy and staff require regular professional development to maintain their awareness. Staff may also need professional development and on-going support to help them to cope with the possible aftermath of reporting a serious crime against a minor. Where transnational organised crime exists, there is a possibility of fear and perceived intimidation of people.

1.4.2 Principles highlighting the obligation to protect children

There are general UNCRC principles which highlight the obligation of states to protect children; some are of increased relevance to children affected by migration and the responsibilities of schools.

Article 2 – refers to the right to be free of discrimination of any kind. Schools should therefore be explicit about how they include all students and implement procedures which provide a response to discriminatory practices. A key to identification of discrimination is awareness and this can be disseminated by effective continuous professional development programmes and celebration of diversity as an integral aspect of the curriculum.

Access to health care for CAM can be problematic. Family engagement with a school nurse or wellbeing worker can provide the necessary support for families. The school should also regularly review the student's circumstances to ascertain whether or not the engagement of social support or a social worker may benefit the child and the family.

The school's curriculum and access to additional educational provision should be a priority. It is useful to map out CAM's educational provision regularly to ensure that their needs are being met and that their progress is equal to, or above, that of their peers. Potential barriers to learning should be identified at regular intervals across the year.

Article 3 – The best interests of the child is derived from Article 3. A school must consider whether or not actions are primarily concerned with protecting the interest of the child. It is this consideration that should override all others. To provide clarity in respect of this, it is helpful for the school to:

- have a clear idea of the student's social, emotional and cognitive needs.

- ask them what they would want for themselves in respect of these areas.

- liaise with the child's family and; keep written records to inform future planning.

The best interest of the child should also be informed by the school's overall ambitions and aspirations for all children.

Article 6 – The right to life. This includes the fundamental right to physically survive but also encompasses the right to access social, economic and cultural life; all of which contribute to the child's development. To preserve the rights of CAM, a school should secure their equal access to social and cultural events. Additionally, if they are entitled to additional funding, this should be accessed and directed towards activities that are in their best interests.

Linked to the principle of survival is also the notion of evolving capacities. It therefore rests with schools to ensure that students have a say in the decisions that are made on their behalf. This might

include how the curriculum is shaped to meet their needs and interests.   It also infers that schools should teach children how to make informed decisions. The most effective way is to promote decision-making as an everyday aspect of learning across all curriculum areas. This right is stated in **Articles 12** where students have the right to an opinion; to share their views (**Article 13**) to make choices **(Article 14)**, including choosing their own friends (**Article 15).**

Article 12 – The right to be heard. The principle of agency and involvement in decision-making is also addressed in Article 12. To protect this right, schools should develop infrastructures and policies which give students a voice. The potential opportunities are limitless and creative leaders can evolve inclusive systems. The inclusion of CAM may require additional thought in respect of this so it is helpful for schools to overtly specify how the engagement of CAM will be secured.

If CAM are subject to support from social support services, legal services or immigration proceedings, schools should work with accompanying organisations to hear and record the views of the students in respect of any decision being made on their behalf.

1.4.3 The whole child – The whole school

The best way to respect the rights of CAM is to create a school which protect the rights of all children – a truly Rights Respecting School. This involves creating high levels of awareness of, and appropriate response to, the needs of all children. There are, however, some key aspects of the school's provision to consider specifically in respect of UNCRC and CAM.

- Research informs us that prior and current access to health provision may be problematic for CAM and their families. Providing a health education programme for students' and their families will protect their rights and highlight responsibilities. **Article 24** reinforces children's right to the best health care. Information communicated through leafleted information and a website can provide ongoing support and advice for families. A curriculum that addressed health matters provides a sustainable forum for CAM to gain understanding commensurate with their age and stage of development.

- For some children, there can be positive financial benefits if household finances are improved by the migration of one, or more, parent. This may offer increased education opportunities for the child or children left behind if increased capital is invested in their immediate and wider education.   However, the absence of a primary carer/s may also increase the degree of responsibility that a student may need to assume for a younger sibling or siblings. This may impinge on the study time available for CAM and can have an adverse effect on students' attendance or their capacity to dedicate time in the home to study. To preserve students' right to equal opportunity, schools should be aware of the additional demands domestic responsibilities can have on the students' access to education and on their social and emotional wellbeing. It is in these aspects of students' lives that a named person or mentor can offer support. Additionally, if schools have provision within school for students to study uninterrupted after hours, students who also serve as carers for others can benefit. It is also important that schools carefully monitor the attendance of students, as **Article 28** purports, children have the right to a good quality education.

- **Article 18** outlines the rights of children to be raised by their parents. This is not always possible, but where parental influence is positive and available, it should be encouraged by schools. If, for economic reasons, the migration pattern of parents is seasonal, parents themselves will inevitably encounter differing cultural experiences in their destination country and their homeland. A school which integrates personal interests and cultural experiences of students into the curriculum enables CAM to benefit from, and more fully explore, any new attitudes, values or ideas that may be introduced to students by their returning parents. This may have positive effects which could benefit a student's sense of inclusion in school and

reinforce any positive effects that new learning in the home can have on school performance. This inclusive approach secures students' right to a high quality education.

- All children have the right to know their rights. **Article 42** makes specific reference to this. Schools should explicitly teach all children about their rights and reinforce this through the curriculum. There is no better way to reinforce protective behaviours than to help a student to understand the respect, humanity and integrity with which they deserve to be treated and what to do if their rights are not respected.

- In some political contexts, educational outcomes are given extremely high priority and the consequences are challenging for schools which do not achieve in line with national expectations. This can exert pressure on schools and shape the way in which the local curriculum is organised. It is important for all students that their right to rest and play is honoured – as emphasised by **Article 31.** If, due to lack of prior opportunity and experience, CAM attempt to accelerate their progress to secure standards in line with their peers, it is important that schools retain a balance in their curriculum opportunities and pace learning to secure rest and positive mental health. The curriculum should not be narrowed for CAM; particularly if this means lack of opportunity for students to engage in the expressive and creative arts – these can have a huge impact on wellbeing. It is also important for schools to support a creative curriculum for students to develop extra talents as supported by **Article 29.** If there is additional funding for CAM because of their vulnerabilities, some consideration should be given to directing this towards additional curricular activities to support **Article 29**.

- CAM have usually had a considerable amount of social and emotional turmoil prior to reaching their host country. It is highly likely that many are hopeful about what their new home, school and life will offer them. However, many challenges for CAM still exist when they reach their new destination and it is important that schools actively acknowledge this and provide a comprehensive social and emotional curriculum to help to them build resilience to meet new challenges and to heal difficulties from the past. The power of social and emotional learning is that children become aware and that empowers them to play an active part in protecting all of their 54 Rights outlined in 54 Articles of 'The Rights of the Child'. The SEL programme is even more effective in supporting CAM if it is available for all students as part of the everyday experience in the host country because this is inclusive practice. *(Ref: Sections 7 and 8 of this Handbook)*

Key feature 2 – Regular reviews of the school's effectiveness in including CAM

The process of planning to improve the inclusion of CAM is similar the process for introducing any new initiative. This section therefore places planning in the context of a school improvement cycle.

D.2.1 The contribution of reviews to the school improvement cycle

Reliable, focused reviews that are simple to administer are valuable tools to inform and focus school improvement.

CPD for school leaders concerning the needs of CAM and ways of meeting these needs

ICAM School review of provision for CAM

Action plan to improve provision for CAM

Improved provision for CAM

Staff CPD and implementation of the plan
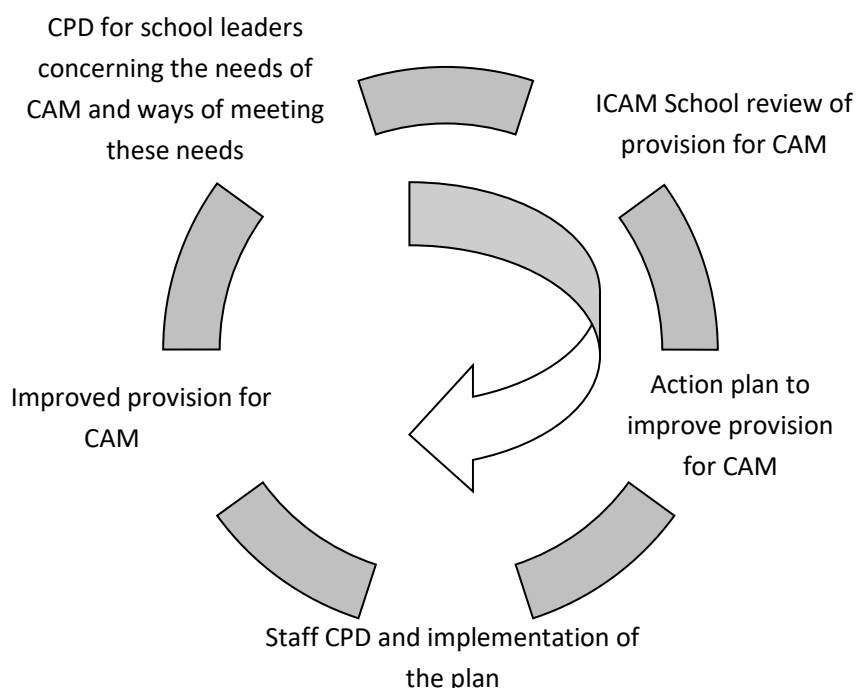
D.2.2 The wider benefits and principles of a school review instrument

The purpose of monitoring, evaluation and review is to inform action. It should be seen as a positive affirming process, identifying strengths as well as areas for improvement. Progress can be achieved more readily by building on strengths, doing more of what is already going well, than by rectifying weaknesses, some of which may have deep-rooted causes that are difficult to change. It is therefore important that strengths are recognised, valued and used.

Before embarking on a programme such as ICAM, it is important for the school to conduct a review to establish what is already being done, what is going well, what needs to be improved and what else needs to be done. Once the programme is established, the review should be repeated at regular intervals so that progress is recognised and planning for further improvement is based on clear evidence.

Effective monitoring, evaluation and review will:

- take a broad view.

- involve all stakeholders.

- use data from several sources.

- avoid complexity.

- produce results that are easy to analyse.

- contribute to the improvement cycle by supporting action planning and regular monitoring.

The process of monitoring, evaluating and reviewing efforts to improve the inclusion of CAM is as important as the results because:

- the questions that stakeholders are asked, and the process of answering them in questionnaires or interviews, help them think about and understand the ICAM programme and the benefits that it will bring to learning.

- spending time focusing on an review of inclusion can unify the school and strengthen its ethos and climate for convivencia.

- using a solution focused approach in the review builds confidence and helps everyone appreciate the successes of the school and identify priorities for improvement.

- if results are shared, a school can compare itself with the norm provided by other schools and thus be helped to recognise strengths and plan for improvement.

- the school leadership is seen to be caring for student social and emotional health and wellbeing by modelling social and emotional skills when conducting the review.

If the monitoring, evaluating and review process is to be conducted regularly, it is important that it is efficient. It requires an instrument that is easy to use and not too time-consuming.

The review is based on a model of a school that is successful in including CAM *(Ref: Section D of this Handbook).*

D.2.3 Protocols for reviewing

All who are involved in the ICAM programme must be committed to developing and sustaining high quality, ethical reviews that will contribute to improving the lives of children . They will apply protocols to ensure that the welfare and rights of all those providing data are protected. This is particularly important with regard to children .

Gathering viewpoints on important educational and social issues can help change the way we think about children and what they have to tell us about issues relevant to their lives. In spite of the value of the data that is provided, the key issue for all team members is to ensure that the review process is ethically sound, that the children participating are respected and that their views and perspectives are gathered and reported with integrity.

With those considerations in mind, team members in the ICAM programme will abide by the International Charter for Ethical Research Involving Children *(Ref: www.childethics.com/charter)* which states:

Respecting the dignity of children is core to ethical research

Ethical research is conducted with integrity and is respectful of children, their views and their cultures. Involving children respectfully requires that researchers respect children's status and evolving capacities and value their diverse contributions.

Research involving children must be just and equitable

Children involved in research are entitled to justice. This requires that all children are treated equally, the benefits and burdens of participating are distributed fairly, children are not unfairly excluded and that barriers to involvement based on discrimination are challenged.

Ethical research benefits children

Researchers must ensure that research maximizes benefits to children, individually and/or as a social group. The researcher bears primary responsibility for considering whether the research should be undertaken and for assessing whether research will benefit children, during and as a consequence of the research process.

Children should never be harmed by their participation in research

Researchers must work to prevent any potential risks of harm and assess whether the need to involve the individual child is justified.

Research must always obtain children's informed and ongoing consent

Children's consent must always be sought, alongside parental consent and any other requirements that are necessary for the research to proceed ethically. Consent needs to be based on a balanced and fair understanding of what is involved throughout and after the research process. Indications of children's dissent or withdrawal must always be respected.

Ethical research requires ongoing reflection

Undertaking research involving children is important. Ethical research demands that researchers continually reflect on their practice, well beyond any formal ethical review requirements. It requires ongoing attention to the assumptions, values, beliefs and practices that influence the research process and impact on children.

D.2.4 Implementing a school review – one possible model

One possible approach is to use a review which has two stages:

1. Questionnaires for members of the school community:

    - students
    - all staff (not only teachers)
    - school leadership team
    - parents/carers

2. Interviews, observations and document examination to clarify ambiguous results from questionnaires

Responses to questionnaires can be recorded and analysed electronically. Where there are apparent contradictions in responses to questionnaires, or where respondents have difficulty with reading or writing, focus group interviews can be used.

There is a computer programme available and the advantages of using it are:

- it automates the entry and collation of data to reduce the administrative time and to produce an instant set of results for each of the review areas.

- it allows a school review manager to set up the review for the school, to give each stakeholder password protected access for online answering of questionnaires.

- where direct entry of answers is not possible, the computer programme prints questionnaires and then provides rapid manual entry of results from paper questionnaires answered off-line.

- the computer programme automatically identifies questions where results are ambiguous and prints interview or observation schedules for exploring the reason for the result.

- the programme will present the results graphically, highlight the successful outcomes and identify areas for improvement.

- the results can be inspected to see how the answers to each question contribute to the result.

- as an additional feature, the programme will offer suggestions for inclusion in the school action plan from an analysis of the results

The results from schools who wish to supply them are stored on a central database which generates baseline data so that schools can compare their results with national norms and those from other anonymous schools in similar settings.

Central management of the system means that any improvements made to the monitoring, evaluating and review instrument will impact immediately on every user.

D.2.5 Modelling social and emotional skills through the school review

Conducting a review involving all stakeholders may be an unfamiliar process and it is important to prepare everyone for it and to ensure that they see it as an opportunity to have some firm evidence on which to plan to improve the inclusion of CAM, to find out what is done well and what else needs to be done.

When organising the review, it is important to involve as many members of the school community as possible so that they have ownership of the process. The participation and support of existing groups e.g. student council; parent/carer/teacher association, can be very helpful.

Participants should be helped to understand that their responses to the questionnaires are anonymous and it is very important that they are honest. The results of the review are not about individuals, they show what everyone in the school is achieving collectively. The review data belongs to the school and the school decides who to share it with.

It is necessary to decide carefully when and how participants will complete the questionnaires. It is essential that they have the conditions in which to do it thoughtfully but that it does not make excessive demands on their time. It is possible for them to complete the questionnaires , using computers, tablets or mobile phones, so they can access the review anywhere and at any convenient time.

Students are central to the review – it is for their benefit – and they will need encouragement and support to ensure that they can respond accurately and fully. They, with their teachers, can help one another to understand the review and encourage one another to complete their questionnaires honestly.

The importance of listening to the voice of students is becoming recognised increasingly – they are the most important people in the school – and this is an excellent opportunity to show that their views are heard, valued and acted upon.

D.2.6 Managing the results

It will be necessary to decide how:

- the results of the school review will be shared with all stakeholders

- all stakeholders can contribute to the action plan which follows the review

- all stakeholders will be helped to understand the priorities in the plan, how they will be encouraged to support it and how they will be kept informed about progress.

Key feature 3 – Effective whole school policies and strategies for the inclusion and support of students, including appropriate language support for CAM

D.3.1 Action planning following the review

The purpose of the review is to inform an action plan and it is important that it is apparent to all concerned that their views have been taken into account and have influenced improvements.

When the review results have been analysed (and preferably compared to regional or national baselines) action planning can be informed by considering:

1. Which areas have high scores? – areas of strength. What are the reasons for the success?

2. Which areas have low scores? – areas for improvement. What are the reasons for low scores?

3. How can successful areas be further strengthened?

4. How can the successful strategies be applied to less successful areas?

5. What are the priorities for development?

An action plan will usually include:

- targets that are described as outcomes (what will be achieved) rather than as outputs (what will be done) and that are specific, measurable, attainable, relevant, and time-limited (SMART)

- a clear strategy for prioritising and achieving the targets through the ICAM programme

- roles and responsibilities for achieving the targets

- resource and time implications for achieving the targets

- a timetable for achieving the targets

- monitoring and review arrangements relevant to the targets.

It is necessary to:

- prioritise the targets and develop short and long term goals

- write a strategy – what will be done by whom and when

- decide who will take responsibility for achieving each of the targets

- identify the resources and time needed to achieve the targets

- decide how and when the progress in achieving the targets will be monitored and evaluated

- decide when the initiative will be reviewed and a new action plan created.

It is also necessary to:

- devise any CPD for staff, and learning opportunities for students and parents

- implement the plan.

D.3.2 Relevant School Policies

Organisational structures will inevitably vary across and within countries and also within individual schools. The purpose of this section, therefore, is not to prescribe how the development of policy and procedure should be undertaken. It is to highlight the kind of procedures and principles that should be considered in order to attend to the needs of CAM.

A Policy is an agreed set of principles that indicate how an organisation intends to conduct its activity. Therefore, policy documents provide a set of guiding principles to inform the practice of staff.

Procedures describe how each policy is put into action and should outline:

- Who is accountable for various activities

- What steps the accountable person/s needs to take

- The kind of informative or recording documents that are intended to be used

Policies and procedures should reflect the values, commitments and approaches that have been agreed within the school. They are intended to clarify **what** the school intends to do for students and **how** the school intends to do it.

Policies should be briefly and clearly worded. Professor Tim Brighouse, an expert in school improvement, suggests a simple A4 sheet for each policy and procedure with a brief statement of the policy and the implications for procedure, the names of the teams of people responsible for implementing different aspects of the procedure, and the name of the member of staff responsible for leading the next review of policy and procedure and the date on which it is to be reviewed. (*Ref: Professor Tim Brighouse – The Jigsaw of a Successful school 2006*)

D.3.2.2 A lone or integrated policy?

Some schools may have a specific policy to accommodate the needs of CAM; others may integrate the outline for provision into existing policies or procedures. The findings of a Eurydice report for the European Commission *(Ref: Integrating Students from Migrant Backgrounds into Schools in Europe. National Policies and Measures 2019)* show that integrating students from migrant backgrounds into schools is an issue that requires, maybe more than any other educational issue, a comprehensive policy approach. Different countries inevitably provide varying guidelines as to the necessity for statutory and recommended policies so there is no definite list. **A school might consider outlining and clarifying provision and procedure in a discrete ICAM policy or create, or look for, existing evidence of provision in some of the following policies:**

Policy and Provision Statements	Rationale
Teaching, Learning and Assessment Policies	Social and Emotional Learning needs to be an integral aspect of the curriculum to promote awareness, inclusion and support for all. Previous disruption to CAM's education may require gaps in knowledge, skills and attitudes to be addressed.
Inclusion Policy	Significant barriers to inclusion should be identified and addressed. Awareness of strategies to reduce unintentional discrimination is necessary, as is staff modelling of affirmative attitudes towards CAM. School-based intervention is effective if it is focused on the development of an inclusive learning community.
Special Educational Needs	There is the necessity for a balance between

Policy and Provision Statements	Rationale
	removing barriers for CAM and supporting additional needs without isolating those students. There may be a need for specific intervention for students who suffer trauma.
Wellbeing	Research informs us that the physical and emotional health of students can be adversely affected by migration. Left behind children can benefit from economic migration of a family member but, due to the absence of one or both parents may lack emotional support.
Safeguarding and Child Protection	Research informs us that some CAM may be more vulnerable than other students to abuse, sexual exploitation and violence. Safeguarding needs to be strong and risks should be identified because extended networks may not offer the same protection as parents. Marginalised youth can more easily become radicalised.
Communication Policy	Parents/carers will needs to understand how to support their child's development; information needs to be available in their home language. Support in learning and understanding the host language is beneficial for parents. Giving parents a voice helps to secure their engagement.
Induction Policy	Research informs us that cultural orientation is an important determinant of subsequent inclusion. High levels of awareness of this within the induction process may be beneficial to eradicate any potential barriers to inclusion.
Personnel Policies and Staff Induction Handbooks	Attention needs to be drawn to the importance of developing an awareness of the specific issues to safeguard and support CAM. The school's approach to developing strategies to promote empathy between home and school should be identified.
Anti-Bullying Policy or Procedures	The social profiles of CAM may make them vulnerable to bullying (including cyber bullying). Social and Emotional learning needs to address the issue of bullying and also include opportunities for students, including CAM, to develop resilience and build a greater sense of protection and self-identity. Schools should be

Policy and Provision Statements	Rationale
	aware of attitudes across all of the school community as a preventative measure.

D.3.2.3 Developing policies

It is essential to ensure that policies are

- **Agreed**
- **Understood**
- **Evident in practice**
- **Subject to regular review in response to students' needs**

"The best policies are full of rubbings out and crossings through. They are constantly revisited and never stay still long enough to gather dust on a shelf. Schools are forever coming back to make them better as they go on learning what works."

Although most policies will be concerned with the needs of all students, and CAM may not be mentioned explicitly, it will be helpful for schools to address the following questions when reviewing existing policies, or creating new policies, to ensure that CAM's needs are recognised and addressed:

- What is the purpose of the policies? How will they affect CAM?

- Are the values and principles that underpin the school's ethos and approach to inclusion explicit so that the vision for inclusion of everyone, including CAM, is clear?

- Do the policies enhance awareness of the needs of CAM?

- Are the needs of CAM covered within the policies? Is it clear how school provision may be shaped to meet these needs?

- Do the policies explain how everyone, including CAM and their families, should be treated and the roles and the responsibilities of people involved in securing an inclusive ethos, including administrative, teaching and support staff, students and parents/carers?

- Is there clarity about how the school maintains high standards for inclusion of everyone, including CAM, and how it responds to concerns about lack of inclusion?

- How do the policies support the learning of CAM? What are the implications for the curriculum?

- Are any necessary support strategies for CAM clearly identified?

- Is any necessary support, including professional development, for staff in meeting the needs of CAM clearly identified?

- What resources are invested in meeting the needs of CAM covered by the policies?

- How will the school know if the policies are effective in supporting the needs of CAM?

- What is the engagement of CAM and their parents/carers in the process of reviewing and developing policies?

- What are the school's procedures to respond to any further changes that should be made?

D.3.3 Language support and access to the curriculum and SEL for CAM

Acquiring the language of instruction in their host country is a priority for CAM if they are to have access to the curriculum and be fully included in the life of the school. It is of great concern to schools and requires resources and the development of staff expertise. It is important that there is a clear policy for language teaching in the school and that staff follow it consistently.

The ICAM programme does not include a focus on language learning but rather on SEL and an ethos and approach to teaching that will help CAM to learn.

D.3.3.1 Welcoming newly-arrived CAM who require support in the host language

An accurate early assessment of CAM's linguistic background is important so that appropriate support can be planned.

Staff can include newly-arrived CAM who require language support by:

- making sure their names are pronounced properly, and they are greeted at the beginning of lessons;
- making sure they know the names of their teachers and support staff and that they have the opportunity to write down their names;
- seating them next to sympathetic members of the class, preferably those who speak the same language and can translate;
- encouraging them to contribute to the lesson by using their home language
- ensuring that they know some useful basic phrases (such as 'yes', 'no',' thank you', 'please can I have .....', 'I don't understand') and know how to ask e.g. if they are feeling thirsty or if they need to go to the toilet.
- encouraging them to help with classroom tasks, e.g. giving out equipment or collecting books, so they make contact with other students.
- using pictures and labels to help them to learn the names of equipment, symbols or terms essential for a subject.
- remembering that they can understand what is said before they can express themselves fluently. It is important to keep communicating with them and ensuring that their environment is language-rich;
- being a good language role model by speaking slowly to them, but in a natural voice.

D.3.3.2 Teaching strategies for including language learners

The following strategies are helpful for students acquiring the host language but also useful for all learners *(Ref: British Council website :Effective teaching of EAL learners)*:

3.3.2.1 Using prior knowledge

Learning can be built on students' previous knowledge, forming useful links by:

- finding out what learners know about a topic through questioning
- mind-mapping in pairs or small groups
- use of first language
- a relevant curriculum taking account of learners' cultural background
- discovery tasks

3.3.2.2 Providing a rich context

Learners need additional contextual support, such as visual support, to make sense of new language and information, and to make links with their existing knowledge. This means making the verbal more visual, using e.g.

- pictures and diagrams

- maps

- tables and grids

- graphs, charts and pictograms

- timelines

- flow charts

- videos

- computer graphics.

Additional contextual support can be provided by translating key words and encouraging learners to make links between their first language and host language.

3.3.2.3 Encouraging learners to communicate in speech and writing

The active use of language helps learners to process that language at a deeper level. It also provides assessment opportunities so the teacher can see what aspects of language to target next. Language learners need lots of opportunities for speaking and listening, and to be encouraged to use their first language. Key strategies include:

- peer tutoring and coaching

- collaborative learning activities

- drama and role-play

- asking questions, allowing sufficient waiting time before expecting an answer

- scaffolded writing activities (using writing frames, modelling, using notes, tables or planning boxes)

- opportunities to rehearse language orally before writing.

3.3.2.4 Pointing out key features of language explicitly

Learners should be encouraged to notice the language that is being used as well as understand the content. This may mean pointing out key forms and structures. In order to do this the teacher will need to analyse the language demands of the task and think about ways of supporting learners in carrying it out. Strategies include:

- drawing attention to specific grammatical forms used in texts or in speech

- providing oral and written models

- modelling and extending their use, providing opportunities to practise them

- scaffolding speaking and writing through the use of speaking and writing frames

- making links between specific features of the host language and the learners' first language, or encouraging learners to do this.

3.3.2.5 Developing learners' independence

Learners should become increasingly independent by developing skills of organisation and planning, thinking skills and social skills such as working co-operatively. It is important that this development is planned into lesson content and support is gradually lessened.

3.3.2.6 Extending vocabulary

Strategies to extend learners' vocabulary include:

- focusing on key phrases rather than key words

- encouraging learners to develop strategies to decode unfamiliar words, including using dictionaries and thesauri, asking a teacher, etc.

- encouraging learners to make adventurous vocabulary choices in speech and writing

D.3.3.3 Valuing multilingualism

Multilingualism is a great asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. Schools can do much to recognise and value this. Teachers can show genuine interest in different languages, ask students about their language backgrounds, and praise multilingualism as a positive achievement.

Key feature 4 – School leadership for development

It will be necessary for one or more people to lead the implementation of the ICAM programme in the school as a whole and to do this in a manner that demonstrates the social and emotional qualities that the programme aims to develop. But all school staff will share in the leadership of inclusion and creation of convivencia in classes and around the school and should also demonstrate these qualities. Therefore an understanding of leadership is important for everyone involved in developing inclusion in the school. This section looks at some ways to lead and manage change whilst promoting a climate of convivencia.

D.4.1 Distributed and dispersed leadership for promoting inclusion

Leaders mobilise others and work with them to achieve shared goals.

This definition of leadership has several important implications:

- leaders do not merely impose goals, they work with others to create a shared sense of purpose and direction

- leaders primarily work through and with other people. They also help to establish the conditions that enable others to be effective

- leadership is more a function than a role. Although leadership is often invested in – or expected of – persons in positions of formal authority, leadership consists of functions that may be performed by many different people, in different roles, throughout a school.

In creating shared purpose, *"Leaders above all must find the words to describe already shared feelings arising out of shared circumstances "(Reference: Bennis, 1989).*

A Eurydice report for the European Commission *(Ref: Integrating Students from Migrant Backgrounds into Schools in Europe. National Policies and Measures 2019)* emphasise the fact that **"**The 'whole-school approach' is a collaborative approach which involves teachers, school heads, other education professionals, parents as well as the local community. This approach has been found to be a significant factor in addressing migrant students' holistic needs and ensuring students' continued progress" but adds that only half of all European education systems provide support to school principals to ensure the successful integration of migrant students.

If an ICAM programme is to be successful, it must involve the whole school and everyone in it. It is therefore essential that the school principal is fully committed to it and, before deciding to implement it, understands:

- the nature and importance of ICAM

- the benefits that the programme will bring for students, teachers, the school and the wider community

- what infrastructure, time and resources will be needed to implement it in the school.

However, it is not necessary for the school principal to lead the implementation personally. There may be other people in the school who have the skills and qualities to be excellent leaders of an ICAM programme. The leadership can be distributed. Distributing leadership can help to ensure that development is sustained because it does not rely on one person. Michael Fullan has described the main work of leaders as helping to put in place all elements of sustainability, including fostering leadership in others (*Reference: Fullan System Thinkers in Action 2004*) He says that the main characteristic of good school principals, those who ensure sustainability, will not be the impact they have on student achievement by the end of their tenure but *"how many leaders they leave*

behind who can go even further.” He argues that the future of educational reform lies not only in people working together towards a common goal but also that the actors are involved not just in making sense of the action but in leading it as well.

In his book, *The New Leaders – Emotional Intelligence at Work* (2002), Daniel Goleman explores the crucial role of emotional intelligence in leadership. Emotional intelligence is described as *'the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'* Therefore, the leader's fundamental task is an emotional task.

Leaders of an ICAM programme should therefore demonstrate the five aspects of emotional intelligence identified by Goleman:

- self-awareness

- managing feelings

- motivation

- empathy

- social skills.

They will also need generic leadership skills, the ability to:

- analyse and interpret information- seek out information from appropriate sources when necessary. Identify the significant content of available information. Identify links, patterns and underlying issues.

- use professional judgement – make appropriate decisions based on clear principles and an accurate interpretation of available, relevant evidence.

- think broadly and creatively to solve problems – keep a focus on what matters most. Balance short-term and long-term implications.

- lead and manage others – secure acceptance of ideas. Influence, challenge, motivate and work with others to achieve agreed ends. Recognise and develop the potential in others.

- organise – prioritise, reconcile demands and manage time. Create and implement clear and appropriate plans for action. Delegate appropriately.

- communicate – communicate clearly orally and in writing. Listen to others and show that they have heard.

They will need to hold and articulate clear values and vision for inclusion and to show both adaptability and determination in achieving them.

This may seem a daunting list of qualities, and the fact that they may not all be found in one person is a further reason for distributing leadership of the ICAM programme in a school.

Distributed leadership clearly implies an ability of the principal to relinquish the role as ultimate decision-maker, trusting others to make the right decisions. It *'implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and where the leadership task is accomplished through the interaction of multiple leaders*.' (*Reference: adapted from Spillane 2001*)

It also implies interdependency rather than dependency as leaders of various kinds and in various roles share responsibility.

Leadership may be distributed:

- formally – through designated roles or job descriptions

- pragmatically – through necessity or often ad hoc delegation of workload

- strategically – through planned appointment of individuals to contribute positively to the development of leadership throughout the school

- incrementally – through gradual increase of responsibility as people demonstrate their capacity to lead.

D.4.2 Leadership styles for promoting inclusion

The behaviour of the leader of a group, the leadership style, affects how members of the group feel and the degree to which they are motivated. This applies equally to leadership to enhance inclusion in the school as a whole by the senior staff, by the School ICAM Leader and by teachers in their classes.

Tim Brighouse (*Reference: Brighouse T Passionate Leadership 2003*) says that;

"Leadership style is very frequently misunderstood. It is assumed that it has to be 'charismatic' but this is not so. Successful leaders may be charismatic and larger than life, but most are not. Many of their deeds are quiet, cumulative and private rather than grand and public."

One leadership style is unlikely to suit all situations and effective leaders are able to use a range of styles. Daniel Goleman, who became famous for his work on Emotional Intelligence, defined six leadership styles to suit different tasks and circumstances.

- Coercive

- Authoritative

- Affiliative

- Democratic

- Pace-setting

- Coaching

Coercive

The aim: to seek immediate compliance. The leader gives orders, expects compliance, controls tightly, and imposes lots of sanctions with few rewards.

The style in a phrase: 'Do what I tell you.'

When the style works best: For simple straightforward tasks, for example, arranging the seating for a meeting or correcting someone who has not done what they had agreed to do.

Overall impact on working atmosphere: Can be negative – and should be used rarely. Is useful e.g. when the leader is giving instructions for a task.

Authoritative

The aim: to provide long-term direction and understanding for the group. The leader has a clear vision of the purpose of the whole task, and how each part contributes to this, and explains it to the group, persuading them of its importance.

The style in a phrase: 'Come with me.'

When the style works best: When changes require a new vision; or when a clear direction is needed. For example, when introducing a new initiative

Overall impact on atmosphere in the group: Positive – should be used often, particularly at the start of

an initiative.

Affiliative

The aim: to create harmony and build relationships amongst the group members and between the group and the leader. The leader is most concerned with promoting friendly interactions, placing an emphasis on group members' personal needs rather than objectives/standards, caring for the whole person and avoiding misunderstandings

The style in a phrase: 'People come first.'

When the style works best: To heal disputes within the group or to motivate members during stressful circumstances – for example, if some members of the group are finding the work difficult or if something has happened outside the group that upsets and distracts them.

Overall impact on atmosphere in the group: Positive. - should be used to show concern for the welfare of individuals and the group whilst still keeping a focus on the purpose of the task.

Democratic

The aim: to build commitment to the ideas in the initiative and to generate new ideas from the group themselves. The leader encourages participation and seeks consensus, aiming to seek commitment through ownership.

The style in a phrase: 'What do you think?'

When the style works best: To build involvement or consensus or to get input from group members' own experience. Also when the vision is clear but actions for getting there are not so clear or more ownership by the group is required – for example, when deciding how best to implement an initiative in the particular context of the school.

Overall impact on atmosphere in the group: Positive – useful when deciding group tasks and when encouraging members to engage fully in them. Should be used increasingly as the group works together to develop ownership and involvement.

Pace-setting

The aim: to accomplish tasks to high standards of excellence and in a set amount of time. The leader leads by example, demonstrates high standards, expects others to know the rationale behind what is being expected and has little sympathy for slow workers.

The style in a phrase: 'Do as I do, and do it now.'

When the style works best: To get quick results from a highly motivated and competent group – for example, a group that is enjoying the task but is not reaching their potential and will benefit from being challenged to do more.

Overall impact on atmosphere in the group: Can be negative. – most useful in short bursts to motivate a group. Needs care not to let the group become reliant on being pushed by the leader.

Coaching

The aim: to support the long-term development of group members. The leader helps members of the group to identify their unique strengths and weaknesses, encourages them to plan for continued development after the initiative, reaches agreement on the way ahead, provides ongoing advice and feedback and may trade immediate standards of performance for long term development.

The style in a phrase: 'Try this.'

When the style works best: To help group members apply what they have learned in their working situation and to develop long-term strengths.

Overall impact on atmosphere in the group: Positive. A useful style for applying what has been learned from an initiative to the ongoing work of the group.

Summary

It is important to know which style to use in which situation, and which style most suits not only the combination of personalities in a group but also what needs to be achieved. It is important to have a broad repertoire of styles to match different situations.

Note that:

- the list of styles is not hierarchical; all styles may be appropriate
- there is no right and wrong style
- there is no need for anyone to use a style which makes them feel uncomfortable
- leaders who use all six styles at some stage in an initiative are most likely to be effective
- this is a simple, straightforward way of thinking about leading a group which can be readily applied to violence reduction in the school as a whole and in the classroom.

D.4.3 Leadership skills for motivating staff to improve inclusion and develop a climate of convivencia

"Leaders are the stewards of an organisation's internal energy ….. They inspire or motivate others by how effectively they manage their own energy and, next, by how well they focus, invest and renew the collective energy of those they lead."

(Ref: J Loehr and T Schwartz 'The full power of engagement' New York Free Press 2003)

There is no doubt that school staff work with more enthusiasm when they:

- feel supported and cared for
- are listened to
- are noticed by senior colleagues
- are encouraged
- feel trusted
- feel appreciated and valued
- are kept well-informed
- are helped to clarify their ideas
- are helped to develop their skills and abilities
- are challenged and extended.

A programme to enhance inclusion and develop convivencia provides opportunities for leaders to create these conditions; to inform, involve and encourage their colleagues, providing an appropriate balance of challenge with support, and recognising and celebrating achievement. This can enhance and invigorate not only ICAM but the working ethos of the school as a whole.

D.4.4 Leadership of change – anticipating and managing problems

A leader of a programme to enhance inclusion needs to understand the management of change and its impact. Change can appear threatening, and staff may feel anxious and unsure about it. School ICAM Leaders should recognise this, and an understanding of some natural human reactions to change will help them to manage the process successfully.

'Real change, whether desired or not, represents a serious personal and collective experience characterised by ambivalence and uncertainty; and if the change works out, it can result in a sense of mastery, accomplishment and professional growth.' (Ref: Fullan, 1991)

Knoster, Villa and Thousand developed a model showing four elements within an organization that are necessary for change:

- Vision – understood and shared by all concerned.
- Skills – to realize the vision.
- Incentives – appreciation of the benefits to staff, to students, and to the school.
- Resources – to allow the vision to be achieved.

If any of these elements are missing, something will go wrong:

Vision	+	Skills	+	Incentives	+	Resources	=	Change
		Skills	+	Incentives	+	Resources	=	Confusion
Vision			+	Incentives	+	Resources	=	Anxiety
Vision	+	Skills			+	Resources	=	Resistance
Vision	+	Skills	+	Incentives			=	Frustration

(*Reference: adapted from Knoster T., Villa R., and Thousand J. "A framework for thinking about systems change" 2000*)

To avoid unnecessary staff confusion, anxiety, resistance or frustration it is necessary to agree a clear vision for ICAM, and to ensure that staff understand the benefits of implementing it and have the necessary CPD, support and resources to do so.

Another useful model is the Transition Curve (*Reference: Adams et al 1976*) which suggests that people go through the following stages when they experience change:

1. Shock: initial reactions to hearing news of change.
2. Denial: trying to avoid the inevitable.
3. Awareness: beginning to accept the necessity for change and their own part in it.
4. Acceptance: that the old ways will change.
5. Experimentation: testing out new ways of doing things.
6. Search for meaning: making sense of the new situation.
7. Integration: new ways of working are accepted and used.

School ICAM Leaders should be aware of this pattern, to anticipate and understand the difficult early stages and to persevere to reach the later positive, developmental stages.

Key feature 5 – Effective strategies for the induction of new CAM into the school community

5.1 Providing a welcome. Celebrating cultural diversity and acceptance

To welcome someone is to receive with pleasure, hospitality and in an agreeable manner. Feeling welcome is about being accepted and engaged.

D.5.1.1 Readiness to welcome

The first step to introducing new students into the school is to be prepared.

This might involve:

- Encouraging staff to smile and be positive with new families when they first walk through the door. Sometimes, while focusing on organisational issues, it is easy to forget to smile.

- Arranging for an interpreter to be available where necessary and if possible.

- Identifying a key person who will be responsible for arranging and monitoring the student's induction for their first 6 months of school and for liaising with parents/carers.

- Obtaining whatever information is available about the student's previous experience to discover the positive attributes that they will bring to the school and suggest any immediate issues that should be addressed.

- Finding out, from the family's perspective, about the student's immediate physical, social, emotional and cognitive strengths, interests and needs.

- Taking time to ensure that parents/carers have a clear understanding about school policy for key areas such as: safeguarding; home learning; behaviour management; attendance; uniform; assessment and reporting achievement.

- If possible, providing an opportunity for the student and their family to visit the school prior to the start date.

- Where there is a school uniform, providing help with obtaining it where necessary and if possible.

- Understanding what the student's and family's needs for access to the host language are and organising provision

- Helping the family to access local services/organisations which may help them to settle into their new environment.

D.5.1.2 Awareness to inform the welcome

Staff and student awareness of CAM, of their experiences and diverse backgrounds, cannot be presumed. Information must be purposefully disseminated across the school organisation.

This can be achieved in a number of ways which might include:

- Staff professional development sessions which promote cultural awareness about the needs of new communities or individual students.

- Effective daily communication systems which outline procedures to ensure that key information is passed across all groups within the school.

- Information about cultural values and diversity available through the school's communication systems such as: staff or parent handbooks; key policies; the schools' web site; or specific leaflets readily available to the school community.

- The dissemination of awareness through school assemblies, cultural days and within the general curriculum.

- Opportunities for staff to engage in professional dialogue to develop an understanding of the profile of students in their care.

- Opportunity for students to learn from each other and part of their everyday curriculum which pays specific attention to some of the issues that diversity presents.

Communication about different cultures needs to be handled very sensitively to avoid stereotyping or labelling any group of people.

It is useful, when attempting to heighten awareness of diversity, to encourage people to reflect upon the behaviours, attitudes and possible experiences of others so that they develop flexibility in their thinking and understanding. This places adults and children alike in a position to consider their own views in a reflective manner and to make an informed view without judgement. A reflective approach also enhances opportunities to tackle possible prejudices that may exist with the community For example:

- All of our patterns of behaviour and attitudes tend to reflect our prior and existing experience of family and community life. This can be significantly shaped by our country of origin.

Staff and students might reflect on how their thinking has been shaped by their experience to date and how their experience might differ from that of others.

- Some cultures have no history of formal education or an organised school system and people might find bureaucratic systems bewildering.

Staff and students might consider the support and challenges that the school system present for them and what they would find most difficult if they had never experienced it before.

- It can be difficult to determine what another person is feeling unless they articulate it. Their behaviour can be misinterpreted e.g.

  Sometimes confused and anxious people express themselves assertively.

  Direct eye contact is considered to be a sign of honesty in some cultures but is seen to be a sign of aggression in others.

  Some newly arrived students will be accustomed to a kinaesthetic learning style with a reliance on the spoken word and an accurate memory. They may find it difficult to maintain focus in a classroom environment which emphasises verbal or visual methods.

  Trauma can adversely affect the behaviour of people but this may only be a temporary change.

Staff and students might consider what they would want someone else to know about the way that they feel and their need to express themselves if they were to encounter a very different learning/home/social environment.

- For some people, their most recent experiences may have significantly shaped the way in which they present themselves to others but that this might only be a temporary change.

Staff and students might be encouraged to think about how the immediate environment can shape their feelings, thoughts and behaviour by asking 'What would it be like if ….'

- A delay in learning may reflect previous lack of access to educational provision or primary health care rather than any inherent special need.

To fully meet the needs of all students, including CAM, the school community must understand and reflect on a diversity of cultures and traditions and how these shape behaviour.

D.5.1.3 A useful exercise – putting yourself in the position of a student new to the school in order to experience and thus review the welcoming process – is suggested in Appendix 1 of this Handbook.

D.5.2 Assessing need

When CAM join the school, the induction process should include an assessment of need, including their need for host-language learning, their general academic ability (in order to correctly place the student in classes and to identify any missed education) and possibly the more holistic needs of the families of CAM. It should also include an assessment of the CAM's need for additional social and emotional support or counselling if it is found that the family have suffered trauma as a result of their pre-, trans- or post-migration experiences.

D.5.2.1 Principles underpinning the assessment

a) **The assessment of need should be viewed as a process rather than an event**. Induction processes - interviews, visits etc. – will be important in informing the immediate decisions that should be made when CAM start at a school but information gained during these initial assessments may be incomplete – for example families may not be willing to share the whole story of their experiences with the school staff, before trust has been established, and CAM true abilities (linguistic, academic and social and emotional) may be masked by anxiety or shyness when starting at a new school and in a new country. Therefore **there should be arrangements in place for ongoing assessment and regular reviews of progress**

b) The school staff will probably need to gain the trust of the families of CAM over time, and be sensitive to the possibility that they may already have negative experiences with 'officials' from their new country. They may therefore be wary of sharing information, viewing school staff as part of the establishment which has not been welcoming to them. In addition, the research suggests that many migrants who have suffered adversity and trauma may deal with this by minimising or glossing over their suffering, particularly in front of their children whom they believe they have to protect from such realities. There may also be cultural stigmas attached to admitting needs (in particular mental health needs) that may prevent families from sharing some information. The families individual 'story' therefore is likely to come out over time, and school staff should aim to provide opportunities for this dialogue as the trust of the family is progressively gained The development of trust will be facilitated where school staffs provide a welcome for CAM and their families *(Ref: Section 5.1 of this Handbook).* The involvement of community organisations with the school will help this process.

Research shows that schools that have developed strong links with asylum seeking and refugee parents are those with a welcoming ethos that:

- Helps all parents / carers to feel that they are wanted and have a positive role to play

- Shows parents / carers that they can always make their feelings and opinions known to staff, and that these will be dealt with respectfully and seriously;

- Demonstrates that parents/carers' linguistic, cultural and religious backgrounds are valued and respected;

- Shows that the school is part of the community it serves

c) The research also suggests that students may be assessed as being less academically able than they in fact are, because of missed education and poor host-language abilities. Sometimes CAM have been placed in classes of younger students in order to make up for these apparent deficiencies, or

given work at an inappropriate cognitive level. This should be avoided. It is important to remember that students' learning patterns and attainment may be impacted by trauma, and their capacity to demonstrate their knowledge and ability in a culturally different and new environment is likely to be impaired. **Formative assessment over time, and regular reviews of assessment are therefore important**.

D.5.2.2 What assessments should be completed and how?

1. An assessment on the student's ability in the host language will be crucial. This will determine the extent to which the student is equipped to make their needs known, to form and maintain friendships, as well as to access the curriculum. Where possible, the assessment should be carried out by someone who speaks the student's first language, and is appropriately qualified and experienced in determining levels of fluency, in line with national standards for their age. The assessment will be most effective if carried out informally and school staff should be mindful that 'assessments' may have had negative connotations in the student' country of birth.

2. An assessment of the student's ability in basic skills and concepts may take place at this time. Again, this should be carried out by a person who speaks the student's first language (so as not to confuse language ability with academic skill levels), and ideally that the student knows. School staff should be mindful of the probable effect of stress and anxiety on the outcomes achieved. While such summative assessments may provide some useful information initially, schools will want to ensure that formative assessment in a more natural setting is regularly carried out.

3. An assessment of the student's social, emotional and behavioural needs may be initially carried out at the induction stage. This will be likely to be largely informal and will depend greatly on the family's willingness to share openly before trust has been established. Again, the needs are likely to emerge over time, and plans to address these will form part of the school's arrangements for meeting the additional needs of students. Guidance on when to refer students for small group/individual SEL opportunities, or more specialised trauma-based counselling are included in Section 8.2 of this Handbook.

4. Some schools may offer a more holistic assessment of the whole family's needs. This is good practice as clearly the student's needs fit within this larger perspective, and it is important that staff understand the context in which the family is operating and the pressures upon them. In order for this to happen, staff should be aware at a general level of the common experiences of migrants *(Ref: Sections C.2, 1.3 and 8.1 of this Handbook)* The needs that may be uncovered through such a holistic assessment may be social, economic or physical. These may be considered as 'educational' on a number of levels – because it is not until basic needs are met that the student can focus on learning and the school staff can focus on giving time and attention to the student's learning.

Before conducting an assessment, school staff should be mindful of:

- the family's willingness to share personal information;

- the extent to which the school can follow-through on providing support in the areas identified as needs.

It would be unethical to expect such information to be shared and then for no action or support to be offered. School ICAM Leaders should consider very carefully whether staffing and resources allow for such family needs to be met, and the extent to which staff are able to offer support.

Such support will probably be somewhere on a continuum between giving families a leaflet signposting a community organisation who can help with advice on e.g. language classes ,immigration

law, welfare rights and housing, and making regular visits to the home and speaking on behalf of the family e.g. to register them with a doctor.

D.5.3 Structures for support of CAM and the importance of a Key Adult

School staff should be aware of structures that help to support the induction of new CAM into the school community. This section summarises some of the research and practice in this area.

When considering structures for supporting CAM and their families School ICAM Leaders should take into account how their school policies and processes impact these families, for example:

- ensuring that essential information is translated and bilingual classroom assistants or interpreters are available for school admission interviews, assessments, and parents'/carers' meetings;

- working with other schools and the local education administration to prepare welcome booklets which explain about the education system and the school. Model school letters can be prepared and translated, for such things as invitations to parents'/carers' meetings;

- recruiting staff from migrant communities with a home/school liaison brief. Such bilingual staff could, if appropriate, be shared with neighbouring schools.

In addition there should be a single point of contact in school for CAM families wherever possible – a Key Adult for CAM families. It is confusing and potentially stressful for families to have to communicate with a variety of members of staff. The role of these staff might include implementing some of the induction strategies listed below:

- Ensuring that parents/carers are shown around the school and that possible differences in teaching methods, how their children will be helped to learn the host language and particular requirements, such as uniforms and homework policies, are discussed;

- Ensuring that parents/carers are informed about any rights to free school meals, travel and equipment or uniform grants;

- Ensuring that, wherever possible, there is an interpreter or bilingual classroom assistant when the student starts school;

- Providing support and information for all school staff involved with admissions about the background of the students;

- Ensuring that all relevant staff are informed that they will be receiving a new student in their class;

- Ensuring that the assessments listed in Section 5.2 take place and that the information is accurately recorded and forwarded to all relevant teaching and support staff;

- Ensuring that students receive any welcome materials such as a map of the local area, plan of the school, name of their class teacher, details of any 'buddy' or mentor and timetable;

The Key Adult might also forge links with community and cultural organisations and ensure that school mechanisms are in place for referring families to specialist support/social organisations where necessary.

D.5.4 Transition

CAM have experienced multiple, and sometimes catastrophic, changes and have left the native surroundings of their homes, friends and extended family with their familiar customs and cultural practices. Their attachments to key adults may have been fractured. Changes may have happened without warning or explanation and have been entirely beyond the control of the child. This should be taken into account when planning transitions.

All students are affected by transitions, e.g. from one class or school to another, but CAM may be particularly sensitive to the effects of such further change. They may have formed an attachment to their class teacher who has provided them with a secure base in their new life and find the loss of this relationship very difficult.

It is therefore important that CAM are well prepared for transitions. The process, and the reasons for it, should be explained well in advance to CAM and their families and they should have the opportunity to see the new environment and meet key people within it. Schools may make such arrangements for all students but will need to ensure that CAM and their families take full advantage of them and have the opportunity to discuss any worries.

The SEL curriculum should include a focus on the emotional impact of change and this will be of particular benefit to CAM.

Information about the background, attainment and needs of CAM should be shared with the staff who will care for them in their new environment and steps should be taken to ensure as much continuity as possible. They should be placed in groups where progress they have made can continue and, wherever possible, friendships can be maintained.

Key feature 6 – Effective strategies to ensure the safety and the wellbeing of students in and around the school

6.1 Recognising and celebrating the contribution of CAM to the life of the school

D.6.1.1 A solution not a problem

Too often the inclusion of CAM in schools is seen as a problem to be resolved when, in reality, their membership of the school community enriches its lifeblood and, in particular, provides rich opportunities for realising the fundamental vision of a school which believes in, and values, convivencia.

CAM have much to offer the school community and, even through their experience of separation and loss, they may enhance SEL by showing others how there can be positive outcomes from adversity and demonstrating the remarkable resilience of the human spirit. CAM also bring opportunities for all members of the school community to celebrate diversity while creating convivencia through respect, acceptance and understanding of the experiences, values and beliefs of others

D.6.1.2 Involving CAM fully in the life of the school

Section 5.I of this Handbook describes the importance of celebrating cultural diversity and suggests ways of doing this and thus enabling the full inclusion of CAM and their families in the life of the school

It is axiomatic that schools must ensure that the rights of CAM are guaranteed and that they are treated with equality of esteem with all other members of the school community. Treating students with equality of esteem means that are entitled to more than equality of opportunity. Opportunities are like buses, they come and go, and some students may not be able to take advantage of them at the time when they arrive. They need more chances, equality of opportunity is not enough. The school's task is to value the needs of each student equally and make arrangements to meet those needs and provide multiple chances for them to take advantage of this.

CAM must therefore have equal access to inclusion in all key features of the life of the school and the learning opportunities it provides. This may mean providing additional assistance to meet needs such as language acquisition and cultural acclimatisation.

However, more can be achieved to genuinely include CAM, and to help them to grow, by encouraging them to begin taking on some responsibility when they are ready and have the confidence to do so. They might be involved in e.g. the school council, helping other students through a peer support system or fund raising activities for the school or for charity. In addition, their families may have skills and interests that they would like to use for the benefit of the school community.

CAM and their families may be regarded as victims of their circumstances, reliant on others for help in establishing a new life in an alien place. They need to develop independence and equal relationships where they are in a position to give as well as to receive. Schools can do much to restore any loss of confidence or self-esteem by encouraging CAM and their families to contribute to the life of the school and welcoming and valuing their help.

A Case Study Partners should replace this with their own country-specific case study

In 1992 Vedad's family fled the genocide in Bosnia and became asylum seekers in the UK.

Vedad was 7 at the time and spoke virtually no English when he joined the small village primary school near the family house provided by the local council. When the family were given leave to remain, his father got a job locally and the family were welcomed into the community. Vedad took time to adapt to his new surroundings but he proved to be a hard-working and able student and, within 12 months, with the benefit of additional language tuition provided by the school and the support of a key

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adult, his command of both social and academic English was fluent. In his final year in the primary school he became a playground prefect helping organise play activities for younger children during break times.

The move from a small primary school to a large secondary school was a challenge for Vedad but his new school had close links with his primary school and together they arranged the transition of students carefully. Vedad was put into a class with a group of friends and with a tutor who had experience of supporting CAM. Within a year, he became captain of the junior football team and he was joining in all lessons with confidence. Indeed, his teachers reported that he was a joy to teach and he was popular with his peers.

His early successes continued and in his final year he was elected head boy of the school. He passed his exams with good grades and was accepted for a place at university to study for a degree in engineering. Vedad is now married with two children and is a successful civil engineer running his own small engineering consultancy company.

Labian arriva in Italia poco prima dell'avvio dell'anno scolastico, appena in tempo per frequentare un laboratorio di italiano L2 che la scuola attiva da molti anni per rispondere ai bisogni linguistici degli alunni neo-arrivati. Qui Labian conosce una ragazzina kosovara che nei primi giorni fa da interprete, e partecipa ai momenti di gioco previsti durante l'attività di laboratorio.

Labian **viene inserito nella classe IV**, composta da 25 alunni di cui 11 di nazionalità straniera. Grazie alle sue abilità nei giochi gli riesce facile stringere relazioni positive con i compagni (in palestra, a ricreazione, ecc.). Le sue doti nel gioco, la sua passione per il calcio e per la squadra del Milan facilitano l'apprendimento della nuova lingua. Adiacente alla scuola c'è un **campo sportivo**: per tutta la prima parte dell'anno, con l'intera classe, le insegnanti privilegiano lo svolgimento di attività in quello spazio; le prime parole pronunciate in lingua italiana da Labian sono porta, portiere, calcio di rigore, calcio d'angolo, parata, ecc. "Tutto ciò" scrivono le insegnanti "ha motivato Labian e ha accelerato l'apprendimento della lingua, dei concetti geometrici, della misurazione…". E inoltre: a scuola il ragazzo ha come amico un **collaboratore scolastico** con cui condivide la passione per la medesima squadra di calcio. Tutte le mattine, prima dell'avvio delle lezioni, Labian si confronta con il custode, discute e commenta le partite, i risultati, la formazione.

Il clima di classe è molto buono e Labian si sente a proprio agio con i compagni, tanto da riuscire a parlare della sua vita recente in Kosovo e del padre scomparso improvvisamente. Alla domanda (rivolta ad ogni alunno): "Che progetti hai per il tuo futuro?", per esempio, risponde: "Per il mio futuro mi piacerebbe avere una fidanzata bellissima, avere dei figli, avere una casa grande con una piscina. **Vorrei essere un grande calciatore**, avere tanti soldi. Vorrei essere un grande padre non come il mio che mi ha lasciato a 9 anni". Dopo un primo momento di totale silenzio, i compagni di classe hanno applaudito emozionati.

Labian comes to Italy just before the beginning of the school year, in time to attend an Italian language lab for newly arrived students. Here Labian knows a Kosovar schoolmate acting as an interpreter in the early days, and participates in the games orgsanised during the lab activity.

Labian **is included in the class IV**, composed of 25 students, 11 of which are foreign. When he plays, he easily succeeds in building positive relationships with other students (at the gym, at recess, etc.). Thanks to his skills, his passion for soccer and the AC Milan football team, learning a new language is easier for him. There is a football field next to the school: in the early part of the year, teachers use to privilege game activities carried out with the whole class in that field; Labian's first Italian words are: goal (porta), goalkeeper (portiere), penalty kick (calcio di rigore), corner kick (calcio d'angolo), save (parata). Teachers write that "all this has motivated Labian and has accelerated his learning of Italian, of geometric concepts, of measurement…". Moreover, the child has made friends with a janitor he shares the same footbal passion with. Every morning, before classes start, Labian talks to the janitor about the matches, the outcomes, the formation.

The class climate is very good and Labian feels comfortable with his classmates, so much to be able to talk about his recent life in Kosovo and his father, suddenly disappeared. The question (addressed

D.6.2 Safeguarding CAM and recognising signs of abuse and neglect

Students may suffer abuse and neglect when they are not at school and the school should have clear procedures for responding to signs of this. It is essential for staff to be vigilant, to know how to recognise such signs and to understand and follow the school's procedures for response. They should record and investigate the reasons for absences from school and be aware of the cultural pressures some students may face which may even include e.g. having to submit to an arranged marriage or to female genital mutilation.

The following guidance about cases of abuse may be useful. It relates to identifying abuse, and supporting children who are abused, as well as to helping parents to prevent abuse from occurring.

D.6.2.1 Signs of abuse

It is important for adults to be able to recognise the signs of abuse. Although the following signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree.

Some possible symptoms of physical abuse are:

- unexplained recurrent injuries or burns
- improbable excuses or refusal to explain injuries
- wearing clothes to cover injuries, even in hot weather
- refusal to undress in front of others
- bald patches
- chronic running away
- fear of medical help or examination
- self-destructive tendencies
- aggression towards others
- fear of physical contact - shrinking back if touched
- admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- fear of suspected abuser being contacted.

Some possible symptoms of emotional abuse are:

- physical, mental and emotional development being behind what might be expected
- sudden speech disorders
- continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- overreaction to mistakes
- extreme fear of any new situation
- inappropriate response to pain ('I deserve this')

- neurotic behaviour (rocking, hair twisting, self-mutilation)

- extremes of passivity or aggression.

Some possible symptoms of sexual abuse are:

- being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age

- medical problems such as chronic itching, pain in the genitals, venereal diseases

- other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia

- personality changes such as becoming insecure or clinging

- regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys

- sudden loss of appetite or compulsive eating

- being isolated or withdrawn

- inability to concentrate

- lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder

- starting to wet the bed again, day or night nightmares

- becoming worried about clothing being removed

- suddenly drawing sexually explicit pictures

- trying to be 'ultra-good' or perfect; overreacting to criticism.

D.6.2.2 Signs of neglect
Some possible symptoms of neglect are:

- constant hunger

- poor personal hygiene

- constant tiredness

- poor state of clothing

- emaciation

- untreated medical problems

- no social relationships

- compulsive scavenging

- destructive tendencies.

Note: The economic situation of the family should be taken into account when using these signs to assess whether the welfare of the child is being neglected

Note: A child may be subjected to a combination of different kinds of abuse.
It is also possible that they may show no outward signs and hide what is happening from everyone.

D.6.3 Bullying and the vulnerability of CAM

Bullying is systematic abuse of a weaker person by a stronger person. It may involve verbal, physical or psychological aggressive behaviour.

CAM are particularly vulnerable to being the targets of bullying, including cyber bullying, because they are new to the school, and its group dynamic, and they may be perceived by other students as being different. Attitudes in society at large to migrants may also have an influence.

D.6.3.1 The effects of bullying

Guidance for UNICEF on *Violence against children in schools* (NCfLB 2012) highlights the fact that approximately 40% of children worldwide experience bullying in schools. The Daphne Booklet *Violence and schools* says that, in European countries, between 15% and 64% of children reported having been bullied by age 14. Girls are more often targets than boys and boys carry out 85% of reported incidents of bullying.

Over recent decades, the incidences of bullying in schools across Europe seemed to be largely unchanged *(NCfLB 2006).* However, cyber bullying may have changed the situation and bullying through various social media is a growing problem. Because bullying is a covert activity that occurs away from adult supervision, statistics may be inaccurate. This is particularly the case with bullying and violence committed through the privacy of the internet and in forms that children who are targets may be reluctant to share with adults.

The impact of bullying and violence on learning and life chances is universal. Recipients of bullying suffer feelings of anger, frustration, humiliation, isolation, despair and physical injury, or fear of it - exacerbated if the bullying is systematic and repeated.

Bullying damages learning because unhappy students, distracted by emotions of fear and worry, find it harder to concentrate, to process learning and to remember what they have learned. It also places targets at risk of educational apathy and failure as well as possible low self-esteem, depression, nervous breakdown and even suicide There is also evidence that they absent themselves from school for fear of the reoccurrence of the abusive acts of aggression.

There is strong evidence that targets of bullying are more likely to bully others in later life and consequently CAM, by becoming targets of bullying, may learn anti-social behaviours which will damage others in the future

Bullying is identified by UNICEF as one of the major factors leading to under achievement, non-attendance and drop out by children in school. There is therefore an onus on schools to take action to protect the students in their care, including those such as CAM who may be particularly vulnerable, and to ensure their rights are safeguarded.

D.6.3.2 Preventing Bullying

The EU Daphne funded programme Action Anti-Bullying was developed by the ICAM partners between 2015 and 2016. It is the most relevant and current programme for use in ICAM schools who wish to reduce bullying in general, or bullying affecting CAM in particular

The AAB website *(www.actionantibullying.eu)* has a comprehensive array of information and materials freely available for schools across Europe who wish to reduce bullying

The AAB programme, in parallel with the ICAM programme, has a focus on preventing bullying by promoting convivencia. Because of this, the processes for reducing bullying in schools are very similar to the processes for including CAM and many of the strategies for improving learning behavior.

The AAB professional development programme and online school review instrument will help schools develop an effective whole school environment of convivencia and so enhance attainment, life chances and wellbeing for all students as well as reduce incidents of bullying affecting CAM and others alike .

As has been emphasized repeatedly in this Handbook, unhappy students do not learn. Since learning is the prime purpose of schools it is incumbent on school leadership to ensure that students feel safe, secure and happy, learning in an environment of convivencia where bullying and other forms of violence cannot flourish.

D.6.3.3 Preventing Cyber Bullying

The 10.5 million Children Affected by Migration (CAM) who are refugees, asylum seekers economic migrants, or children left behind by migrating parents/carers, are the most vulnerable children in Europe, threatened by the highest rates of cyber bullying, radicalisation and online grooming.

The internet is the most powerful aid for universal access to learning yet developed.

Damage and harm caused by abuse and improper use of the internet is one of the biggest threats to vulnerable children that society faces. Cyberbullying is only one of the damaging threats:

- 50%+ of EU teens have been bullied online, and 50% have engaged in cyber bullying.

- UNHCR reports a rise in xenophobia, racism and racial attacks resulting from the recent increase in the migrant population in Europe. Threats via the internet are common

- CAM are twice as likely as other children to be victims of cyberbullying and three times more likely to suffer social exclusion on social media.

- Victims of cyberbullying suffer reduced learning capacity and lose the benefits that online learning provides.

- In extreme circumstances, the abuse leads to suicide. The rate of teenage suicide has increased in recent years to 9 per 100,000 average across Europe and is linked to the influence of social media.

D.6.3.4 The ICAM Be Cyber Safe and Responsible programme (Currently BeCSR to become ICAMcsr)

ICAMcsr focuses on CAM aged 8-13, critical ages for learning to use the internet. The programme develops their Social and Emotional Learning (SEL), and increases their online media literacy so that they have the ability to protect themselves and other children and to make safe and responsible decisions when they are online; including, in particular, their avoidance of, and response to, cyber- bullying, radicalisation and grooming - as victims or as bystanders.

SEL programmes are proven tools to address wellbeing issues such as reducing bullying in schools. SEL techniques to reduce bullying have been developed by the ICAM Network in the European Action Anti-Bullying programme completed in 2016 and disseminated Europe - wide.

SEL is a process of acquiring social and emotional values, attitudes, competencies, knowledge and skills that are essential for learning, effectiveness, wellbeing and success in life.

Although it can be taught, most SEL is assimilated and requires the appropriate climate in school and in the home for SEL to flourish. Consequently, the SEL improvement for CAM will be achieved alongside an improvement to the climate of convivencia (living in harmony) in schools and in the home. ICAMcsr includes parent/carer education workshops.

The Benefits to all children

Our aim is to create the school and home environment of convivencia and improved SEL so that CAM know and understand better how to make decisions about their safe and responsible behaviour on the internet - leading to lifelong learning behaviour in harmony with others in the world around them.

By concentrating on the needs of the most vulnerable children, schools will be helped to realise that ALL children need the support that ICAMcsr provides – yet another example of the benefits Children Affected by Migration bring to schools.

Note: This section of the handbook will be constantly updated as the ICAMcsr programme develops

Further information about ICAMcsr can be found on the ICAMcsr pages on the ICAM website www.icamproject.eu

D.6.4 Dealing with bullying and other forms of violence

Because bullying is systematic abuse of a weaker person by a stronger person, it is not a conflict between equals. Therefore, dealing with bullying requires a special form of mediation which protects the weaker person and stops the stronger person repeating the offence.

D.6.4.1 Stopping bullying

In stopping bullying, the conversation with the students involved should take place individually and usually in this order:

- conversation with the target of bullying
- conversation with each perpetrator on their own
- conversation with the perpetrators together

There will then be follow-up conversations with each party after which the parties can meet.

Parents should be involved wherever possible.

Incidents of bullying vary, and it is important to use common sense to decide which conversations to have first and how the parties should be brought together. The main principle underpinning the conversation with students, however, is to support the target and make demands on those who bully to stop without negotiating with them.

In the conversation with the target, it is important that the student should experience the support of the adult member of staff. The adult should show clearly that he or she will not accept further bullying and will take responsibility for putting an end to it. The perpetrators should not be discussed negatively as people. It is the bullying behaviour that is disliked, not the students.

It is important to talk to perpetrators individually before talking to them as a group. Belonging to a group is part of what drives bullying. By dealing with the group together, there is a risk that the group

will be strengthened. Having individual conversations first helps to weaken the relationship between the members of the group. Afterwards these relationships can be built up again with a positive behaviour as a focus.

Although the class teacher or tutor may often be the adult who intervenes in incidents of bullying or other forms of violence, all staff should be familiar with, and trained to use, the agreed school procedure.

D.6.4.2 Bystanders

Perpetrators' bullying actions towards their targets are a negative force. The target's protest and despair is a force against the perpetrator, but it is a weak one. A third force is found in the student bystanders. The power of the bystander community is dependent on the climate in classrooms and in the school as a whole. In a negative environment, the bystanders can turn against the target. In a positive climate, and with clear guidelines from adults, the bystanders can form a strong protective influence on students who might otherwise be vulnerable to bullying.

Bystanders are also invaluable to school staff if problems should arise. This is one of the reasons that authoritative classroom management is emphasised strongly in successful whole school interventions to prevent and reduce bullying and other forms of violence .Bystanders can also set boundaries for those who bully. School staff can raise awareness in the bystanders, especially the informal leaders, and encourage them to take responsibility generally and specifically if they see bullying. When bystanders step in, it can be very effective.

Nearly 40% of students in an average European school experiences bullying in some way. The rest of the students, the bystanders, are also affected by the bullying and may have an important role in stopping it. Dan Olweus, one of the pioneers in international anti-bullying work, has described students involved or witnessing a bullying situation as having roles in the Bullying Circle standing round the recipient (*Reference: Olweus 2001*).

These roles are:

a) students who bully

b) followers or henchmen

c) supporters or passive perpetrators

d) passive supporters or possible perpetrators

e) disengaged onlookers

f) possible defenders

g) defenders.

School staff should be prepared to identify and help all students in a bullying situation – the perpetrator, the target and the bystanders - first and foremost by establishing norms that make it clear to everyone that bullying is not acceptable and that there will be consequences for bullying. It is also important to establish the idea that witnesses to bullying are responsible for taking action. Bystanders should become 'defenders', to learn that they have the power to stop bullying and to know how to use problem-solving strategies to help prevent and stop it. Moreover, students should learn that adults in the school will help if they report bullying incidents and that adults will take responsibility for stopping the bullying.

An excellent video about the role of bystanders entitled "Silent Witnesses" from the school of Education Queens University Dublin is posted on the ICAM website and can be used both in School ICAM Leader workshops or within schools for helping staff students and parents to understand the importance of educating bystanders to intervene when bullying occurs

Key feature 7 - A school formal and informal SEL curriculum designed to improve learning, emotional health and wellbeing and social inclusion.

Building a strong inclusive school climate requires commitment from all involved to school-wide practices that strengthen relationships between students and teachers, students and students, and teachers and teachers. It requires the development of social and emotional skills. Some of these skills can be taught explicitly within an appropriate curriculum. Others are assimilated by students as they observe how others behave and experience the effects of a school ethos and environment that encourages convivencia. This section focuses on effective ways in which an SEL programme can be implemented to support the inclusion of CAM.

D.7.1 Devising a programme of Social and Emotional Learning (SEL)

A whole-school approach, which includes explicit SEL teaching in the curriculum for all students, demonstrates a commitment to their rights which is fundamental to Rights Respecting School.

D.7.1.1 The need for clear objectives

It is important that any programme of SEL has clear objectives.

Learning outcomes (what students will know, understand and be able to do as a result of the learning opportunities) are usually considered in relation to the five key areas of SEL outlined in Section C7 of this Handbook:

- **self-awareness** and confidence (e.g. knowing what we are good at, how we learn best and developing a sense of self-efficacy)

- **managing feelings** (emotional regulation: managing uncomfortable emotions, for example anxiety; responses to bereavement and loss; coping with change, promoting positive feelings in healthy ways)

- **motivation** (developing the skills students need to be effective learners: managing attention and concentration, persisting in the face of difficulty, overcoming setbacks, learning from mistakes, goal-setting, autonomy and responsibility)

- **empathy** (cognitive empathy e.g. seeing a situation from the perspective of another, and affective empathy e.g. having the skills to welcome others and support others)

- **social skills** (valuing others and celebrating diversity, developing the skills of friendship, working together and learning in groups, assertiveness and conflict management)

The specific importance of the learning outcomes covered by an SEL programme for CAM (who may have had experiences which make excessive demands on their social and emotional skills, and for whom such learning may be unfamiliar) is detailed in Section C.7 of this Handbook.

A list of learning outcomes for a sample of a primary school SEL programme can be found in Appendix 2 of this Handbook. The outcomes for a secondary school programme will be very similar.

D.7.1.2 Ensuring the success of an SEL programme

An SEL programme should be designed to fit into the schools' other development priorities, and into their curriculum planning. It should recognise and build on a body of existing good practice in schools which promotes students' wellbeing, and social inclusion and should be intended as a unifying framework rather than an additional initiative.

The literature (*Ref:* e.g.*Weissberg & Cascarino, 2013*) identifies the following success factors in implementing a programme of SEL:

- A whole-school approach which includes quality systematic learning for all students as an 'entitlement curriculum' for all. This entitlement curriculum should have a structured and

progressive framework, offering class-based quality teaching to all students from the time when they start school to the time when they complete their schooling. It should include clear learning outcomes, structured curriculum work for each age range which builds upon the work completed before. It should employ four evidence-based practices related to skill development, expressed in the acronym 'SAFE': Sequential, Active, Focused and Explicit.

- Explicit teaching which takes place within the context of sustained experiences of quality nurturing environments and a positive school ethos (a formal and informal curriculum).

- Adults who scaffold, reinforce, model the skills of SEL throughout the curriculum and across the school day. While the explicit SEL curriculum is a necessary aspect of effective provision for developing students' personal and social skills, research shows that by itself it is not sufficient. There exists a robust body of evidence *(Ref: K. Weare, Developing the Emotionally Literate School, 2010, Sage Publishing)* demonstrating the need for frequent reinforcement to embed new social and emotional learning and to ensure that students regularly apply the skills in real life situations.

- A continuum of provision built on the entitlement curriculum, providing small group support for those students who have additional needs in this area, and individualised support for the most vulnerable.

- Staff CPD and support provided to ensure teacher competence, confidence and consistency throughout the school.

- Families involved and supported to continue the learning in the home environment.

- The community is involved wherever possible

Any SEL programme therefore has elements that are formal and elements that are informal – that students assimilate, learn from experience and develop by observing how other people behave.

D.7.1.3 Four essential elements of an SEL programme

A taught curriculum is not by itself sufficient to bring about changes in behaviour – while students might understand a particular skill (e.g. that they should express their feelings appropriately) to actually <u>use</u> the skill they need:

- **to see it modelled**

- **to have lots of opportunities to practise it**

- **to try it out in a safe environment.**

The programme therefore requires a whole-school approach involving all students, all staff (not only teachers), parents/carers and other stakeholders. The involvement of CAM and their families will be particularly important if the programme is to reflect the needs and context of the whole school community.

An effective programme consists of four inter-related core elements:

Ethos	**Staff Modelling**
Taught curriculum	**Reinforcement**

Ethos – ensuring a positive ethos for SEL, for convivencia, means paying attention to the quality of relationships in the school, to the language people (both students and adults) use and the way they

communicate with one another, and to a physical and emotional environment for learning in which students can feel safe, happy and cared for. This will be of particular importance for CAM, as their experiences, both prior to and post migration, may not have provided these core conditions for learning. For CAM who have experienced attachment disruption and trauma, the importance of the safe environment cannot be overstated.

Staff modelling - means that staff consistently demonstrate good social and emotional skills in all their interactions with students, with one another, with parents/carers and with other stakeholders. This is not easy and, if they are to do it, they need support and the school must take steps to promote and ensure their emotional health and well-being.

Taught curriculum – if all students are to receive their entitlement to SEL, this cannot be left to chance. Whilst all good teaching implicitly provides opportunities for SEL, it is necessary to implement a planned, structured curriculum to ensure that all the necessary skills are explicitly taught to everyone. CAM may have additional needs in this area as a result of their experiences, and may require targeted small group or individual support.

Reinforcement – the taught elements of SEL will not have impact if they are out of tune with what happens in other areas of the curriculum. It is possible to provide opportunities for SEL and to encourage students to practise their social and emotional skills in all lessons. It is also important that parents/carers understand the programme and are helped to continue SEL with their children at home. For the families of some CAM, this may be a culturally unfamiliar area and one that has not been part of their understanding of the role of the school in the past. There may therefore be a need for the school to offer additional support for the families of CAM.

The implementation of each of these four components is explored in Section 7.2, below.

D.7.1.4 The need for a clear strategy to introduce, implement and embed an SEL programme

As with any school initiative, any new way of doing things, there are clear stages which senior leaders should be aware of when introducing, implementing and embedding a whole-school SEL programme.

These stages relates to the school improvement cycle outlined in Section B.2 of this Handbook.

The following steps are suggested in implementing an SEL programme, for schools who do not already have one in place.

- Finding out about different programmes and materials available

- Ensuring that the school is READY (i.e. it is the right time), has the RESOURCE (in terms of people, time, finance etc.) and that the programme is RELEVANT (to the school's context, needs and vision).

- appointing SEL leaders

- setting up a steering group

- raising staff awareness/ providing CPD to ensure staff confidence and competence, and to promote consistency in staff delivery

- formulating a vision for SEL in line with the school vision

- conducting a review of the current state of SEL

- analysing the review results

- identifying key areas for action.

Appendix 3 of this Handbook shows a sample planning document for introducing, implementing and embedding an SEL programme.

D.7.2 Developing the four core elements of SEL in a school to promote the inclusion of CAM.

D.7.2.1.Core element 1 - Developing a positive whole-school and classroom ethos that promotes convivencia

Providing an ethos that promotes convivencia is absolutely crucial if the needs of CAM are to be met. The ethos depends on both staff and students having understanding, empathy and a positive attitude to CAM. This does not require a large investment of money or resources. It requires a clear statement of values and vision which is understood and agreed by everyone concerned, values and vision which recognise the rights of all students (including CAM) and promotes a child-friendly approach. It requires everyone to behave consistently in accordance with those values and vision.

"Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world" (*Barker 1991*).

For example, a school's vision may involve helping students to be independent and to take ownership of their learning and behaviour. One school adopted the following vision statement.

> To develop every child's academic, social, emotional and ethical potential within a warm, caring and safe environment. We strive for academic excellence built on a foundation of social and emotional learning for the purpose of fostering capable and responsible citizens. We believe that all children, staff, family and community members have something of great value and significance to offer our school and we aim to harness those benefits and engage them as partners in learning

Once a vision has been established, schools should consider three of the key elements of ethos within a school. These include:

1. the quality of the relationships (staff-student; student-student and adult-adult)

2. the tone and nature of the language that is used

3. the environment (physical, social and emotional).

These elements influence all learning. They involve everyone concerned with the school and they affect the whole school, both within and outside the classroom.

1. The quality of the relationship that students have with their teachers has a profound effect on learning. It is the teachers' responsibility to create an atmosphere that maximises learning opportunities *(Ref Section 10.1 of this Handbook).*It is important to note that the relationships that adults have with other adults in the school community can be as important as the relationships between adults and students. One school formalised their thinking on this by drawing up a policy for adult-adult communication. *(Ref: Appendix 4 of this Handbook)*

2. The language, the tone of both spoken and written communications in the school, has a powerful influence on attitudes and behaviour. It can demonstrate the values and vision in action. Section 11.1 of this Handbook explores how this applies specifically to CAM and their families.

3. When considering the school environment, it is important to pay attention not only to the physical dimension but also to the social and emotional dimensions to promote all learning and, in particular, SEL.

"Students who are anxious, angry or depressed don't learn; people who are in these states do not take in information efficiently or deal with it well… when emotions overwhelm concentration, what is being swamped is the mental capacity cognitive scientists call 'working memory', the ability to hold in

mind all information relevant to the task at hand."(Reference Daniel Goleman, Emotional Intelligence 1995)

The central role that the emotions play in every learning experience is one of the key findings of recent research. Much learning takes place within a social context. Before students can begin to tackle the cognitive demands of any task, they should be able to address the social and emotional components that accompany it. The emotional needs of some CAM are likely to be greater than for other children who have not had the same experiences, and it is therefore important to consider the environment from their perspective *(Ref Section C.6 of this Handbook)*

D.7.2.2 Core element 2 - Supporting staff modelling and emotional health and wellbeing

Staff emotional health and wellbeing are key factors in the development of SEL and convivencia *(Ref: Section 9 of this Handbook*) Staff need to develop their own social and emotional skills, including the ability to recognise and manage stress, if they are to act as role models for others. Specifically, staff will need to model a positive attitude towards CAM, and a celebration of the diversity that different groups bring to the school *(Ref: Section 6.1 of this Handbook).*

'Modelling' doesn't mean always behaving in a perfect way – it might mean adults apologising when they have done something wrong. It might mean adults explaining their feelings and strategies for dealing with them.

Professional development and support are essential to enable all members of staff in the school to feel confident, competent and enthusiastic about work on SEL. The development of students' social and emotional skills takes place both within and outside formal lessons, and it is therefore important that staff CPD includes all school personnel (teachers, support staff, caretakers, and administrative staff and any other staff who have direct contact with the students). Staff should be fully involved in discussions about the development of SEL if they are to have the necessary understanding and motivation to contribute fully to it. Where there is a hostile media and political reaction towards CAM, it will be important that staff have access to CPD which develops their own understanding and empathy for CAM so that they can model positive attitudes, and correct myths and opinions that are not based in fact. (*Ref: Section 9 of this Handbook)*

D.7.2.3 Core element 3 - Implementing an explicit SEL curriculum

As previously outlined, the entitlement SEL curriculum is of particular relevance to CAM who may have suffered challenging and traumatic emotional experiences, or experienced disrupted attachments *(Ref: Sections C8 and 8.1 of this Handbook).*

Before extending the SEL curriculum, schools need to answer the following questions:

- What are the needs and priorities regarding the development of explicit SEL in our school?

- What is the current state of social and emotional skills development and how is it being achieved?

- What is working well in relation to SEL?

- What are the gaps in current practice?

- How is progress ensured and assessed in this area?

- How can we ensure that our provision meets the needs of all our students, in particular CAM who have faced challenging or traumatic experiences?

- What staffing and timetabling issues arise?

- How will the assemblies be used to introduce and reinforce SEL themes and promote empathy and a positive attitude towards CAM?

- How will we reinforce SEL across the curriculum?

- How can we ensure that students understand the purpose of work to develop their social, emotional and behavioural skills and are involved in planning?

- How will we involve parents/carers in our plans, in particularly 'hard to reach' parents such as the families of CAM who may not be familiar with SEL as an area within the remit of schools, and those who are not fluent in the host language?

- What sources of support will we draw on? Are there community groups which support the CAM we have in school?

- What initial and ongoing CPD will be necessary?

- What resources might we need?

- How will we reflect all this in our School Improvement Plan?

The answers will inform the planning process, described above in Section 7.1.

A sample SEL programme

An example of a successful SEL programme is the Social and Emotional Aspects of Learning (SEAL) programme developed for primary schools by the Department of Education in the UK. There is a parallel programme for secondary schools Descriptions of the themes and materials can be found at www.sealcommunity.org

The curriculum focuses on seven themes and returns to them each year so that, as students grow and mature, they re-visit them and increase their understanding with activities appropriate for their developmental stage. The activities are designed to cover the five social and emotional aspects of learning - self-awareness; managing feelings; motivation; empathy and social skills

Theme	**Social and emotional aspects of learning covered by the theme**
1. New beginnings - offers students the opportunity to see themselves as valued individuals within a community, and to contribute to shaping a welcoming, safe and fair learning community for all. Students explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning (and putting into practice) shared models for 'calming down' and 'problem solving'.	Empathy Self-awareness Motivation Social skills
2. Getting on and falling out - develops the ethos of the classroom – extending the work of Theme 1,**"**New beginnings", on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing **a**nger and resolving conflict.	Managing feelings Empathy Social skills
3. Say "No" to bullying – focuses on what bullying is; how it feels; why people bully; how we can prevent and respond to it; and how students can use their social, emotional and behavioural skills to tackle this crucial problem.	Empathy Self-awareness Social skills
4. Going for Goals! - gives an important opportunity for all students' abilities, qualities and strengths to be valued and for students to reflect on themselves as individuals, particularly to	Motivation Self-awareness

recognise their strengths as learners, and how they learn most effectively.	
5. Good to be me - explores feelings in **t**he context of the child as an individual, As well as considering their strengths and weaknesses as learners, students are helped to understanding feelings, and why and how they lead us to behave the way we do – particularly the feelings of being excited, proud, surprised, hopeful, disappointed, worried and anxious.	Self-awareness Managing feelings Empathy
6. Relationships -explores feelings within the context of our important relationships including family and friends. In addition, there is a focus throughout the theme on helping students understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one.	Self-awareness Managing feelings Empathy
7. Changes - tackles the issue of change and aims to equip students with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop students' ability to understand and manage the feelings associated with change.	Motivation Social skills Managing feelings

The themes which cover anti-bullying and changes are of particular relevance to the inclusion of CAM, as consideration of the emotional impact of change will help to promote understanding and empathy towards CAM for all students. It may also support CAM in understanding their own responses to the many changes and losses they may have faced and in making transitions in their new schools.

Schools might consider providing explicit sessions on migration and its impact on people, for example, supplementing the resources described above with other materials, samples of which are available on the ICAM website.

The programme also provides resources and guidance on offering small group support, as part of the continuum of provision.

A sample model for implementation of an SEL programme

The suggested model for using the Social and Emotional Aspects of Learning (SEAL) programme in schools is to foster the learning outcomes through an explicit curriculum, reinforcing them through throughout all curricular areas and across the school day.

Curriculum materials for each Year Group are provided to support the explicit curriculum, divided into the themes listed above. An overview is provided for each theme, which includes a whole school assembly, a staff CPD booklet, family activities to send home and ideas for small group work.

In addition to these curriculum based resources, there are a number of whole-school materials such as posters, photographs and protocols (e.g. for conflict management and problem-solving) which are designed to offer a set of shared concepts and vocabulary to be used by the whole school community.

Each half-term the following process is followed:

- The theme and curriculum materials are introduced in a staff meeting
- A whole school assembly takes place to launch the theme

- Curriculum work takes place in every classroom, using the curriculum booklets to achieve the learning outcomes for the theme. Family activities may be sent home, and some small group work might take place from the resources provided.

- At the end of the half-term a follow-up assembly and celebration of the application of SEL skills that were the focus of the theme takes place

- A staff meeting takes place to review the process and outcomes

While the theme is ongoing, the focus skills (the learning outcomes for the theme) will be reinforced, modelled, noticed and celebrated by all staff both across the curriculum and during unstructured times.

D.7.2.4 Core element 4 - Reinforcing the explicit SEL curriculum

SEL skills can be taught through all subject areas, although research suggests that skills are learned best if they are taught through an explicit SEL curriculum in SEL lessons and reinforced across the rest of the curriculum (and in every aspect of the life of the school).

For example, the skills involved in sharing, negotiating, compromising, managing feelings of frustration or disappointment, can be practised in any lesson.

Team-working can be practised in sports such as football.

Empathy, understanding of others' views, can be exercised by studying literature and history.

The use and understanding of body language can be practised in role play or drama lessons.

While all teachers in all subject areas can play an important part in promoting SEL, unless they are aware of the need to take an active role in doing so, opportunities may pass unrecognised. Reinforcement is most effective when it is planned across the school and targeted on specific skills.

Many schools reinforce their explicit SEL curriculum by ensuring that, in every lesson, the teacher specifies both subject-specific learning outcomes and an SEL outcome linked to the current agreed school-wide intended SEL learning outcomes. For example, a poster listing the social skills and empathy currently being developed through the explicit SEL curriculum is displayed in every classroom in a school, no matter what the subject. It says

"We are noticing and celebrating students who demonstrate these five skills

I have shown responsibility as a member of my class or school

I have helped to solve a problem and can tell you how I did it

I have worked well in a group to achieve a good result

I have been a good friend to someone and can tell you how

I have shown that I can look at a situation from another person's point of view."

Each teacher will look out for, acknowledge and celebrate skills in these areas, thereby reinforcing the learning.

Key feature 8 – Additional support for CAM's Social and Emotional Learning (SEL) and general wellbeing

There will be some CAM who have additional SEL needs and it is necessary to make additional provision for them to build on the learning that they do along with all students in their class. Their parents/carers will also need additional help to develop their own SEL skills, to understand what their children are learning in school and to reinforce it at home.

D.8.1 Understanding the impact of migration experiences and common possible psychological effects.

(Ref:Perry, B.D. Helping traumatized children: A brief overview for caregivers. Child Trauma Academy Press, 1999)

D.8.1.1The importance of a whole-school understanding

If staff are aware of the trauma caused by the CAM's pre-, trans- or post-migration experience, and understand the resulting impact, they will be more likely to empathise, offer them the support they need and put in place the strategies necessary to promote healing.

People often believe that once children are in a 'safe' situation, they will quickly 'get over' their prior experiences, and this can result in insensitive comments or inappropriate actions. Whole organisation awareness about the long-lasting effects of traumatic events and the long process of recovery will make these inappropriate responses less likely, and shared information about how to deal with the effects will help to ensure consistency and confidence.

D.8.1.2 Possible effects of the experience of migration

Not all CAM will have significant or long-lasting problems resulting from their migration experiences. It is important to know (as far as is possible) the individual stories of CAM and their families, while being mindful that these may be shared in a fragmented fashion and will develop only when trust is established.

The majority of CAM who experience trauma will have some change in their behaviour and emotional functioning. Fortunately, however, for the majority of these children these symptoms are short-lived. Some may exhibit no easily observable changes in their thinking, feeling or behaving. In general, the more threatened a child felt, the closer they were to injury or death, the more the event disrupted or traumatized their family or community, then the more likely it is that there will be symptoms.

It is important for staff to be able to distinguish CAM whose reactions and responses fall within the range that schools would routinely be expected to deal with in the classroom and within whole-school structures, as they would for others who have experienced difficult events in their lives, and those who require additional support at a small group level, or, for the most extreme, who require external specialist support.

For CAM whose migration experiences have included traumatic events the following effects might be observable

- **Re-experiencing:** In play, drawing and words, the child may repeat, re-enact and re-live some elements of the trauma. They may repeatedly ask adults to describe what happened. They may experience intrusive thoughts or nightmares. The traumatic experience is close to the forefront of their mind and can be triggered in many different ways.

- **Avoidance:** e.g. being withdrawn or numb, daydreaming, avoiding other children and social opportunities, giving up previously enjoyed activity

- **Hypervigilance:** hyper-reactivity (e.g. being on 'red alert', constantly scanning the environment for danger. Showing anxiety, sleep problems, behavioural impulsivity. Increased aggression may be seen in adolescents.

- **Fearfulness:** The child may develop profound 'empathic' concerns for others experiencing trauma, including fictional characters and animals. They may explain their concern to avoid danger e.g. by playing under a table "It will be safe here if the bombs come". They may develop a fear of particular days or dates and a belief that, if they are alert enough, they will recognise warning signs and avoid future traumas.

Immediately following a trauma, CAM will not have been very capable of processing complex or abstract information. As they get further away from the event, they will be able to focus longer, digest more and make more sense of what has happened. It takes many moments of sad clarity for the reality of the trauma to actually sink in for young children. Between these moments of harsh reality, they use a variety of coping techniques – some of which can be confusing or upsetting for adults.

The child will experience and process the same material differently at different times following the trauma. Some show a natural remission in symptoms over a period of a few months. However, for a significant number some form of post-traumatic symptoms can last for many years. Indeed, more than thirty percent of children living through traumatic stress develop some form of post-traumatic stress disorder (PTSD). This is a chronic disorder requiring the attention of mental health professionals (*Ref: Section 8.2 of this Handbook*).

In the long run, the opportunity to process and re-process events many times will facilitate healthy coping. This re-processing may take place throughout the development of a given child. Even years after the original trauma, a child may revisit the loss and struggle to understand it from their current developmental perspective. An intensity of emotional feelings will often be seen on various anniversary dates following the trauma (e.g.one month or one year).

One of the most important elements in this process is that children of different ages have different styles of adapting and different abilities to understand abstract concepts often associated with trauma such as death, hate or the random nature of natural disasters.

There is a pervasive, but inaccurate view that infants do not recall traumatic experience and it is important that school staff are aware that this is not the case. While a child may not be able to recall events prior to age three or four, the brain has many ways of remembering events,   motor, vestibular, emotional, social and cognitive. The majority of our 'memories' are non-cognitive and pre-verbal. It is the experiences of early childhood that create the foundational organization of neural systems that will be used for a lifetime. This is why, contrary to popular perception, infants and young children are more vulnerable to traumatic stress. If the experiences of the infant involve fear, unpredictability or pain, neural organization in many key areas will be altered, manifesting in later behaviours of the sort listed above. When the child has no access to cognitive memory, they will be completely unaware that the source of their feelings and thoughts, and therefore the impact can be both more extreme and more difficult for adults to deal with.

D.8.1.3 Supporting CAM in dealing with the impact of traumatic experiences

The strategies and approaches used for children with attachment difficulties *(Ref: Section C.8 of this Handbook)* **will be relevant to those who have experienced trauma. The following suggestions relate more specifically to dealing with the trauma:**

a) Listening if CAM talk about a traumatic event

Whilst staff should not deliberately seek to provoke memories of difficult times in the lives of CAM, they should not be afraid to talk about traumatic events when they are brought up by the student,

using age appropriate language and explanations. Children do not benefit from 'not thinking about it' or 'putting it out of their minds.'

If a child raises the subject and then senses that adults are upset about the event, they become more scared and will not refer to it again. Adults should try to listen calmly, answer questions, and provide comfort and support. Listening and comforting a student without avoiding or over-reacting will have long-lasting positive effects on the student's ability to cope with trauma.

The normalisation of emotions is useful. To explain that their feelings and responses are common and understandable can be enormously helpful to students who are suffering the effects of trauma. With older children it can be helpful to explain the typical effects of trauma and offer a simple science-based explanation.

b) Responding to what CAM say

The memories of CAM may be fragmented and contradictory. When processing information under conditions of trauma, the brain is not capable of taking in all details – these may be filled in afterwards and the sequence of events may be muddled. The importance of accepting and believing the stories of CAM has previously been emphasised in this Handbook *(Ref: Section1.1)* and it is important to accept inconsistencies and remember that the aim is to help the person process the memory, not to establish an objective truth.

However, young children often make false assumptions about the causes of major events, and in these circumstances it is important to challenge their thinking. Their assumptions may include some sense that they were at fault. Adults often assume that causality is clear, but children assume some degree of personal responsibility for the traumatic event (which may have involved the death of a loved one). This can lead to very destructive and inappropriate feelings of guilt.

Adults should correct and clarify if they see false reasoning developing. Over time, the ability of the child to cope is related to the ability of the child to understand.

Some elements of trauma seem beyond understanding, and this can be explained to a child . They should not be allowed to develop a sense that there is a secret about the event, something that adults understand but will not share. It should be made clear that there are some things that nobody can understand.

c) Providing a consistent, predictable pattern for the day.

It will help CAM to feel secure if there is a known structure to the school day. If a day is to include new or different activities, CAM should be told beforehand and the reason for the change in pattern should be explained. It is important for CAM to know that the staff are in control. It is frightening for traumatized children to sense that adults caring for them are disorganized, confused or anxious.

d) Establishing trust

CAM who have suffered traumatic experiences are likely to exhibit many of the trust and relationship difficulties manifested by children with attachment difficulties, and adults may therefore have to work hard to earn their trust. The strategies outlined in Section C.8 of this Handbook on attachment difficulties are appropriate for this group of CAM..

A focus on establishing safety (e.g. showing the student the locks and systems for keeping them safe) will be of importance.

The more the student knows about the 'who, what, where, why and how' of the school world, the easier it will be for them to make sense of it. Unpredictability and the unknown make a traumatized child more anxious, fearful and, therefore, more symptomatic - they may be more hyperactive, impulsive, anxious, and aggressive and have more sleep and mood problems.

Without factual information, children speculate and fill in the empty spaces to make a complete story or explanation. In most cases, their fears and fantasies are much more frightening and disturbing than the truth. It is important to tell CAM the truth, even when it is emotionally difficult, or when the adult doesn't know the answer to a problem. Honesty and openness will help CAM develop trust.

e) Keeping a record of symptoms and behaviours.

All traumatized children exhibit some combination of the symptoms listed above in the acute post-traumatic period. Many exhibit these symptoms for years after the traumatic event. The symptoms will wax and wane - sometimes for no apparent reason. It is helpful to keep some record of observable behaviours and try to discover patterns in them.

f) Avoiding upsetting situations

If staff observe increased symptoms in a student occurring in a certain situation, or following exposure to certain topics or activities, arrangements should be made to restructure or avoid these triggers.

g) Allowing for CAM's need for control.

Like children with attachment difficulties, CAM who have experienced trauma have a need to be in control of what happens to them. They have experiences of being utterly helpless in a frightening situation, and their Internal Working Model may tell them that they cannot trust adults to protect them.

Giving the students choices is helpful. If they have some element of control in an activity, or in an interaction with an adult, they will feel safer and more comfortable and will be able to feel, think and act in a more mature fashion.

If a student is having difficulty with compliance, it is helpful to frame the consequence as a choice for them "You have a choice. You can choose to do what I have asked or you can choose….." This simple framing of the interaction with the student gives them some sense of control and can help defuse situations where they feel out of control and therefore, anxious.

D.8.2 Identifying CAM in need of additional SEL support

D.8.2.1 Additional small group support within the school

The social and emotional needs of the majority of CAM will be met within a school which is developing the various aspects of convivencia described in this Handbook. A welcoming environment; positive attitudes from staff and students, underpinned by understanding of their history and empathy for their experiences; a sensitively delivered whole school SEL curriculum; a Rights Respecting Schools programme; good induction processes; and family involvement will all contribute to the inclusion of CAM and meet their needs for emotional health and wellbeing.

Some CAM may, as a result of the challenges of their migration experiences, require some additional strategies to be put in place in the classroom and some may also benefit from extra SEL support within the school, for example from a school counsellor or from small group work. The purpose of such small group support and the form that it might take are explored further in Section 8.3 of this Handbook.

In identifying CAM who may benefit from small group support, schools should delay making judgements about their needs until they believe that an adequate period of settling-in has passed (unless the behaviours or emotional needs are severe enough to warrant immediate concern). All students new to a school will take some time to adapt, and this will be especially relevant for those experiencing a new country, a new language and an unfamiliar culture.

CAM who might benefit from small group work include:

- Those who are still unconfident after a reasonable settling in period and are not demonstrating a sense of belonging (e.g. not joining in class activities; avoiding social contact in the playground; being sad; being unusually withdrawn)

- Those who need some support in developing friendships and friendship skills -these might be taught explicitly in a small group or arise through the opportunity to work in a safe, welcoming environment with peers.

- Those who exhibit high levels of vigilance and anxiety, avoidance behaviours or acting out behaviours such as impulsivity, aggression or unmanaged frustration.

- Those who are displaying re-experiencing of traumatic events in their play, drawings, conversations etc. or other evidence of traumatic stress *(Ref: Section 8.1.2 of this Handbook)*

D.8.2.2 Additional individual support from outside agencies

Some CAM may need one to one support from professionals e.g. doctors, psychologists or psychiatrists outside the school.

A Eurydice report for the European Commission *(Ref: Integrating Students from Migrant Backgrounds*

into Schools in Europe. National Policies and Measures 2019) states that "Children and young people who develop their social and emotional skills can acquire protective characteristics, such as the ability to manage feelings and friendships, solve problems, cope with difficulties, etc., that often prove to be more effective in dealing with difficult issues than concentrating only on students' immediate problems (Cefai, 2008). Nevertheless, for migrant students experiencing social and emotional difficulties (e.g. due to acculturation and/or resettlement stressors, experiences of bullying or hostility, or potential traumatic experiences, etc.), there may also be an increased need for psycho-social support services in schools as a therapeutic measure."

It is very difficult to know what constitutes a 'normal' response to the stress and possible trauma of the migration experience, and what might be considered 'abnormal' and beyond the remit and expertise of school staff.

As a guide, it is helpful to know that an acute post-traumatic change in feeling, thinking and behaving is normal – persistence of such changes or extreme symptoms are not. Many clinicians working with traumatized children have noted that the persistence of symptoms beyond three months is associated with increased risk for problems. If symptoms of traumatic stress *(Ref: Section 8.1 of this Handbook)* persist beyond three months, the general consensus is that they should be addressed. If they persist for six months or if the symptoms interfere significantly with any aspect of functioning, it would be appropriate to suggest that the child sees a professional from within the health-care system.

A sample procedure for gaining professional help for CAM who have suffered trauma is outlined in Appendix 5 of this Handbook.

D.8.3 Organising small group or individual support

In general, small group SEL work can provide:

- reinforcement or preparation for the class work, enabling increased engagement in class sessions

- more time, a more appropriately differentiated approach, and more opportunities for personal exploration to achieve the intended learning outcomes of their class work

- engagement in a safe environment with an empathic adult

- more direct interaction
- opportunities to practise skills in a safe and supportive environment
- development of relationship skills, group work and speaking and listening

For CAM with additional SEL needs the group might offer opportunities to:

- develop confidence within a smaller-group environment
- undertake explicit SEL work at a more differentiated level, with activities not dependent on host-language ability
- develop peer relationships
- develop feelings of belonging
- develop specific skills for e.g. emotional management, challenging irrational thoughts
- understand the impact of change (possibly with a particular focus on the challenges of migration) and have feelings and thoughts 'normalised'

In order to provide for CAM with additional SEL needs, it is necessary for the school to:

- identify the resources of time, people, facilities and materials that can be made available
- select people with the necessary skills to run and facilitate the groups
- decide how to select the students who will receive additional support
- clarify and describe the roles of parents/carers, facilitator(s), other agencies, class teachers and the leadership team
- decide where and when the groups will meet
- decide whether attendance will be voluntary
- agree how the additional provision will be monitored, evaluated and reviewed.

Resources for small group work will be provided on the ICAM website and participants will be encouraged to add to them as the programme develops and to share experience and expertise in this area.

To provide a safe group environment for SEL it is essential for the group to agree the ground rules for its working and to have a clear structure for each session so that students know what to expect.

To encourage an appropriate environment for social and emotional learning the teacher can use a 'check-in' either asking students to describe how they are feeling about the session or using signals

Thumb up: positive feelings

Thumb horizontal: neither positive nor negative feelings

Thumb down: negative feelings

A possible structure for a session is:

- Welcome and check-in.
- Warm-up.
- Group aims.
- Remembering what we did in the last session.
- Core activity.

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- Review.

- Thinking about what we will do in the time between this session and the next one.

- Relaxation.

Key feature 9 - Support for staff, including continuing professional development for the inclusion of CAM

If staff are to work closely with CAM and ensure their full inclusion in the school, they need support and professional development, time to consider the issues involved and to agree solutions to problems. It is essential that they are fully involved in the development of the programme, its planning, implementation and review. This section suggests ways of informing and supporting them.

D.9.1 Four stages of staff CPD for the inclusion of CAM

The professional development materials for School ICAM Leaders to use with their colleagues cover 4 incremental levels so that schools can choose how much emphasis to place on each stage of the school improvement cycle for the programme, build on their current successful practice and progress steadily over time.

The process for improving the SEL of CAM involves the development of the capacity of the school and its staff to progress support for CAM through 4 levels.

Doing this will not only improve the learning of CAM but will also have a positive impact on the SEL of all students in the school.

Note: At all four levels the ICAM programme will consider how most effectively to support and work in partnership with parents/carers and any extended family there may be.

Level 1: Raised awareness and understanding of the past experiences of CAM

Improved staff awareness and understanding of the possible past experiences of CAM and their families is important in developing empathy and an appreciation of their personal history in order to promote positive relationships with them.

This appreciation includes an understanding that experiences vary greatly from person to person. It also requires school staff to know and understand something about the cultural background of the countries represented in their classrooms. An understanding of the pre-migration, trans-migration and post-migration experiences of CAM will help staff to appreciate how social and emotional learning may have been affected and thus to consider how enhancements to the school SEL/or Life Skills (LSE) programme can be made to support CAM.

Rationale: Before staff can begin to improve the SEL of CAM they need to have a good understanding of the possible experiences of CAM and to appreciate something of how such experiences may influence SEL and wellbeing.

All staff will need to develop:

   a) Clarity about the various groups comprising CAM,

   b) Knowledge and understanding of the likely pre-, trans- and post-migration experiences of different groups of CAM and their potential impact on social, emotional and behavioural factors.

   c) A holistic understanding of the many challenges facing the families of CAM in their new country and where CAM's education-related issues might sit within the bigger picture.

A growing appreciation of the experiences that CAM bring to the school should stimulate actions to improve both the formal and informal SEL/Life skills (LSE) curriculum and, through this, to encourage all members of the school community to develop positive attitudes towards, and empathy for, CAM.

Level 2: **Improved SEL provision integrated into lessons and the school environment and designed to meet the needs of all CAM**

Staff application of their greater empathy for, and understanding of, CAM experiences to the task of developing trusting and constructive relationships with CAM to help them access learning. This can be achieved by adapting teaching styles and the management of learning in the classroom and around the school in ways that will promote the SEL of CAM and their greater inclusion in the school community. Some CAM may require support/scaffolding in forming relationships of trust and friendship and have needs beyond those which are met in their daily contacts in lessons and around the school and staff should be able to identify these students and refer them for support at level 3 (below)

All staff should be able to:
- model behaviour that helps CAM feel welcome, appreciated, safe and secure
- encourage similar behaviour in all members of the school community, particularly CAM's fellow students.
- understand that the behaviour of CAM will be deeply influenced by their past experiences and may show a variety of behaviours that affect learning
- apply their skill in responding to behaviours by encouraging the positive and correcting the negative without in any way rejecting the child .
- use teaching content which is sensitive to the culture and experiences of CAM and takes account of language and other barriers to learning
- support aspects of classroom and school organisation that encourage convivencia.
- show appreciation of the positive contribution CAM make to the school
- identify CAM who need additional SEL support in the class and around the school

Rationale: Learning cannot take place when SEL is compromised. It is likely that the SEL of CAM may have been affected by pre-migration, trans-migration, post-migration experiences. While it is important for teachers to understand the individual circumstances of each child, it is likely that the SEL needs of most CAM in the educational context will (in addition to the SEL needs of all) include the need to establish a sense of safety (for some CAM this will be extreme), and a sense of acceptance and belonging to their new community. Staff actions and school activities that promote these will therefore be a key focus for schools educating CAM. In addition to staff understanding, empathy and positive attitude (developed at level 1), the understanding, empathy and positive attitude of other students in the school will be crucial to promoting feelings of safety and acceptance. Work undertaken at a whole school and curricular level as part of the school's LSE/SEL and anti-bullying curriculum (enhancing convivencia) will need to include a specific and explicit focus on all aspects of migration and its impact with the aim of ensuring positive peer relationships. In order to establish healthy self-esteem and confidence, students from all groups will need to see their cultures represented in positive ways across the curriculum and be empowered to contribute positively to the life of the school.

Level 3: A greater understanding of the possible additional SEL needs of CAM and improved SEL provision to meet these needs in the whole of their school experience

A greater understanding of the possible additional SEL needs of CAM (as a result of migration experiences) and improved provision to meet them in lessons and during unstructured times around the school. This requires procedures and processes in the school to identify additional SEL needs of CAM, to construct individual SEL development plans specific to CAM, ensuring that all staff are aware of the plans and have the necessary knowledge, understanding and skills to differentiate teaching and learning so that the Individual SEL plans are implemented and the additional SEL needs of CAM are met.

Rationale: Not all CAM will require support over and above that described in level 2 above, provided the level 1 enhancements have been made to the school SEL/or Life Skills (LSE) programme and that has resulted in positive attitudes to CAM throughout the school. However some CAM, as a result of pre, trans or post-migration experience may require additional support to repair or improve their SEL. They

will need enhanced support in class and around the school over and above the school norms, to meet their additional needs. To help identify additional SEL needs and make special provision for these CAM across the school, All staff should to be able to:

- recognise when some additional SEL support may be necessary

Some staff should be able to:

- understand underlying models of displacement, trauma and loss
- understand the theoretical underpinnings and effective practical strategies for meeting additional SEL needs, both in terms of whole school processes and additional group or individual work.
- identify additional SEL needs of CAM using the principle of early intervention
- construct individual SEL development plans specific to CAM
- organise additional SEL support   e.g. by the provision of a Key Adult

All staff should be aware of, and implement, the plans and:

- have the necessary knowledge, understanding and skills to differentiate teaching and learning so that the additional SEL needs of CAM are met.

working with individuals who have experienced trauma can suffer a variety of effects (secondary traumatic stress) the School ICAM Leaders should establish processes for ensuring that staff SEL needs are also met

Level 4 Small-group/individual interventions for students identified as having the most severe additional SEL needs

Providing small-group/individual interventions for students identified as having the most severe additional SEL needs as a result of their migration experiences. This includes the development of teaching and learning materials for delivery in small-groups/individually and the professional development of selected staff to lead small group/individual sessions

Rationale: The provision of additional mechanisms to support CAM identified as requiring more support as outlined in Level 3 (above) may not be sufficient to meet the needs of some CAM severely affected by their pre-, trans- and post-migration experiences. They may require small group or individual intervention to enable them to function optimally in school. Some staff should have:

- ability to recognise when small group/individual intervention is required
- ability to organise additional small group and individual work for CAM
- knowledge understanding and skills to deliver small group/individual interventions
- knowledge of when and how to refer CAM on to external agencies, and who these agencies might be

Schools may be able to engage the services of specialist agencies to deliver some of this small group work e.g. counsellors, mentors for migrants, Educational Psychologists. The CPD and guidance suggests that best practice would be for schools to ensure that, where external professionals are engaged, the intention is that school staff are fully involved and become skilled to deliver future interventions themselves. The risk of 'outsourcing' is that the interventions come to be viewed as outside the remit/skill-set of professionals within the school.

9.2 Wellbeing

In order to promote convivencia and inclusion and develop students' social and emotional skills it is important for staff to attend to their own wellbeing.

In a state of wellbeing we can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to our community. Preserving our wellbeing involves attending to our physical, mental and social health.

The school should recognise the importance of staff wellbeing and to make provision to support it. Staff should be helped to be aware of the importance of their own wellbeing and to be able to identify their own wellbeing needs.

The ICAM programme, with its positive focus on solution focused approaches and recognising and building on what the school is already doing well provides opportunities to reconsider staff wellbeing and enhance it.

	Some factors which have an adverse effect on wellbeing	Some factors which promote positive wellbeing
Factors concerned with relationships	- Not being heard - Poor communication - Segregation - Exclusion - Feelings of fear - Parents who constantly challenge staff - Limited socialisation - Limited time for making connections with colleagues - Frequent changes of staff	- Sharing ideas - Building relationships - Good internal communication systems - Sharing of space and resources - Supportive staff members - A sense of community - Care taken with student wellbeing - Rapport between staff members - Contact time with students
Factors concerned with organisation	- Excessive testing and assessment - Hierarchical structures - High levels of criticism - High work demands - Being micro-managed - Work not linked to individuals' skills - Lack of support in roles - Being excluded from decision making - Lack of leadership	- Clear shared core values - Empathetic senior leadership - Autonomy - Events to involve everyone - Well maintained buildings - Good resources - Staff wellbeing initiatives - Technology supporting effective communication - Appreciation of different ways of working - Acknowledgement of staff

	Some factors which have an adverse effect on wellbeing	Some factors which promote positive wellbeing
	direction	achievement
	• Lack of wellness initiatives	• Adequate breaks
	• Unrealistic expectations	• Time allowed for administration
	• Excessive work load	

D.9.3 Strategies to enhance staff wellbeing

As part of their work, staff will encounter students, including CAM, who have endured traumatic experiences. Working with traumatised students can result in secondary traumatic stress (STS) and this can have physical emotional and social consequences for the staff concerned. Schools should be vigilant concerning this and have mechanisms to support staff when necessary.

As an integral aspect of the ICAM school review process, it is helpful to encourage schools to consider the kind of procedures and opportunities that already exist within their practice to support the well-being of staff. In addition, as a protective measure for staff, it is useful for schools to have:

- An **AWARENESS** of the symptoms of STS so identification is possible

- An understanding of the potential **NEEDS** of staff in relation to this and who is most likely to be affected. .

- A choice of options of available advice and support for schools to **RESPOND** to staff need such as:

    a) Advice and links on staff care information readily available so that self-help initiatives are encouraged and awareness of potential issues disseminated.
    b) Opportunities for supervision or debriefing within schools for staff most vulnerable to STS.
    c) Materials to support leadership reviews of staff work-life balance so that staff resilience is maintained through responsive leadership action to remedy emerging issues.
    d) Advice on the distribution of daily contact and work load across the organisation so that responsibility for supporting traumatised students is shared appropriately among staff.

D.9.4 The possible effects of STS, recognising them and providing support to ameliorate them
D.9.4.1 Prevent –
The first step to caring for those who care for others is to identify risk. This can be achieved by the following:

- Creating policies and procedures where staff wellbeing is an integral aspect of the work of the school. This can be done by securing access to quality professional development to build capacity; being sensitive to workload by monitoring staff work-life balance; being positive about the achievement of staff and the work which they undertake; distribution of leadership to value staff autonomy and create a sense of personal achievement; giving staff a voice and responding to their need; providing access to structured stress management and wellbeing programmes which include health screening.

- Developing an awareness of students' past history, to establish the prior experience of the CAM and their families and assess the possible risk of traumatic disorders developing.

- Providing an effective induction process over several months that is monitored by a named person, can identify student behavioural patterns and response and the likely effect that their behaviour is having upon the professionals working alongside them.

- If potential risks are identified from the outset, time tabling and mapping support carefully so that the responsibility for the provision and care for CAM is shared across professionals. This will help to decrease the intensity on any one individual. Professionals most at risk of developing STS are those who have high levels of engagement with traumatised children .

- School leadership assessing the vulnerability of staff from their professional knowledge of them. People who are socially or organisationally isolated, or feel professionally compromised due to lack of skills to cope with challenges, are at the most risk of developing STS. Similarly, staff who are highly empathetic or have unresolved trauma themselves, are vulnerable to STS.

D.9.4.2 Identify –

To understand how to cope with STS, schools firstly should be able to understand what it is and to recognise the signs.

. Although not a definitive list, symptoms of STS include: hypervigilance; minimizing; fear; inability to embrace complexity; a sense of hopelessness; cynicism or anger; chronic exhaustion; inability to listen; sense of guilt; difficulty sleeping; physical ailments; avoidance; disconnection; diminished self-care; social withdrawal; poor boundaries; insensitivity to violence and loss of creativity.

People suffering from STS may not necessarily recognise it themselves. That is why it is important for schools to develop systems which provide care for staff and opportunities to determine their sense of wellbeing on a regular basis. In this sense, staff welfare is not left to chance. Systems which are preventative avoid the necessity to be reactive.

D.9.4.3 Respond –

Structures which value staff wellbeing and support this actively through policies and procedures are responsive to need. The following features might be observed in a school that is responsive to the needs of staff:

- A proactive approach to developing positive relationship between staff and staff, staff and students, students and students, and between parents/carers and the school. Positive relationships which help to alleviate the potential effects of stress on the individual.

- Recognition by school leaders that empathetic individuals, who connect with the feelings or pain of a vulnerable student, are vulnerable to internalising the trauma of the student. Consequently, provision of debriefing sessions for professionals who work in this capacity.

- Staff encouraged, as part of the working practices of the school, to reflect on their social, emotional and mental health and consider this in relation to their professional and person life. An emphasis on personal awareness and strategic practices and reporting accountability procedures which support this. Awareness of health programmes promoted through professional development and provision of sources of information on exercise; diet; symptoms of stress; work-life balance and self-care.

- Recovery time provided for staff between intensive sessions with a student or across their planned work schedule so that there is a relief from hearing traumatic accounts. Fostering of a team approach to dealing with vulnerable students so that patterns of provision and care are distributed.

- Care for staff that is overt and a recognised aspect of the work of the school. Staff who all know how to access help. Staff who know that they are valued and school systems which take

account of their views. Recognition that people who feel cared for are capable of tolerating higher degrees of stress.

- Financial investment in provision for the wellbeing of staff and students. School leaders who provide practical and emotional support for staff and help them to focus on the purpose of their work. Leaders who protect their own emotional welfare so that they have the resilience to support others.

- When Secondary Trauma has been identified, availability of a suitably skilled person to work alongside their colleagues to help them sensitively to recognise their current difficulty. An agreed support plan to help the professional recover and no consequent sense of shame or blame. Intervention, which might include: mindfulness training; cognitive behavioural interventions; informal discussion meetings; referrals to employee assist programs; reflective supervision or an option preferred by the staff member.

- If symptoms of secondary stress do not subside within a month, provision of the additional support of a suitably qualified professional, such as a psychologist or psychotherapist so that the staff member feels that the issue are fully resolved.

STS is a serious condition which requires thoughtful leadership. If schools are to nurture students, particularly those with multiple vulnerabilities, equal emphasis needs to be placed on nurturing the adults who care for them - intention is not enough, it needs to be supported by an infrastructure which defines clear strategies to secure the welfare of staff.

D.9.5 Developing a database of resources to meet the needs identified through the ICAM programme

An easily accessible database of materials and resources to support the inclusion of CAM.

The ICAM website provides a database of resources and the opportunity for those involved in the ICAM programme to share experience and expertise in a learning community. It will grow and develop as the programme progresses.

Key feature 10 - Involvement of students throughout the school in supporting each other and the inclusion of CAM

Schools exist for the benefit of students and the importance of listening to their voice is becoming increasingly recognised. If a programme to enhance inclusion is to be successful, it is essential that students are fully informed and involved at every stage, that their views are taken into account and their involvement in implementing an action plan is secured. Positive relationships between teachers and students encourage student participation in shared learning and their care for the wellbeing of others. Students will be very aware of how effective the efforts that the school makes to be inclusive are and they have a key role in supporting and strengthening them.

Adults with an authoritative style in the classroom, providing sensitive supervision outside the classroom and effective systems for student support, all contribute to a climate of convivencia and students play their part in this. In addition, children can make a contribution to convivencia and the inclusion of CAM through formalised arrangements e.g. student councils, peer support or buddying arrangements, helping at break times, prefect systems and participating in restorative practices to resolve conflicts.

A Eurydice report for the European Commission *(Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures 2019)* notes that, in most European countries, " Despite the fact that teachers generally have autonomy when it comes to the teaching methods they use in the classroom, the forms of learning support most frequently advocated are those implemented by teachers, i.e. individualised learning support and differentiated teaching. Less frequently reported are centrally set limits on class size and learning support provided with the help of other students, such as peer education or mentoring".

The ICAM School Review will seek the views of students and pay special attention to them to inform any subsequent planning.

D.10.1 The foundation for student involvement - Relationships in the classroom

Perhaps one of the most important features of the classroom is the dynamic of the relationships that exist between the teacher and students and between the students themselves. It is this aspect of the classroom that can be a key determinant of students' motivation to learn and willingness to become active participants, contributing to the learning of the class as a whole. The creation of a positive social and emotional climate of convivencia which is conducive to inclusion and encourages student participation cannot be left to chance – it requires leadership which, ideally, should emanate from the senior leadership of the school, permeate all aspects of policy and cascade across all aspect of the school.

D.10.1.1 Messages about student participation

The balance between ordered discipline and co-operation is a delicate one. Due to the power differential that exists between adults and children, students inevitably rely on adults to help regulate convivencia in the classroom. A well-regulated classroom helps to provide a safe environment – students cannot participate positively in a chaotic, unsafe classroom.

An authoritative leadership style *(Ref: Section 4.2 of this Handbook)* is required from the teacher to provide direction and explain and model behaviour that maximises learning.

However, to develop a positive classroom climate, it is important also to recognise the role of students themselves as co-regulators who have power and authority and thus responsibility to shape relationships. Their participation is essential and no group of students should be marginalised in the process of shaping relationships. To include CAM effectively, the challenges of communication in the host language should be addressed so that their voice is heard.

The quality of student-teacher-student relationships in the classroom is determined by the teacher's capacity to provide clear expectation for behaviour underpinned by explicit values, and strong guidance for the social, emotional and cognitive dimensions of learning. To provide strength, continuity and cohesion, the values underpinning classroom relationship should emanate from the leadership team and reflect the collective ethos of the school. To support the participation of all students, particularly CAM, classroom relationship should reflect an inclusive ethos which is clearly outlined in the school's policy.

Well-designed and clearly communicated policy and procedures help to establish clear expectations of how people are treated and behave in the social context of the classroom. Routines for classroom organisation, group work, transitions, potential interruption, handling and sharing of resources etc. establish norms for behaviours that are acceptable or unacceptable, and support the creation of convivencia and the consequent active participation of students. Clarity about rewards and consequences can help to build relationships, particularly if it is always clear that sanctions result from disapproval of students' behaviour, not disapproval or dislike of the students themselves. This approach provides a sense of safety for all students, particularly the most vulnerable, including CAM, and encourages their participation

Students can receive messages about relationships which encourage participation from explicit SEL teaching. They also receive many implicit messages from their experience of their everyday school life.

D.10.1.2 Teachers' responsibility for creating positive classroom relationships which encourage student participation

The following practices facilitate the development of positive relationships and encourage student participation:

- Explicit teaching about the behaviours that create a positive learning environment and help to maintain a sense of safety within the classroom. Such teaching includes establishing expectations about: avoiding interruptions of learning; routines for communication and expression of views; how students are engaged in shaping routines; and their role in co-regulating routines and expectations of behaviour.

- Student participation in the creation of an organised physical environment so that everyone can freely access resources. This imbues a sense of responsibility and inclusion to build a positive climate.

- An explicit focus on developing self-management skills and skills to manage the physical and practical organisation of the classroom. Specific interventions for CAM if they find organisation for learning persistently difficult. A classroom environment that teaches all students how to participate in learning also improves relationships because everyone has the opportunity to be included.

- Teachers who explain how students can access help within the classroom not only from the teacher but also from fellow students. Students encouraged to say when they need such help (and also when they can help others). This is particularly important for CAM who may not have experienced similar organisational structures in the past.

- Teachers who show interest in students' lives will encourage participation because the student feels appreciated and valued .This includes. acknowledging them out of lessons; attending school events to see them in sporting or theatrical performances; encouraging students to bring some of their home interests into school as a contribution to lessons .

- A mindful and sensitive response to students' requests for help provides a model which will encourage students to respond in the same way to requests for help from their peers. Students

will tend to avoid humiliation or embarrassment and, if they fear this, are unlikely to feel positive about their teacher or initiate friendships with their classmates. CAM may well have experienced bullying and humiliation in the past so are likely to be very wary of an insensitive approach.

- Teachers who create a classroom ethos where mistakes are expected and understood to be a part of learning. This helps students to be confident enough to participate in ways which may involve taking risks - being wrong. CAM may need to accelerate their progress to achieve in line with their peers. They also have to cope with a new and unfamiliar system. Positive relations that encourages them to be brave enough to try will facilitate their participation in their learning and in the learning of others

- Participation encouraged when the manner of assessments, feedback and teachers' responses to questioning relays messages about the value of the person and the role that they play in their own education.

- Encouragement for students to participate by communicating non-verbally and to show their feelings about their learning experience. This is particularly useful for CAM who are in the process of developing their proficiency in the host language.

- Staff taking time to stand back and reflect on the relationships within the classroom and the opportunities they provide for student participation in a variety of ways.

- Recognition of the important role that parents make in securing positive values and attitudes towards school and learning. Encouragement of parents' participation in school and family learning that provide further role models for student participation and contribute to the developing the student's self-management skills and capacity to assume responsibility for their relationships with others.

D.10.1.3 Students' participation in creating positive classroom relationships

Students often have very little input into how their daily lives in school are organised, what they study and how they approach their study. Usually their daily timetable is prearranged, a curriculum is prescribed and their approach to it is heavily regulated by adults. This infers a particular set of values that has to be challenged if students are to be fully involved in their own education.

Attention to the following will help to create a positive classroom climate of convivencia for all students, including CAM.

- Encouragement for students to talk or make presentations in whole class situations. It can be difficult for CAM to present in front of their peers, particularly if are still developing their social and formal host language skills.

- Opportunities for the students to negotiate their involvement in activities which require them to speak or to present in front of others. Agreement with the class about how the person presenting should be received. Time for students to prepare before speaking in front of others. This is particularly pertinent for CAM who are speaking an additional language.

- A 'teachers talk less - learners talk more' approach so that the students expect that they will need to exchange ideas and engage in purposeful dialogue about their thinking and learning.

- Explicit routines for group talk developed by agreement with the class. An ethos which ensures that the feedback students give to each other about their learning is sensitive to feelings but remains constructively critical.

- Encouragement for learners to think about thinking and to exchange ideas across all curriculum areas, not just in some lessons. Flexibility in thinking processes can lead to greater reasoning about, and acceptance of, diversity.

- Learning experiences that start with the student's interest and appeal to the knowledge which they have derived from their home lives. Curriculum material that is relevant and meaningful for learners. This demonstrates that their knowledge and experience is valued.

- A safe climate for learning created by ensuring that inappropriate responses from students are addressed fairly and that students learn to recognise their own power in a social situation and the potential damaging effect that this can have if misused.

- Displays that ensure that all students' work and ideas are seen. This imparts a powerful message about how their learning is valued.

- Class discussion forums that give all students a voice and an opportunity to debate important ideas with each other. This helps them to learn to agree or disagree in a socially acceptable manner. It can also provide opportunities for developing awareness regarding the norms and expectations of different cultures, which are helpful for CAM.

- SEL which encourages students to understand themselves and other people and how to develop and maintain positive relationships

- Teaching of language which enable students to articulate their feelings. Frequent opportunities in class for them to articulate views and perspectives.

- Opportunities for students to challenge one another's perspective in the safe climate of the classroom. This can facilitate positive relationships in other, less regulated, contexts such as the playground. With adults or peers as 'coaches', students can learn to accept and deliver challenge in an appropriate manner to maintain positive relationships with others.

D.10.1.4 Participation for students with vulnerabilities

Positive classroom relationships promote the sense of belonging and wellbeing which is vital for learning, particularly for CAM. The following issues should be considered if CAM are to be able to participate fully in the education which is their right, and fulfil their responsibility to assist the education of others in the school:

- Children who are traumatised often exhibit social dysfunction disorders which can include experiencing difficulty with empathy and having a reduced or distorted sense of what others are feeling. This, coupled with a low self-esteem and an unfounded sense of shame, can have a profound effect on their capacity to build trusting relationships with others. They need opportunities sensitively interwoven into their daily experience of learning to develop new patterns of behaviour and to recover from trauma. Recovery from trauma builds social resilience for the future and the capacity to contribute to the education of others.

- Providing students with an opportunity to debate and exchange views in an environment where a sensitive adult can assist and coach the development of appropriate responses will be helpful for CAM who have suffered trauma and will aid their participation and positive contribution to the lesson. They may have difficulty in making sense of sensory information, or misunderstand or misrepresent their experience of events. Discussing situations helps to further everyone's understanding and to share different perspectives. Awareness of their thoughts gives students an opportunity to reflect and amend them if necessary. Explicit and integrated teaching and learning linked to relationships helps traumatised students to make sense of their feelings and to articulate them so that they can join in with the learning of others.

- For students suffering the effects of trauma, a consistent and positive relationship with a class teacher (or one other Key Adult in the school), forming a secure attachment is pivotal in their capacity to engage in learning and develop their SEL. For the youngest students the balance between support and engagement in learning tasks needs careful consideration.   As a student matures, it is helpful to mentor them towards forming new relationships and increasing their contribution to the life of the school

D.10.2 Peer support systems

Peer support systems are strategies that are led by young people themselves. Experience indicates that students are the most effective change agents, and often the single most underdeveloped resource in schools seeking to improve convivencia and embed the principles of Rights Respecting Schools.

Staff who facilitate peer-led methods encourage young people to show respect for others, to have empathy for their feelings, to act co-operatively and democratically in their groups.

Careful planning is essential if initiatives are to be sustained and extreme care must be taken that any peer-led strategies do not place demands or expectations on students that they cannot fulfil.

The main types of peer support that have been most successfully implemented in European schools are as follows:

Co-operative group work

This is one of the most fundamental methods in peer support. For it to succeed, it is important that staff promote co-operative values in the classroom in order to encourage pro-social behaviour and increase co-operative relationships based on trust. Co-operative group work takes a number of forms:

- working individually but in a group (for example where students share or evaluate their individual projects in a group);

- working individually on "jigsaw" elements for a joint outcome (for example where students research different aspects of a topic and then fit them together like pieces of a jigsaw for a group presentation or a group resource pack);

- working jointly for a shared outcome (for example where students collaboratively plan and design a topic).

Befriending/buddying

Befriending/buddying systems involve the assignment of a student or students to "buddy" or "befriend" another student. The setting where this active listening takes place is often informal, such as in the playground during break time. Usually befrienders are volunteers, either same-age or older students, who are selected by staff on the basis of their personal qualities. In some systems, existing befrienders are also involved in the selection and interviewing of volunteers. Usually there is some training in interpersonal skills such as active listening, assertiveness and leadership.

Peer mediation/conflict resolution/restorative approaches

Called 'restorative justice' in the criminal justice field, 'restorative approaches' are now being used in many schools throughout the world. Restorative approaches employ social and emotional skills to resolve conflict and maintain inclusion. They can be used in:

- improving behaviour in classrooms

- resolving playground, social areas and school community issues

- supporting the running of Circle time, SEL and other curriculum activities

- helping the democratic processes of a school – e.g. in School Councils

- dealing with significant problems such as disruptive behaviour, theft and damage

- resolving conflict between adults within the school community or conflict between the school and families.

In the most serious cases, using restorative approaches to achieve an acceptable outcome can mean that students, who might otherwise have been excluded, stay in school and avoid the negative effects of exclusion on their education. At the same time, the school community is assured that students who have caused damage to relationships have had to confront their behaviour in a way that means they are less likely to cause offence again. .

Restorative approaches use a structured discussion process to resolve conflict, address harm caused and agree a way forward. The discussion may be mediated by an adult or chosen students may be trained to resolve conflicts that do not require adult intervention.

These students learn how to defuse interpersonal disagreements through problem-solving between peers who are in dispute. The method is "no blame" and the aim is that each disputant comes away from the mediation with a positive win-win experience and the sense that the outcome is fair on both sides. Mediation builds on listening skills for all concerned by adding a step-by-step process that facilitates individuals in dispute to agree to a mutually acceptable solution

Effective inclusion of CAM cannot take place if relationships are damaged. The restorative process is designed to make sure that those involved in a conflict, including one involving CAM, find an agreed solution. No one can solve a problem between other people. The process of asking restorative questions puts the onus of solving problems where it belongs – between the two or more people involved.

Restorative approaches use questions which focus on solutions to problems in relationships. Examples of restorative questions are:

- What happened?

- What part did you play?

- Who has been affected?

- What do you need for this situation to be put right?

- What do you think needs to be done to put the situation right?

These questions leave the people involved in the conflict with the responsibility to listen, express their views and own an agreed outcome.

 (Ref: Useful websites:

Transforming Conflict - http://www.transformingconflict.org/Restorative_Justice_in_School.htm

Youth Justice Board - http://www.justice.gov.uk/youth-justice/working-with-victims/restorative-justice

Restorative Justice Council - http://www.restorativejustice.org.uk/)

Advanced peer listening

Through this method (sometimes called peer counselling) students are trained in basic counselling skills to deliver a more formal, structured listening service. Active listening methods extend the befriending and mediation approaches into interventions that are based more overtly on a counselling model. Student helpers are trained (usually by a qualified counsellor or psychologist) to use active listening skills to support peers in distress. The aims are: to give helpers skills to deal with peers' interpersonal issues; to help the victims of violence and social exclusion; and to challenge students

who act aggressively towards their peers. Regular supervision, whether by a qualified counsellor or by staff who manage the peer support scheme, is an essential feature.

There are a number of advantages that arise from mobilising the students to help their peers in this way all of which apply to CAM:

- peers are able to detect problems at a much earlier stage than adults;

- young people are more likely to confide in their peers than in an adult;

- students with interpersonal problems have someone to turn to and see the school as taking action against the problem;

- staff often lack the time and resources to deal with all of the interpersonal problems that are brought to them in the course of a day;

- peer supporters gain valuable interpersonal skills and have a framework within which to learn about citizenship in action;

There are three essential features of peer-led strategies:

1. students are prepared to work together outside friendship groups. This type of interaction helps to reduce prejudice and fosters trust across gender and ethnic groups, as well as helping to integrate neglected or rejected young people into the peer group.

2. students are given opportunities to learn good communication skills, to share information and to reflect on their achievements., for example, pooling ideas about ways to make everyone feel welcome in the school.

3. through peer support systems, conflicts can be discussed and attempts made to resolve them. Students are given the skills to deal with conflict and to understand the creative potential of conflict in helping individuals to relate to one another in a more authentic way. These opportunities can lead students to greater insights into their capacity to take responsibility for managing their own relationships and for supporting peers who are experiencing difficulties at a particular time.

CAM who become peer supporters can make a useful contribution having experienced difficulties themselves. Not only do they have empathy for the experience but also, through the practice of peer support, they find themselves in a supportive and helpful peer group of similar young people.

Although peer support systems can be enormously beneficial to individual students and to the school as a whole, they need substantial initial planning and preparation as well as ongoing evaluation and monitoring if they are to be successful.

D.10.3 Student voice and the school council

D.10.3.1 Involving students in planning

Students are constant observers, and therefore experts, on what happens in schools. Seeking their views when planning developments can enrich the outcomes. They are, after all, the most important people in the school and the ones on whom educational decisions will have the most long term effects. Their involvement in making these decisions supports the philosophy of Rights Respecting Schools.

e.g. Students can play an important role in planning an SEL programme by:

- involving them fully in the decision to implement the programme, and making sure they, as well as adults, understand the purpose of the work and the hoped-for outcomes.

- involving them in the identification of criteria that demonstrate success.

- involving them in the evaluation of the impact of the programme.

- providing choice as to how activities and tasks are completed and information presented.

- allowing them to determine their own questions for enquiry and debate.

- providing opportunities for students to determine class and playground rules and routines, and ground rules for the activities to develop their social, emotional and behavioural skills.

- providing opportunities for students to explore how they might establish a classroom environment and ethos that promotes good learning and emotional well-being.

Students, including CAM, can contribute important insights to inform a whole range of school developments.

D.10.3.2 School Councils

Elected school or class councils can give students the formal opportunity to express their views, experience democratic processes, help to find solutions to problems and to contribute to developing school policies and strategies in a Rights Respecting School.

Discussion enables students to understand the school values and vision and what is being done to achieve them and CAM will find this helpful.

If councils are to be taken seriously by students and staff, and to motivate students to participate fully in initiatives, it is important for them to be given real responsibilities and authority so that they are seen as an important part of the school leadership. If some CAM are chosen as members of the council it will allow them to represent their classmates and demonstrate their full inclusion in the school.

To confirm the status of the school council, it is important that, when the school council makes a recommendation or makes a decision, the school leadership takes action and this is publicised and made effective.

Key feature 11 - Support from, and help for, CAM's parents / carers on continuing SEL in the home

Parents / carers hold the key to developing their children's social, emotional and behavioural skills. They are the experts on their own child, and their knowledge about their child's developing skills can provide enormously valuable information about what is working and what is needed. They need to understand the school's approach to SEL and be encouraged to employ it at home.

D.11.1 Communicating with parents/carers

Establishing effective, open and meaningful communication with the parents of CAM is essential topromote their children's learning and well-being. This is important for all children but, as CAM are at risk of not achieving in line with their potential, the involvement and support of parents is essential.

Students typically spend only 25% of their waking time in school, highlighting the role that parents have in supporting their children's development. Activities in the home do not simply develop specific skills but develop motivation linked to learning generally.

"For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What parents do is more important than who parents are." (Sylva et al., 2004)

As previously discussed *(Ref: Section 5 of this Handbook)* a number of factors may have a negative impact on communication with parents. These include:

- Language factors

- Past experiences in their home country which may make parents suspicious of authority and wary of contact with schools

- Experiences of authority within the host country which have not been positive – the school is likely to be identified as an official agency and therefore regarded with suspicion

- Different cultural expectations in schools and homes, leading to misunderstandings about the appropriate role of 'the teacher' and 'the parent/carer'

- Culturally different associations of 'asking for help'. Stigma may lead to important information not being passed on to schools (in particular in relation to mental health issues).

- The families of CAM are unlikely to feel able to be comprehensive in the telling of their story until they have built up a relationship of trust with the school, or at least the key contact person within it. This may be related to their strategies for managing any trauma that the family may have suffered or the result of any of the other factors listed above.

These issues should be addressed to enable effective communication with the families of CAM. Once parents/carers have established a relationship of trust with the school staff, and feel more confident and knowledgeable about the ways in which things are done in the school, communication is likely to become easier. The key task is to promote positive communication at the outset using language that is simple, clear and welcoming.

Strategies for promoting effective communication

- Bilingual staff can be useful in providing translation and acting as interpreters, as can community groups and support agencies. It is common practice for the families of CAM to rely on children, who often develop host-language skills more quickly than their parents/carers, to act as interpreters for them. This can place children in a difficult position both practically and

psychologically – it is often not appropriate for them to be involved in the conversations between adults, and it can place a burden on them, creating role-conflict.

- Parents/carers can usefully be asked (during induction for example) how they would like to be communicated with and these wishes accommodated where possible. It may be that, while the school goes to great lengths to have letters etc. translated, the parents are not literate in their home language. They may prefer text messages or emails.

- Communication from a 'key contact' *(Ref: Section 5.3 of this Handbook)* may be more successful than communication from an unfamiliar person. Many hard to reach groups of parents/carers respond least well to generic letters sent out to the home, even if these are translated. For the families of CAM, because of negative associations, the arrival of a letter from the school may unintentionally cause anxiety and worry.

- An explanation of the different types of communication that the school engages in – for example the use of home-school diaries, or the sending home of certificates could form part of the induction activities.

- There should be regular positive communications– there may be an expectation that any communication from the school will be related to something negative.

- Face to face communication (where necessary through an interpreter) may be more likely to result in understanding and action than the use of written communication. It is useful (if labour intensive) particularly when relationships with the school are new and being established, as it allows for personal interaction and the building of trust.

- The establishment of a group meeting or regular social activity (perhaps with representatives from community groups) can be a useful way to pass on key information and ensure that questions and concerns are addressed. This could also be a forum for asking for the support of parents/carers – for example in the classroom, or parents'/carers' social activities. .

- If parents/carers are to be asked to come into schools the extent to which they feel generally welcomed and supported will be important.

- If there are good relationships with community organisations locally, representatives from these could meet with the school and key dates, information and invitations could be shared, so that the organisation can encourage the families to respond.

- Schools should consider the care arrangements of CAM and ensure that communications are addressed appropriately. Names should be used where possible.

D.11.2 Involving parents/carers, including those who are hard to reach, in the work of the school

The engagement of families will therefore be facilitated if schools:

- Take account of the particular needs of the families of CAM in school policies and processes, e.g. by ensuring communication is translated where necessary; having clear points of contact within the school; recruiting staff with appropriate language skills.

- Ensure staff are aware of the challenges facing the families of CAM and are confident to engage and support the families.

- Ensure robust and targeted induction procedures for families of CAM.

- Create a school environment that helps the families of CAM to feel welcome, understood and supported.

- Forge links with community and cultural organisations and have school mechanisms in place that can signpost families to specialist support/social organisations.

- Where possible, provide opportunities for parents to develop the skills that they identify as important

- Provide school mechanisms that reduce the isolation of the families of CAM and enable them to forge supportive relationships with other parents e.g. through coffee mornings or invitations to help in school events.

D.11.3 Continuing SEL in the home

Whilst the most effective work to engage and support families of CAM may be done face-to-face, take-home materials may help to strengthen the bond between family and school so that both partners work co-operatively to improve the wellbeing of CAM and thus their capacity to learn. To achieve this aim:

- **The tasks should be fun.** Conventional homework can cause tensions at home, particularly when there is a scarcity of quiet time and space for the child to focus on it, but activities for parents and children to enjoy together can make a valuable contribution to relationships in the family.

- **The tasks should be easy to do.** Tasks should not require a disproportionate amount of time or resources that are difficult for families to provide. Parents may be very busy and is the quality, rather than the quantity, of time that they spend working with their children that is important.

- **Instructions should be simple and clear.** Instructions should be easy for both children and parents to understand. If it is necessary to have them translated, it is important that the translation captures the spirit as well as the content of the programme

- **The programme of activities should help parents to understand what their children are doing in school.** Activities can help parents to understand the school's approach to learning which may be very different from that which they experienced in their own childhood.

- **Work done at home should be recognised and celebrated at school** There should be opportunities for parents and children to share their experiences of the their work at home with other families and school staff so that their contribution is valued and they are motivated to do more

D.11.4 Providing a programme for parents/carers of CAM to support them in their parenting role

In addition to reaching out to families (including extended families) of CAM and working to engage them in the school in support of their child's continuing SEL, parents may welcome the opportunity to develop their parenting skills in this regard and school may wish to provide bespoke workshops for them.

Additionally, some parents/carers of CAM may be engaged in improving their language skills and schools should certainly encourage this and consider how they can support language acquisition. The importance of language in the development of SEL has been emphasised throughout this Handbook. There are some interesting initiatives which include family language learning with children and parents learning together, sometimes even during the school day and in the classroom.

Providing group learning through workshops can help immeasurably with the partnership between parents/carers and the school. Working together in the sessions will help to strengthen a trusting relationship between school and family based on a shared appreciation of the contribution each makes to the wellbeing of children and the care they share for the growth, development and happiness of the

student. This will add to the feeling of security and belonging of CAM families in the school and in the wider community that the school represents.

There is of course a limit on the capacity of the school to provide and facilitate workshops

An example of a parenting programme is outlined here and further described in Appendix 5 of this handbook. Full primary and secondary programmes are available on the ICAM website. They are workshop programmes designed to set up parent/carer groups and to encourage them to continue learning together as self-organised communities facilitated by the school. Members of the extended family should be welcomed into the group if they wish to attend with the parent/carer. It is important that both mothers and fathers, if present, are encouraged to join in.

D.11.4.1 The example workshop sessions

There are 6 sessions of around 90 minutes to be run weekly with activities to continue learning in the home between sessions

>   A – Listening and learning together
>
>   B – Understanding feelings and expressing ourselves
>
>   C – Understanding children's behaviour
>
>   D – Positive discipline
>
>   E – The importance of play in child development
>
>   F – The future. What shall we do next?

In addition to these facilitated sessions there are a further 12 sessions for parents/carers to use as they continue to work together.

D.11.4.2 The Facilitator Guide

On the ICAM website it can be seen that sessions are supported with a Facilitator Guide offering advice on setting up a group and encouraging participation, appropriate teaching approaches for adults, workshop resources, including handouts and learning activities, and further study materials to support the group's on-going learning together after the 6 facilitated sessions. These can be developed into a database to grow as the programme progresses.

D.11.4.3 Themes that run through the sessions

The main messages that run through the sessions are that it is important for parents to:

- listen to their children
- understand and express feelings in an acceptable way and help their children to do the same
- have a competent attitude to managing their children's behaviour
- be clear about the behaviour they want and reinforce it
- respond calmly and consistently to unwanted behaviour
- support their children's development by providing varied opportunities for play
- recognise their own needs, rights and responsibilities and seek help when they need it.

D.11.4.4 Special considerations for parents of CAM

Although designed for parents/carers of CAM, the programmes are suitable for all parents.

The families of CAM may be facing particular difficulties. Facilitators should be sensitive to this in the sessions and also, where necessary, make those parents aware of the support that is available to them through other means or agencies. In particular there will be parents:

- who have low literacy levels in their own language as well as little fluency in the language of the host country

- whose children have additional SEL needs

- whose children have suffered trauma

- who themselves suffered trauma as adults and also possibly when they were children.

Key Feature 12 - Involvement with the local community to enhance the inclusion of CAM

Schools cannot be expected to work alone to include CAM in society. They have a key role to play, but they cannot be expected to cope single-handedly with the consequences of more general tensions and social problems arising from changes in the wider community of which they are part. Links with local national and international communities can add valuable support and enrich the education offered by the school.

A Eurydice report for the European Commission *(Ref: Integrating Students from Migrant Backgrounds into Schools in Europe. National Policies and Measures 2019)* says that "In addition to the involvement of migrant students' parents, the academic research literature has highlighted the importance of cooperation between schools and professionals and organisations from outside (such as social and health services, NGOs, language schools, cultural societies, etc.) in integrating migrant students (e.g. Weare, 2002; Cefai et al., 2014; Hunt et al., 2015)."

D.12.1 Identifying sources of support for CAM in the community

Forming partnerships takes time and effort and partners should:

- have a recognised position in the school's local community;
- be able to bring skills and specialist knowledge to the partnership which will enrich those already in the school;
- be willing to become actively involved in implementing initiatives;
- have a genuine concern and care for the welfare of children;
- have the ability to work co-operatively in a group

Useful links and partnerships may be forged with:

- Refugee support organisations:
- Local further education colleges and other organisations offering language classes and training for adults;
- The police;
- Housing providers;
- Social service teams;
- Health centres and any healthcare projects working with migrants;
- Local organisations offering advice and advocacy;
- Refugee community organisations.
- Faith groups

Refugee community organisations may be able to:

- Encourage parents to engage with the school
- Help with translation and interpreting in an emergency
- Work with students on cultural or awareness-raising projects
- Offer advice e.g. on immigration law,

- Offer a range of activities in which CAM and their parents may wish to be involved such as language classes, youth clubs, supplementary schooling in the home language; women's groups and cultural events.

On a wider national or international scale useful links may be made e.g. with:

- non-governmental organisations involved with migrants

- research bodies such as universities

- national authorities dealing with migrants

- schools in other countries

D.12.2 Developing and leading partnerships within the local community

Partnerships should be run and led by School ICAM Leaders possessing the skills needed to set up networks, and the status to organise others from different disciplines without letting one discipline predominate.

When leading the partnership School ICAM Leaders should be facilitators rather than autocrats and should work to empower others rather than take on the responsibility for actions themselves. They are there to develop strategies and to manage the group so that the partners around the table reach, and are motivated to implement, agreements.

Effective partnership leaders turn spectators into actors. They also take on the responsibility of developing wider networks, co-ordinating, integrating and learning from others who are engaged in similar work.

D.12.3 Celebrating the contribution of CAM and their families to the local community

Throughout this Handbook there are frequent references to the importance of the school working in harmony with the local community in the interests of including CAM, not only in the school but in the neighbourhood which the school serves.

The UN publication *Combating violence against migrants (UNODC 2015)* refers to the on-going movement of migrants into Europe and the UNHCR report that this has fuelled a rise in racism, xenophobia, gender-based violence and intolerance, all of which can result in the exclusion of children and young people from the education which is their entitlement.

If schools are to include CAM successfully and fulfil their entitlement to a complete education under the UN Convention on the Rights of the Child (UNROC) it will be important for them to do what they can to counter the negative influences of the prejudice in society described by the UNHCR.

It is necessary also for the school's local community to welcome and embrace CAM and their families and to counter the violence and intolerance which is endemic in some societies.

One way of assisting this is for the school to take every opportunity to openly celebrate the contribution CAM and their families make, not only to the school but also to the local community.

Some suggestions about the way schools can help in this process are:

- In addition to actions described in 12.2 above, joining with local community groups and forming a larger organisation of agencies and support groups to help coordinate the inclusion of CAM and their families in the community.

- Publicising positive messages "good news stories" through the press and television showing the positive contribution CAM and their families are making to the life of the school.

- Organising fund raising and community service activities in support of the local community and overtly involving CAM and their families in the events.

- Making sure that local politicians, the police and other representatives of the local community are aware of the contribution CAM are making to the school and encouraging them to organise ways in which the contribution of CAM families to the community can be similarly celebrated.

- Providing venues and school resources to support appropriate migrant-related community groups and letting them know how much their work is appreciated.

- Encouraging families of CAM and local groups to help in the school by joining in lessons, parent/carer/teacher activities or fund raising and offering visits to cultural centres etc. Ensuring that these contributions are publicised widely and are celebrated.

Appendix 1: Putting yourself in the position of a newly arrived student

The first day – walking in the student's footsteps and seeing it through their eyes

A new student has been allocated a place at your school – What do they see? What do they experience? What might they feel?

Footsteps – 1 *The student arrives at the school front door:*

- What might they already know about the school? Has an induction visit occurred; has the student already visited their school?
- Do the parents/carers know what to expect from the school?
- Does the student have access to the same resources/uniform as the other students?
- What language greets them?
- Who welcomes them through the door and what might they say?
- How might any language barriers be overcome?
- How might the student feel?

Footsteps – 2 *The student is escorted down the corridor to their classroom:*

- What elements of cultural diversity will they see as they pass through the corridors?
- How might the other students acknowledge them as they pass them in the corridor?
- How does the student know where to go when you no longer escort them?
- How might the student feel?

Footsteps – 3 *You arrive at the classroom door with the student:*

- What does the teacher already know about the student's previous life?
- What does the teacher know about the student's previous learning?
- What will the student experience in terms of the teacher's readiness to accept them into the classroom, where will they hang their coat, where will they sit?
- How might the student feel?

Footsteps – 4 *You open the classroom door and are greeted by a smile from the class teacher and curiosity from the other students:*

- How will you introduce the new student to the class - what do they already know about the life of this student?
- How prepared is the class teacher to understand the possible needs of the new student?
- How prepared is the teacher to tackle any language barriers that they may encounter?
- How does the teacher feel about having an additional student in their classroom?

- How might the student feel?

Footsteps – 5 *The student sits at a table with other students for their first ever lesson in your school:*

- How will the other students receive the new student?
- How might the students cope with any potential language barriers?
- What might the students know about migration and the potential challenges that this may bring?
- What advantages do you think the students might see in having a new student in their class?
- What potential difficulties or prejudices might the other students exhibit towards the new student?
- How might the student feel?
- How might existing students feel towards their new classmate?

Footsteps – 6 *The teacher introduces the first lesson to the class:*

- How will the teacher approach the assessment of the new student?
- Who will be deployed to support the new student's needs if required?
- How will the new student communicate their initial needs?
- What might the student experience in terms of behaviour management?
- How will the other students be engaged in settling the new student?
- What tone of voice might the teacher use with the student?

Footsteps – 7 *It is the first break time:*

- Who will accompany the new student at break time?
- Who will the student go to if they feel threatened or isolated?
- How might the new student engage with other students if there are significant language barriers?
- How will staff on break supervision know about the potential needs of the new student?
- How might the student feel?

Footsteps– 8 *The student returns to class for the second lesson:*

- What opportunities will the new student be given to develop their speaking skills?
- How flexible will the teacher be in changing the lesson to accommodate the needs of the new student?

- What opportunities will be given in the lesson for the student to develop their social skills?

- How will the future education programme for the new student be developed?

- How will the teacher ascertain the student's level of cognitive competency?

- Has the teacher identified any specific safeguarding risks pertaining to the new student?

- How might the student feel?

Footsteps – 9 *The student has lunch alongside their peers:*

- What is the new student's potential access to healthy food for lunch and how might any difficulties be handled by supervisory staff?

- How might the new student be received if their options for food are unusual for, or unfamiliar to, the other students?

- How likely is it that the new student encounters harm during the lunch period?

- Where in the school is the student likely to feel least safe at lunchtime?

Footsteps – 10 *The day continues until home time: the new student prepares to go home with a task to complete at home:*

- How will the teacher communicate with the home?

- What resources does the new student have available to help them with their task?

- How might the teacher or school attempt to engage the new student's parents/carers?

- What access does the new student have to support from the community?

- How might the student feel?

Footsteps – 11 *The student makes their way home:*

- How might the new student be received by the parent/carer community as they leave the school premises?

- Is the new student likely to encounter any threats to their safety or violence on the way home?

- Who will the student tell about their school day when they get home, will it be a parent, a carer, an extended family member or a sibling. Is anyone absent from the home?

- What responsibilities will the new student have when they get home as well as completing their homework?

- How might the student feel and what might they say about their first day at your school?

Appendix 2: Learning outcomes from a sample SEL programme

SELF AWARENESS:

Knowing myself

1.1. I know when and how I learn most effectively

1.2. I can take responsibility for my actions and learning

1.3. I feel good about the things I do well, and accept myself for who and what I am.

1.4. I can recognize when I find something hard to achieve

Understanding my feelings

1.5. I can identify, recognize and express a range of feelings

1.6. I know that feelings, thoughts and behavior are linked

1.7. I can recognize when I am becoming overwhelmed by my feelings

1.8. I know it's OK to have any feeling, but not OK to behave in any way I like

MANAGING FEELINGS:

Managing how I express my feelings

2.1.   I can stop and think before acting

2.2.   I can express a range of feelings in ways that do not hurt myself or other people

2.3.   I understand that the way I express my feelings can change the way other people feel

2.4.   I can adapt the way I express my feelings to suit particular situations or people

Managing the way I am feeling

2.5.   I can calm myself down when I need to

2.6.   I have a range of strategies for managing my worries and other uncomfortable feelings

2.7.   I have a range of strategies for managing my anger

2.8.   I understand that changing the way I think about people and events changes the way I feel about them

2.9.   I can change the way I feel by reflecting on my experiences and reviewing the way I think about them

2.10.   I know that I can seek support from other people when I feel angry, worried or sad

2.11.   I know what makes me feel good and how to enhance these comfortable feelings

MOTIVATION:

Goal-setting, persistence, resilience

3.1.   I can set myself a challenge or goal, thinking ahead and considering the consequences for others and myself.

3.2.   I can break a long-term plan into smaller, achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.

3.3.   I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time.

3.4.   I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different.

3.5.   I can bounce back after a disappointment or when I have made a mistake or been unsuccessful.

Evaluation and review

3.6.   I know how to evaluate my learning and use this to improve my future performance.

EMPATHY:

Understanding the feelings of others

4.1.   I can recognize the feelings of others

4.2.   I know that all people have feelings but understand that they may experience and show their feelings in different ways or in different circumstances

4.3.   I can understand another person's point of view and understand how they might be feeling

Valuing and supporting others

4.4.   I value and respect the thoughts, feelings and beliefs of other people

4.5.   I can be supportive to others and try to help them when they want it

4.6.   I know that my actions affect other people and can make them feel better or worse

SOCIAL SKILLS:

Belonging to a community

5.1.   I feel that I belong and am valued in my class, school and community

5.2.   I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everybody

Friendships and other relationships

5.3.   I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people

5.4.   I recognize 'put-downs' and know how they affect people, so I try not to use them

5.5.   I can make, break and sustain friendships without hurting others

Working together

5.6.   I can work well in a group, cooperating with others to achieve a joint outcome

5.7.   I can tell you what helps a group to work well together

Resolving conflicts

5.8.   I can resolve conflicts to ensure that everyone feels positive about the outcome

Standing up for myself

5.9.   I can be assertive when appropriate

Making wise choices

5.10. I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.

5.11. I can make a wise choice with work or behaviour

Appendix 3: A sample planning document for the introduction, implementation and embedding of an SEL programme.

Aim/ Success criteria	Task	Lead Responsibility	Timeline	Resources	Monitoring/ evaluation	Links with other plans
Senior Staff and governors have opportunity to make decisions with informed awareness Leadership and governors take SEL forward	Discuss pilot plans with Senior Staff/governors					
Staff buy-in (the majority support plans)	Initial awareness of SEL CPD					
SEL coordinator is appointed and has clear description of role, resources and non-contact time to fulfil	Appoint SEL coordinator					
There is a clear and cohesive mapping which outlines how SEL links to what the school does. Areas of duplication	Provision mapping outlining what do we already do in school and links to SEL					

and gaps are identified.						
Medium and short-term planning feature SEL	Agree curriculum time allocation and planning protocols					
Parents are aware of SEL	Initial letter to parents outlining pilot					
The resources to implement the theme are available for the staff meeting.	Preparation of materials for staff					
Staff have the confidence and expertise to implement the theme. SEL work is planned in.	Introduction and planning for pilot theme staff/ team meeting. Resources to be given to staff					
Assembly takes place (led by principal) and all staff attend.	Initial assembly for pilot theme					
Curriculum work takes place in all groups	Curriculum work undertaken from curriculum materials in all groups					
	Relevant classroom posters displayed as appropriate					
	Follow-up assembly (sharing work from theme)					

Plans are revised in the light of staff feedback	Staff/ team review meeting					
Staff meetings and assemblies take place	Schedule staff meetings, and assemblies for next theme					

Appendix 4: A sample staff-staff conduct and communication policy

One school agreed the following policy for adult-adult communication.

Staff Communication and Conduct

Rationale

We value all members of the school community. We believe that teamwork is important and valuable, and that what a team can achieve together is much more than the sum of what each individual member can achieve. We aspire to demonstrate these values in all our daily interactions.

Purposes

To establish systems of communication which enable every staff member to feel that they have a voice and are listened to.

To establish effective systems of communication which enable the school to run smoothly and which facilitate the work of all members of the school community.

To establish ways of interacting which create harmony in the school and which make working in the school a pleasant experience.

To create a happy working environment where each member of the community feels valued and supported.

To nurture a positive ethos in the school, which will enable all staff to give of their best and which will support well- being.

Guidelines

Staff treat each other in an open, honest way.

We treat each other with respect and consideration at all times.

We aim to resolve any disagreements or concerns as swiftly as possible.

We assume the best of our colleagues, and try not to be over-critical.

We try always to speak directly to the person whose behaviour has caused upset and to do this as quickly as possible.

If it is not possible to follow the above guideline for some reason, then we go to a senior manager and discuss ways of resolving the upset as soon as possible.

We aim always to speak positively about each other, and about students and parents.

If at all possible we avoid non-specific criticism.

If a colleague is feeling upset or is in need of support, we try to find time to listen and we offer help gently e.g. 'Would it be any help if …' or 'What could we do that would help you?'

We acknowledge each other's kindnesses, suggestions or support with thanks

Appendix 5: Arranging specialist psychiatric support for CAM who have experienced trauma – a sample procedure

This is a UK system – partners may wish to describe the procedure in their context

The first step in gaining psychiatric help for students may be to approach a school or family doctor.

NICE (the National Institute for Clinical Excellence) have produced guidelines in the UK (Nice Clinical Guidelines 26) which outline the pathways that Primary and Secondary health care professionals might follow, and it may be useful for key staff in schools to be aware of these in order to be able to answer questions from CAM or their families, and to reassure them about the way they will be treated. For example, it might be reassuring for families to know that the clinical guidance suggests that family doctors are expected to:

- Not withhold or delay treatment because of court proceedings or applications.
- Familiarise themselves with the cultural and ethnic backgrounds of patients, and to provide interpreters and bicultural therapists if language or cultural differences present challenges
- Respond appropriately if a person with PTSD is anxious about and may avoid treatment (for example by following up those who miss scheduled appointments).
- Keep technical language to a minimum and treat patients with respect, trust and understanding.
- Only consider providing trauma-focused psychological treatment when the patient considers it safe to proceed.
- Ensure that treatment is delivered by competent healthcare professionals who have received appropriate training.

The guidance is summarised below.

- Family doctors in the UK are alerted to the fact that asylum seekers are at high risk of developing PTSD. They may initially use a brief screening instrument to investigate which symptoms may be present. This should be part of the initial refugee healthcare assessment and of any comprehensive physical and mental health screen.
- They are encouraged to pay particular attention to the identification of people with PTSD where the culture of the working or living environment is resistant to recognition of the psychological consequences of trauma.
- If it is not immediately clear that symptoms relate to a specific traumatic event they may ask patients if they have experienced a traumatic event and give examples
- When dealing with children, they will ask the child separately and directly about their symptoms, rather than relying solely on information from the parent/carer.
- The doctor will use this assessment to coordinate with outer professionals if it is considered necessary, e.g. emergency medical or psychiatric assessments.
- They may inform families about common reactions to traumatic events, the symptoms of PTSD, and its course and treatment and inform families and carers about self-help and support groups and encourage them to participate.
- Interventions, if agreed to be appropriate will be likely to be trauma-focused Cognitive Behavioural Therapy (CBT) sessions, delivered weekly over a period of 6-8 weeks by the same, appropriately qualified professional. Often the child (or parent) will not be expected to talk about the traumatic events until a positive, safe relationship has bene established.

Dal punto di vista sanitario l'Italia ha una tradizione importante nell'ambito della tutela degli immigrati e profughi. Dal 1995 politiche e norme hanno tenuto conto della popolazione straniera, anche in condizione di fragilità sociale e debolezza giuridica, definendo un corpo giuridico altamente inclusivo (Marceca et al. 2012). Ciò perchè i richiedenti e titolari di protezione internazionale e umanitaria sono una popolazione a elevato rischio di sviluppare sindromi psicopatologiche a causa della frequente incidenza di stress e traumi.

Le strategie utilizzate per la tutela della salute si basano tutte sull'individuazione precoce dei sintomi da parte di:

- Operatori sociali delle strutture di accoglienza, attraverso l'osservazione di sintomini;
- Medici e psicologi delle strutture di accoglienza, in un setting adeguato;
- Servizi specialistici dei Dipartimenti di Salute Mentale o altre strutture riconosciute dal Servizio Sanitario Regionale, attraverso percorsi multidisciplinary integrati.

In ogni momento della presenza in Italia, e anche nel lasso di tempo intercorrente tra l"ingresso sul territorio nazionale e la presentazione della richiesta d"asilo, si applicano quindi allo straniero condizioni di accesso alle cure essenziali e continuative non differenziate rispetto a quelle assicurate al cittadino. Dal momento della presentazione della richiesta d"asilo, il migrante ha il diritto/dovere di iscriversi al SSN. Con l"iscrizione al SSN, lo straniero gode di una totale parità di trattamento, in diritti e doveri, rispetto ai cittadini italiani nell"assistenza sanitaria, inclusi la scelta del medico di base o del pediatra, l"accesso ai consultori familiari e ai dipartimenti di salute mentale, le prestazioni d"urgenza, l"accesso ai servizi di medicina legale, l"esenzione del ticket.

Per accedere ai servizi di salute mentale sarà necessario rivolgersi al proprio medico di base, il quale predisporrà la richiesta per effettuare una consulenza specialistica presso le ASL competenti.

Nell'ordinamento scolastico italiano non è purtroppo prevista la figura dello psicologo. Un vuoto che negli ultimi anni si sta cercando di colmare attraverso diverse proposte di legge. In alcuni casi tale figura è presente ma legata alla scuola con rapporti di lavoro autonomi e temporanei.

From a health perspective, Italy has an important tradition with regard to the protection of migrants and refugees. Since 1995, Italian laws and policies have taken account of foreign people, even of the ones socially or juridically weak, through an inclusive approach (Marceca et al. 2012). This is because asylum seekers are at high risk of mental illness due to stress and traumas.

Health protection strategies are all based on early detection of symptoms by:

- social Operators, working inside reception facilities, through the observation of the symptoms;
- doctors and psychologists, inside reception facilities, in an appropriate setting;
- Mental Health Centres (or other facilities recognised by Region Health System), through multisciplinary integrated courses.

In every moment of his presence in Italy, the foreigner is granted basic health care the same way as to an Italian citizen.

From the time when the asylum application has been submitted, the migrant has the right and duty to register to the National Health Service. Once registered, equality of treatment between foreigners and Italian citizens is ensured with regard to rights and duties in the context of health care, including the choice of the family doctor or the pediatrician, the access to family counselling centres and to mental health centres, emergency health care, the access to forensic medicine services, medical exemptions.

For access to mental health services, it takes to consult the family doctor, who manages a referral.

Unfortunately, the Italian school system does not include the figure of the psychologist, even though in recent years Italy has tried to fill this gap trough several legislative proposals. In some cases, the figure of the psychologist is only linked to the school context by a self employment relationship.

Appendix 6: Outline of a sample workshop programme for parents /carers of CAM in a primary school

The 6 sessions of the programme are outlined for facilitators to explain the purpose and content of the sessions. The Guide for Facilitators, which gives full details of the sessions and the resources for them, is available on the ICAM website.

Session A

This session is in two parts. The first part is designed to help you and your group get to know one another and begin to develop productive working relationships. Those relationships will last throughout the programme and will motivate parents to attend and to apply at home what they have learned in the group.

Parents will be encouraged to introduce themselves and to tell the group about their families. We will talk about our expectations and about what we hope to learn.

We will agree the ground rules for working together so that we can all feel confident and safe and can express ourselves freely and truthfully in ways that are helpful to ourselves and others.

The second part of the session is about listening to children.

Key ideas and concepts in the second part of this session:

- sometimes children's behaviour is acceptable to us. Sometimes it is not. But children have reasons for behaving as they do

- if we want our children to behave in acceptable ways, and stop them from behaving in unacceptable ways, we have to understand the reasons for their behaviour

- to find out what these reasons are, we have to listen to our children

- Active Listening techniques are effective in improving listening

- there are a variety of obstacles to good listening.

We will begin with an activity to remind us that there is always a reason why children behave as they do. To understand the reason we must listen carefully so that we can respond by addressing the cause of the behaviour and not just the behaviour itself.

We will then go on to practise some listening skills and introduce the idea of Active Listening. Parents will be encouraged to practise listening skills at home

We will also consider some situations where unhelpful responses form a barrier to communication. We will think about more helpful responses and how to use questions when talking with children.

We will conclude by discussing how to get the most benefit from the programme for the whole family. We will decide what we will do between sessions to practise what we have learned and get feedback on our progress. This is very important and, as this is the first opportunity that parents have had to discuss it, it is important to leave time for them to talk about it.

Key Learning Points in this session

In the first part of this session parents will get to know each other and will learn about the content of the programme. They will be encouraged to enjoy learning together because they will:

- practise skills for meeting and getting to know people

- share the experience of describing themselves and their family

- understand the content, process and purpose of the programme

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- understand and agree ground rules for working in a group

- decide, at the end of the session, how to get most benefit from the programme

In the second part of the session parents will develop their understanding of the importance of looking for the reasons behind our children's behaviour, listening to them (and showing them that we have heard) and, by setting a good example, helping them to develop their listening skills.

In order to achieve this it is important to:

- think about why our children behave as they do

- recognise the importance of listening to our children

- develop and practise the skills we need to listen to our children

- learn how to help our children become good listeners

Session B

This session is designed to help you and your group explore together the importance of learning to express our thoughts, feelings and emotions in a way that helps us to develop and maintain healthy and positive relationships with our children and with each other.

It is important that we are able to recognise our feelings and that we are able to express them in an appropriate and acceptable way. We will think about whether this is different for boys and girls, men and women.

We will think about how to express strong or uncomfortable feelings in a safe way and about how we can learn to manage these feelings. As their first teachers, parents help children to develop these essential skills.

To be healthy, secure and safe children (and adults) need to learn to:

- recognise and understand feelings in themselves and other people

- express their feeling in acceptable ways

- be assertive when necessary

Key ideas and concepts in this session

- there are four fundamental human emotions common to all human beings :

Joy; Anger; Sorrow; Fear

- feelings in themselves are neither 'good' nor 'bad' but we can express them in 'good' or 'bad' ways

- we cannot avoid having feelings, it is part of being human. But we can control the way in which we express those feelings

- to do this we need to learn how to calm ourselves when we are experiencing strong feelings

- children have to learn, with our help, how to manage their feelings too by expressing them in acceptable ways

- children (and parents) need to learn to become assertive, to be able to recognise and stand up for their rights while recognising and respecting the rights of others.

Key Learning Points in this session

In this session, we will develop our understanding of the ways in which we can recognise and manage the feelings that our children's behaviour awakens in us. We will also see how we can help our children to recognise and manage their own feelings.

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In order to achieve this it is important to:

- recognise and understand our own feelings and our children's feelings

- try to express feelings in an acceptable way

- try to stay calm when a child is getting upset or angry

- understand that children can be taught to understand and manage feelings

- understand that adults are role models and that children learn from us

- understand issues relating to differences between boys and girls

Session C

This session is designed to help you explore together the importance of understanding parents' attitudes towards managing the behaviour of their children. It aims to make parents aware of disciplinary methods they use while rearing their children and the possible consequences of these methods. They will learn what a competent attitude is.

They will have the opportunity to discuss whether they use one style more than any other when responding to their child's behaviour or, more likely, whether their relationship with their child is based upon a mixture of styles and attitudes to behaviour. Each style will have certain characteristics which will influence how they manage their child's behaviour on a day to day basis but also, and perhaps more important, how their child grows up and what kind of person the child becomes.

Key ideas and concepts in this session

- We will consider three attitudes to, or styles of, managing a child's behaviour:

  - Repressive, Compromising and Competent

- A key theme running through these three attitudes is the balance between controlling children's behaviour and developing their independence and self-control.

- Repression and compromise can seem to be immediately successful in responding to negative behaviour and hence attractive to parents who may be under stress. They usually have only short-term effects or only work when the parent is present. They do not help develop a child's self control and independence.

- Children growing up under repressive or compromising attitudes may suffer from low self-esteem or a lack of confidence. They may face difficulties in trusting themselves and their environment. Children with self-confidence will take on responsibility and display correct and well-mannered behaviour even when their parents are not around.

- The way in which parents treat their children as they grow up has a profound effect on what kind of people their children become. If a parent models a certain approach to their relationships and the child sees this as successful then they are likely to adopt this style of interaction with others.

Key Learning Points in this session

Parent behaviour determines child behaviour. In this session we will:

- identify our attitudes to child-rearing

- think about how these attitudes make us behave towards our children

- think about the effects of our behaviour on our children's behaviour

- identify our strengths (and how to build on them) as well as those areas we wish to improve.

Session D

This session will give parents the opportunity to learn about specific techniques for encouraging good behaviour from their children. As in Session C, the message is that parent behaviour determines child behaviour and that parents' positive management skills help develop positive behaviour in their children.

There is potentially a great deal of information contained in this topic. You should be thoughtful about how much information you give to the group or try to draw from the group.

Key ideas and concepts in this session

- the way in which children like to be treated is very much the same as the way in which adults like to be treated

- clear communication is essential if children are to understand what is expected of them

- if children are to behave well they need to be motivated to do so

- discipline does not just mean punishment but is concerned with developing positive behaviour

- for a child to behave well, parents should set the standards they expect

- when parent and child are clear about what is desirable behaviour the parent can use techniques which develop and maintain these behaviours

- developing and maintaining good behaviour will happen in two ways

    - √   identifying those circumstances which are most likely to bring about the required behaviour

    - √   reinforcing those desired behaviours when they do occur.

- alongside promoting positive behaviour, it is necessary to know how to prevent, and respond effectively to, unwanted behaviour.

Key Learning Points in this session

In this session we will think about how to apply the Competent Attitude that we discussed in Session C in order to encourage our children to behave well.

First we will focus on learning how we can speak positively to our children and tell them clearly the kind of behaviour we want from them.

Then we will consider how we can respond positively when they <u>do</u> behave in this way.

Finally, we will consider how we also can respond positively when they <u>do not</u> behave in this way. How, when they do something we do not want them to do, we can respond calmly and consistently in a planned manner.

Session E

This session is designed to help you and your group think about the importance of play in helping children to grow and develop - physically, mentally, socially and emotionally. You will share ideas for games and toys, stories, rhymes and songs and think about what children learn from using them.

Play is fun but, for children, it is their work. It is through play that they learn about the world and explore their relationship to it. It helps them to understand and express their feelings. If they are unhappy, or anxious, or angry, or unwell, it can help them to recover.

Key ideas and concepts in this session:

- it is through play that children develop and learn

- play helps them to grow physically, mentally, socially and emotionally

- therefore they need a lot of different opportunities to play in different ways

- they do not distinguish between work and play – playing is their job. They will turn daily activities – washing, dressing, eating, shopping, helping in the house – into games

- simple toys often have more uses than complicated ones – toys do not need to be expensive

- stories, rhymes and songs are important too in helping children to understand and express their feelings and develop their thinking and language skills.

- play can be particularly important in helping children to overcome difficulties and deal with strong negative emotions of fear, anger or sorrow.

Key Learning Points in this session

In this session we will learn about the importance of play and how children develop, learn and find comfort through it.

In order to support our children's development it is important for us to:

- recognise the importance of play

- provide lots of different opportunities for our children to play

- make time for having fun with our children

Session F

This session is in two parts. The first part looks at the different roles that women and men, boys and girls play, some of the problems that these roles present and some possible solutions.

The second part is the conclusion of the programme. It gives parents time to think about what they have learned and what difference this has made to how they raise their children. We will celebrate our achievements as a group and plan what we will do next, either as individuals or as a group.

Key ideas and concepts in this session

- We all have many different roles and identities - parent, child, voter, worker, customer, doctor's patient

- Most importantly we have identity as a man or woman

- We are born with different identities - male or female - but society imposes further differences on men and women, some of them artificial and unnecessary

- These differences can have a very negative influence on people's lives

- We need to identify the aspects that we want to change – having a clear aim is the first step to making a difference – and to think how this will affect the way in which we raise our sons and daughters

- Although it is difficult for individuals to influence widespread change, by working with others there is much to be achieved

- There are already a wide range of organisations working for change - internationally, nationally and locally- and also agencies that can provide help with individual problems. Information about these is provided.

Key Learning Points in this session

In this session we will

- think about the different roles and identities we have and the expectations that other people have of us

- consider the changes we would like to make and how we can try to make them for our children

- look at the result of an international conference on the issues that affect women and decide which ones are most important for us

- think about how we can work together for change and learn about the help that is available for some specific problems