

What are the rights of Children Affected by Migration (CAM)?

If there rights are to be met, these are the needs of CAM identified by the ICAM schools:

1. To be recognised as individuals with individual stories, not as a collective group.
2. To have their stories recognised and understood (as far as this is possible).
3. To be welcomed and to feel welcome and that their families are welcome too.
4. To see their culture reflected positively within the school environment and curriculum, and to be offered on-going opportunities to share it with the school community.
5. To be shown empathy by the school community.
6. To feel safe.
7. To know that they have rights and what those rights are.
8. To have a voice and to be heard.
9. Help with transitions – between home and school, between schools, and between different stages in school.
10. Protection from bullying.
11. Protection from radicalisation.
12. A childhood. Recognition of their position in their family – other members may be absent, or may have died, leaving CAM with responsibilities greater than those of most of their peers.
13. Because, like them, the adults in their family have suffered displacement, to have relationships with school staff who have not had these experiences but are supported so that they can provide stable role models for the children without themselves suffering secondary trauma.
14. School staff who model affirmative attitudes towards CAM and address embedded negative perceptions.
15. School staff who are aware of the possible immediate and long-term effects of attachment difficulties and trauma and know how to recognise some of the signs of these.
16. Recognition of the impact of displacement and trauma on their learning and language acquisition.
17. Help for CAM and/or their families in acquiring social and academic fluency in the language of their new country.
18. Support in developing their social and emotional skills of self-awareness, empathy, motivation, and ability to manage their feelings and develop relationships.
19. Recognition of the strains that may arise when CAM learn their new language quickly and are more fluent than other members of their families e.g. not always relying on them to interpret.
20. Access to the curriculum at a level appropriate to their ability – not to be placed in younger, lower or separate groups just because of their language needs or gaps in their educational experiences.
21. Teaching that is not all didactic but engages them in active and cooperative learning and fosters social and emotional relationships and academic progress.
22. Accurate assessment of any Special Education and Development Needs and focused support that minimises 'otherness'.
23. Help to fill gaps in their skills and knowledge caused by the disruption of their education pre or during migration and the change to a new education system.
24. Help for CAM and/or their families to understand the culture and customs of their new country and help with any feelings of isolation, loss or self-doubt in attempting to achieve this.
25. Help for CAM and/or their families to understand the ethos, routines and ways of working of their school.
26. Cooperative working between the different agencies engaged in meeting CAM's complex inter-related additional needs.

12 areas of school organisation for creating the Convivencia needed for including Children Affected by Migration (CAM)

1. Awareness of the past and present experiences of CAM.
2. Regular reviews of the school's effectiveness in including CAM.
3. Effective whole school policies for the inclusion of CAM.
4. High quality school leadership for development.
5. Effective strategies for the induction of new CAM.
6. Effective strategies to ensure the safety and the wellbeing of CAM.
7. A whole school Social and Emotional Learning (SEL) curriculum.
8. Additional support for CAM's SEL and general wellbeing.
9. Support for staff, including professional development for CAM inclusion.
10. Involvement of all students in supporting each other.
11. Support from, and help for, CAM parents/carers for SEL at home.
12. Involvement of the local community for the inclusion of CAM.

How to use this ideas bank

The 2 Indexes below will help you find the ideas that help achieve both the specific wellbeing and educational needs of CAM and the improvements to the school Convivencia which will help them to be fully included.

Look through the two lists and select the areas for improvement you want to work on

The index will take you to the relevant pages of ideas for starting you on the way to achieving those improvements and some references to help you on the journey

Good Luck!!

Index 1 - Ideas to meet the specific rights of CAM

No	Specific rights of CAM and their families	Pages
1	To be recognised as individuals with individual stories, not as a collective group.	
2	To have their stories recognised and understood (as far as this is possible).	
3	To be welcomed and to feel welcome and that their families are welcome too.	
4	To see their culture reflected positively within the school environment and curriculum, and to be offered on-going opportunities to share it with the school community.	
5	To be shown empathy by the school community.	
6	To feel safe.	
7	To know that they have rights and what those right are.	
8	To have a voice and to be heard.	
9	Help with transitions – between home and school, between schools, and between different stages in school.	
10	Protection from bullying.	
11	Protection from radicalisation.	
12	A childhood. Recognition of their position in their family – other members may be absent, or may have died, leaving CAM with responsibilities greater than those of most of their peers.	
13	Because, like them, the adults in their family have suffered displacement, to have relationships with school staff who have not had these experiences but are supported so that they can provide stable role models for the children without themselves suffering secondary trauma.	
14	School staff who model affirmative attitudes towards CAM and address embedded negative perceptions.	
15	School staff who are aware of the possible immediate and long-term effects of attachment difficulties and trauma and know how to recognise some of the signs of these.	
16	Recognition of the impact of displacement and trauma on their learning and language acquisition.	
17	Help for CAM and/or their families in acquiring social and academic fluency in the language of their new country.	
18	Support in developing their social and emotional skills of self-awareness, empathy, motivation, and ability to manage their feelings and develop relationships.	
19	Recognition of the strains that may arise when CAM learn their new language quickly and are more fluent than other members of their families e.g. not always relying on them to interpret.	
20	Access to the curriculum at a level appropriate to their ability – not to be placed in younger, lower or separate groups just because of their language needs or gaps in their educational experiences.	
21	Teaching that is not all didactic but engages them in active and cooperative learning and fosters social and emotional relationships and academic progress.	
22	Accurate assessment of any Special Education and Development Needs and focused support that minimises ‘otherness’.	
23	Help to fill gaps in their skills and knowledge caused by the disruption of their education pre or during migration and the change to a new education system.	
24	Help for CAM and/or their families to understand the culture and customs of their new country and help with any feelings of isolation, loss or self-doubt in attempting to achieve this.	
25	Help for CAM and/or their families to understand the ethos, routines and ways of working of their school.	
26	Cooperative working between the different agencies engaged in meeting CAM’s complex inter-related additional needs.	

Index 2 - Ideas for improving 12 areas of school organisation for creating the Convivencia needed for the rights including CAM

No	Feature of school organisation to promote Convivencia	Pages
1	Awareness of the past and present experiences of CAM.	
2	Regular reviews of the school's effectiveness in including CAM.	
3	Effective whole school policies for the inclusion of CAM.	
4	High quality school leadership for development.	
5	Effective strategies for the induction of new CAM.	
6	Effective strategies to ensure the safety and the wellbeing of CAM.	
7	A whole school Social and Emotional Learning (SEL) curriculum.	
8	Additional support for CAM's SEL and general wellbeing.	
9	Support for staff, including professional development for CAM inclusion.	
10	Involvement of all students in supporting each other.	
11	Support from, and help for, CAM parents/carers for SEL at home.	
12	Involvement of the local community for the inclusion of CAM.	