

Catalyst Connects: Belonging Matters



Session 2: Creating a Welcoming & Inclusive Environment

**Presented by:
Dr Emma Forshaw
Educational Psychologist**



**Funded by
UK Government**

**Catalyst
Psychology** 

Outline of session

- **Practical ways to create a welcoming and inclusive environment, including:**
 - **Creating one-page profiles**
 - **Effective buddy systems**
 - **Active Listening skills**



Recap Quiz Session 1

1. Someone who has fled their home country in search of safety and who has applied for protection under international law is known as:

- a) A refugee
- b) An asylum-seeker

2. True or False: Ukrainian families have indefinite leave to remain in the UK

3. What is a potential benefit of a whole-school approach to education about migration?

4. What are the 4 stages of the PAWS model?

5. List 2 things that schools can do to create a welcoming environment for INA pupils.



Answers

- 1. B – asylum-seeker (refugees have had their application accepted and been granted refugee status)**
- 2. False - Ukrainian families are on short term visas – 18 months and need to apply for extensions.**
- 3. Reducing hate crime, combating misinformation & ignorance (e.g., from media), building compassion**
- 4. Prepare, Alert, Welcome, Support**
- 5. a) Greet parents at the gates and check in with them**
 - b) Have a buddy system in place**
 - c) Create a pupil profile**
 - d) Have appropriate signage and translation around the school**





Prior to admission

PREPARE



Before the pupil starts

ALERT



The first days

WELCOME



The first weeks

SUPPORT

Build a pupil profile

Have policies that specifically mention refugee and asylum seeking families

Have appropriate signage and translation around school

Have translation on the website in order to support parents access information about school

Provide a tour of the school to parents with language support if necessary and asylum seeking families

Provide guidance on the English education system and how parents can support their children

Provide information about charities and organisations that support redugee and asylum seeking families

Arrange initial timetable for pupil

Provide a tour of the school to pupil accompanied by a buddy



Prior to admission

PREPARE



Building a pupil profile

ABOUT ME

My Likes and Interests
Add text here

My Least Favourite Things
Add text here

Name:

Click here to add a picture

My Culture
Add text here

My Strengths
Add text here

Keeping Me Safe and Well
Add text here

How I Communicate
Add text here

Things I Need Help With
Add text here



Building a pupil profileS

MORE ABOUT ME

Everyday Information/My Daily Routine

Add text here

My Home

Languages spoken at home? who do they live with? Temporary or permanent accommodation?

My Diet

Add text here

My Journey

When arrived in the UK
Favourite subject? What
Proficiency in home language



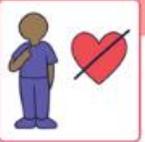
'All About Me' Supporting Materials

I like...



 Symbols 

I don't like...



 Symbols 


I am good at:



I am not so good at:






'All About Me' Supporting Materials



Building a one
page profile:

Key Points

- Time
- Welcoming space
- Translation
- Visuals



Share new arrival's information with relevant staff

Assign key worker to provide pastoral support each new arrival

Include visuals and translated resources in the new arrival's language in the classroom



Before the pupil starts

ALERT

Organise a buddy system and select buddies to accompany new arrivals at different times during the day



Setting up a buddy system



Careful planning & selection process needed

Buddies need to understand their role and responsibilities

Candidates should choose to take up the role

'Ad hoc' pairings tend to fall apart

Source: *International Rescue Committee – Healing Classrooms*
<https://www.rescue.org/uk/resource/being-buddy-trainer>



Selection of candidates

Buddy Application Form



Name: _____

Class: _____

Age: _____

1. Why do you want to be a Buddy at our school?

I would like _____



2. Look at the qualities in the boxes below.

patient	kind	friendly	helpful	take turns
encouraging	sympathetic	a good listener	understanding	responsible

I will make a good buddy because _____



3. Which hobbies or skills could you share with friends who are new to our school?

I could share or show them how to _____

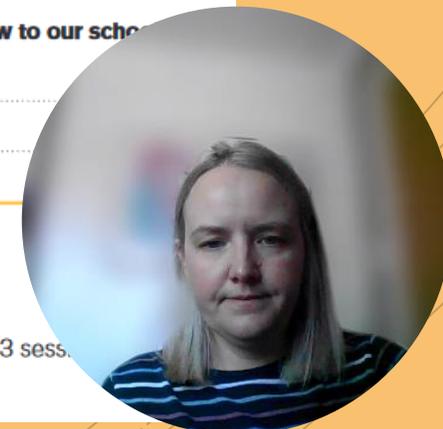
4. To become a Buddy, you must finish 3 training sessions.

Tick a box to answer the question.

Yes, I can come to all 3 sessions.

No, I can't come to all 3 sessions.

If no, what is the reason? _____



The International Rescue committee has ready made PPT slides and booklets for setting up a buddy system.

'Being a buddy' Training

<https://www.rescue.org/uk/resource/being-buddy-training-slides>

Being a Buddy Course – Session 1

Big Question:

What makes someone a good buddy?



Discussion:

Can you think of someone who has been a good friend or buddy in the past?

What made them a good buddy?



Being a Buddy Course – Session 3



Activity:

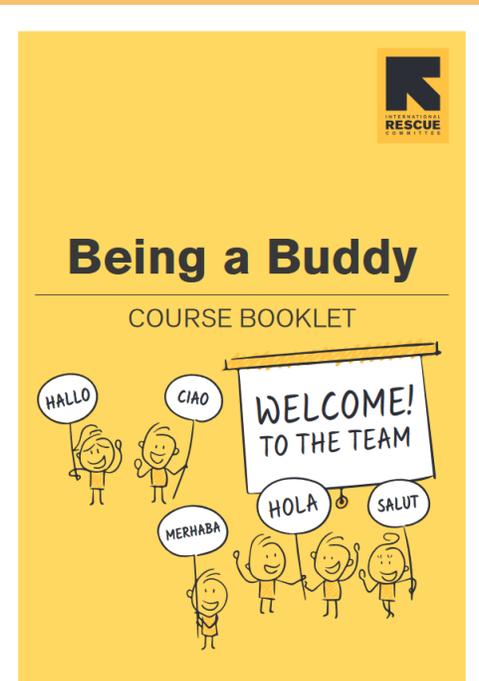
Tips on making conversation

Questions I could ask:

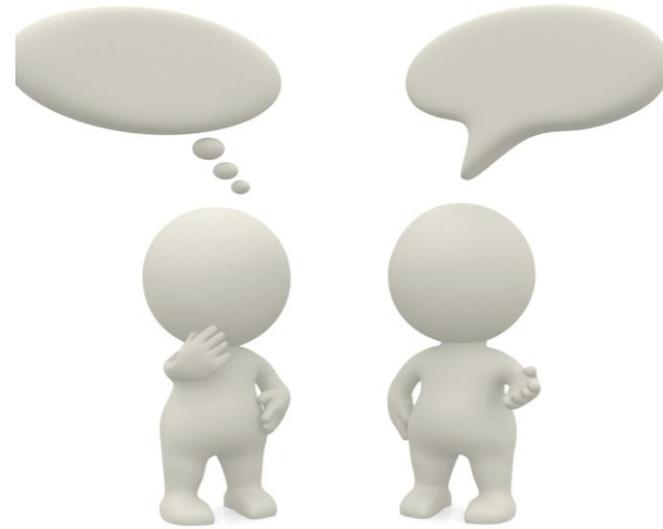
- Find out how to pronounce their name correctly.
- What is your name?
- How do I say it?
- How old are you?
- When is your birthday?
- What is your favourite subject?
- What was your old school like?
- What is your favourite food? What are your hobbies?
- Do you like sport?
- Do you like animals?

Phrases I could learn, if my Buddy speaks another language:

- Hello ... Goodbye...
- My name is ...
- How are you ?
- What do you call this ?
- How do you say this word?



Active listening skills



Active listening is a communication skill that involves going beyond simply hearing the words that another person speaks. It's about actively processing and seeking to understand the meaning and intent behind them. It requires being a mindful and focused participant in the communication process.

Source: [Verywellmind.com](https://www.verywellmind.com)



Effective listening skills

- Good attention – indicated by body language, eye contact, how you sit
- Watch and observe body language & facial expressions: What are you noticing about feelings – what is not being said?
- Listen to content and process
- Resist the ‘righting reflex’





Active listening
skills

OARS



Open-ended questions



Affirmations



Reflections



Summaries



Barriers to effective listening

- Assuming what is coming next so we do not bother to listen
- Rehearsing a reply so we begin to frame our response before we have heard what is being said
- ‘Message anxiety’ – we are afraid of what might be said so we don’t listen
- Hearing what we want to hear
- Mentally confusing the speaker with someone from our past
- Stereotyping – we think we know what people are like



Suggested follow up tasks

Create a one-page profile for a pupil who is an International New Arrival using some of the resources suggested in this training.

Further sources of information:

<https://www.rescue.org/uk/article/buddying-easier-said-done>

<https://www.manchesterlco.org/about-me-templates/>

