

# Hosgeldiniz



Lutfen oturun ve rahat olun. Bu ders yaklasik 40 dk surecek.

Bizim kurallar:

- Herkes birbirine dinleyecek
- Konuşan diğer insanları rahatsız etmeyin
- Burada sigara içmeyeceksiniz
- İyi dinleyin ve not tutun

# Pupil and School Support



**Supporting the  
wellbeing of newly  
arrived learners**

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Foundry

- To consider the social and emotional needs of newly arrived learners
- To discuss some simple ways in which you can support children and families new to the UK

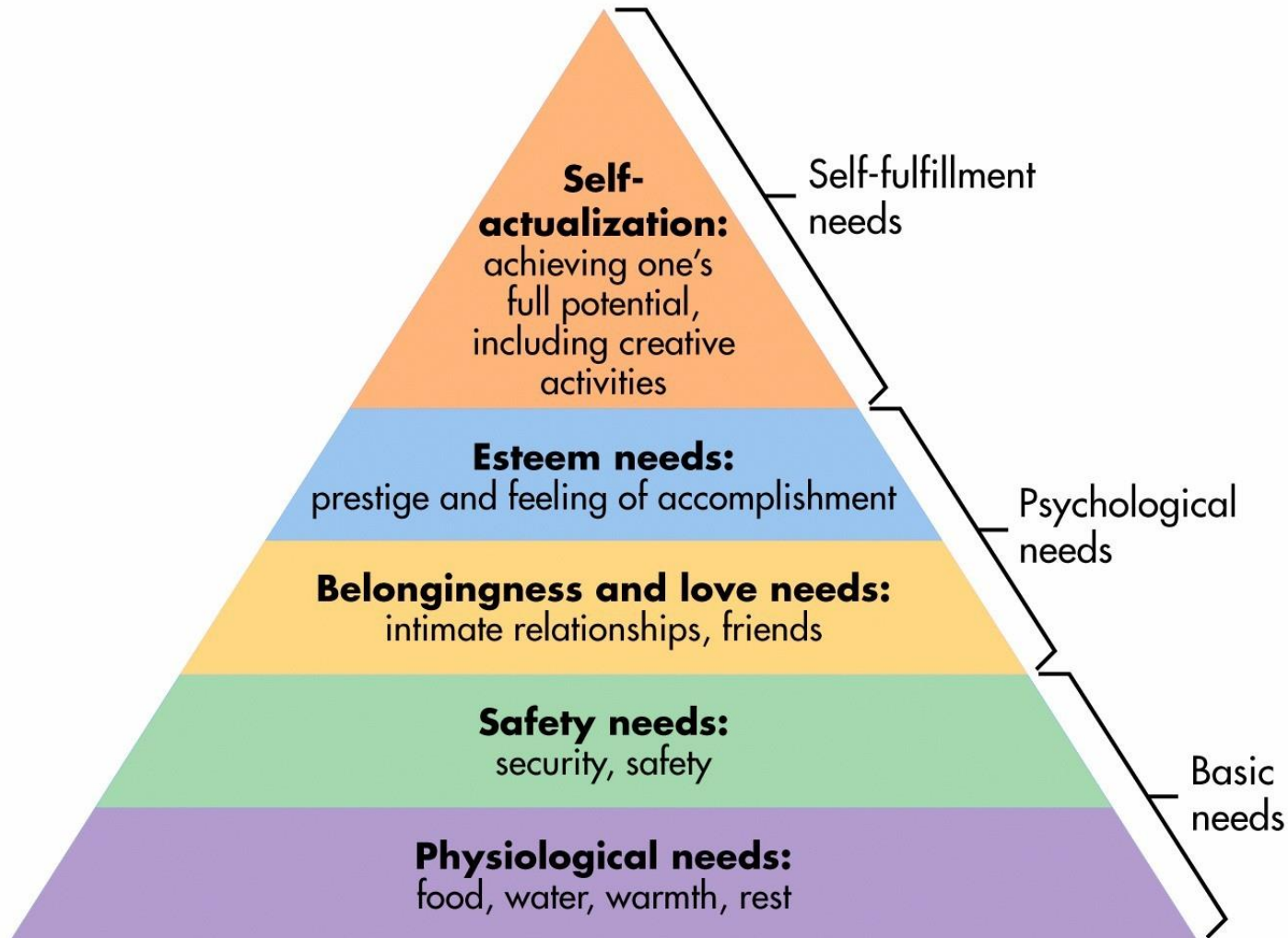
# Activity

Imagine that you are going to work in a company in China. You have never been and you don't know anyone at your new workplace.



- What would you feel like?
- What would you like to happen on your first day?
- What kinds of things will you need to know?

# Maslow's hierarchy of needs



## Practical suggestions for supporting the wellbeing of newly-arrived learners and their families



# What might newly arrived children be coping with?



- a range of previous experiences, some of which may have been traumatic
- a strange environment at home – refugee status?  
Temporary accommodation, hardship, change in diet,
- family changes - change of traditional family roles, lack of extended family members, adult stress

And for some – here we go again

# A school example



**Put yourselves in their shoes.....**



# First impressions



- Welcoming environment
- Overcoming the language barrier
- Gather information - prior experiences, backgrounds
- School experience + proficiency in English / home language
- Child's strengths, difficulties, interests
- **What do the family need? – offer support**

Background Information Form		Name:	
D.O.B:	Place of Birth:	Admission Date:	Year Group on Entry:
NC Year:		Length of time in UK:	
Ethnicity:	Religion:	Asylum Seeker:	Child's Number in family:
		Yes      No	1   2   3   4   5   6
Siblings? (Note name, age and other schools they attend)			
Home Language:	Other language spoken in family:	Languages spoken by pupil: (note which is main)	Languages read by pupil: (note which is main)
Access to English at home? (note in which form – conversational, TV, extended family member)			Languages written by pupil: (note which is main)

# Family Support

- Create the ethos - led by SLT
- Clear roles / systems e.g. contacts with other agencies such as housing
- Key adults in school e.g. Community worker, Parent Ambassadors
- Meeting essential needs in a timely, sympathetic way – **ongoing to support changing circumstances**
- Meeting social / emotional needs – cultural networks / regular workshops e.g. cooking, beauty, English
- Open door, informal drop ins, coffee mornings



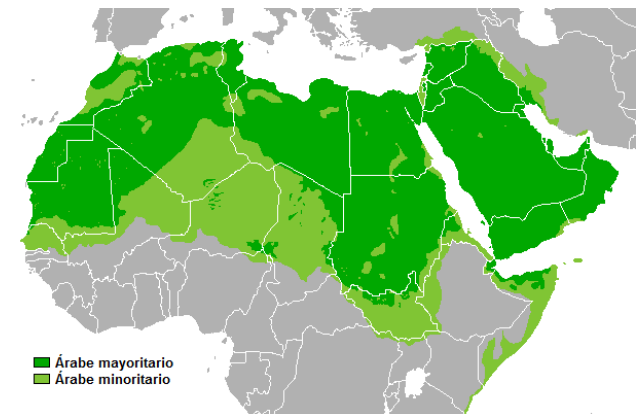
# What may children be coping with at school?

- lack of school experience
- school is a strange environment
- difficulties communicating and understanding
- lack of knowledge about how to meet own basic needs in school
- lack of social circle from own peer group
- unfamiliar lesson routines and expectations (incl PE)
- unfamiliar curriculum / expectations



# Familiarity helps

- Dual language signage in key areas
- Visual support, culturally appropriate
- Access to first language/culturally relevant books.
- Buddies from own cultural group / speaking similar language (eg. Arabic spoken in lots of countries)
- Building in familiar treats and rewards.



# Breaking down barriers

- Survival language
- Communication champions
- Class buddies
- Key rings / visual timetables
- Signing – Makaton / BSL
- Activities that all children can do
- Using own language for learning



# A sense of belonging



- Locker / tray / peg / equipment ready.
- Use circle time / form time for introductions, learn to say hello, my name is.... in new language etc
- Country of the month, word of the week rotated around different ethnic groups
- A family member comes to explain / show an aspect of their culture / country (e.g. cooking) to the class
- Personalisation – student engages in own topic based learning (e.g. history, geography of own country) Pupil makes a welcome video, slideshow or book.
- Give practical monitor roles.

# Demystifying school



- Provide a context for all learning – preferably as concrete as possible
- Explain reasons for learning – e.g. how GCSE's work
- Model as much as possible
- Explain ways that we learn – e.g. some cultures teach in a more formal way, mixed PE activities may prove problematic

# Time out!

Why?



- Fatigue / overload
- Frustration / low self esteem / stress
- Down time and designated place for “time out”
- Activities with same language peers e.g painting club
- Activity boxes – culturally relevant / comforting



# Changing expectations

Consider:

The 'silent period' – up to 6 months

Culture shock

1. Euphoric or Honeymoon Stage
2. Culture Shock Stage.
3. Integration Stage.
4. Acceptance Stage.



# Activity



**Take 5 minutes to look at the handout provided and talk to the people on your table. What new strategies or approaches could you try**

- immediately?**
- over time with the support of your SLT?**

## Questions



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