

# Catalyst Connects: Belonging Matters



## **Session 1: Creating a Welcoming & Inclusive Environment**

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



**Funded by  
UK Government**

**Catalyst  
Psychology** 



**Funded by  
UK Government**

Guidance

## **The Children and Young People's Resettlement Fund: successful bidders**

The Children and Young People's Resettlement Fund is a £2.5 million fund facilitating projects in England until March 2025 that support young people, aged 21 and under, on the Ukraine, Afghan and Hong Kong BN(O) pathways.

From: [Department for Levelling Up, Housing and Communities](#)

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# Catalyst Connects: Belonging Matters

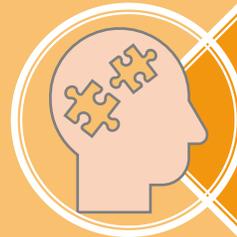




4 aspects  
developed  
through all 3  
strands of the  
project



providing a welcoming  
and inclusive  
environment



assessing new arrivals  
holistically, considering both  
academic and mental health  
needs



providing ongoing  
learning and pastoral  
support



supporting parents/careers  
(including hosts and  
sponsors)



# Training Strand: Aims & Objectives



# What will the training sessions cover?

**Sessions 1 & 2: Providing a welcoming and inclusive environment, including the PAWS model**

**Sessions 3 & 4: Assessing new arrivals holistically, including EAL & SEN**

**Sessions 5 & 6: Supporting the wellbeing and mental health of children who are INAs, including trauma-informed practice**



# Outline of this session



**Key terminology**



**Background theory/research around welcoming International New Arrivals**



**The PAWS model as a framework for welcoming INAs**



**Practical ideas & resources**



**Summary & next steps**

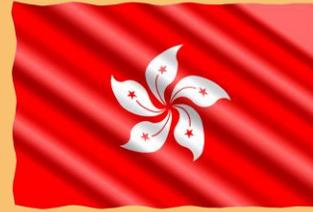


# Key terms

- An asylum-seeker is someone who has fled their home country in search of safety and who has applied for protection under international law
- A refugee is someone whose application for asylum has been accepted and who has been granted refugee status
- Asylum-seekers and refugees aged under 18 have the same entitlement to education as other pupils



# Resettlement Pathways



- Afghanistan
- Ukraine
- Hong Kong



# Creating a Welcoming Environment

*“...Look at all the things that I am capable of, and think of all the things you could call me - a student a, lover of literature, a budding architect, a friend, a symbol of hope even, but what am I called? A refugee.”*

*(Refugee Boy – Benjamin Zephaniah).*

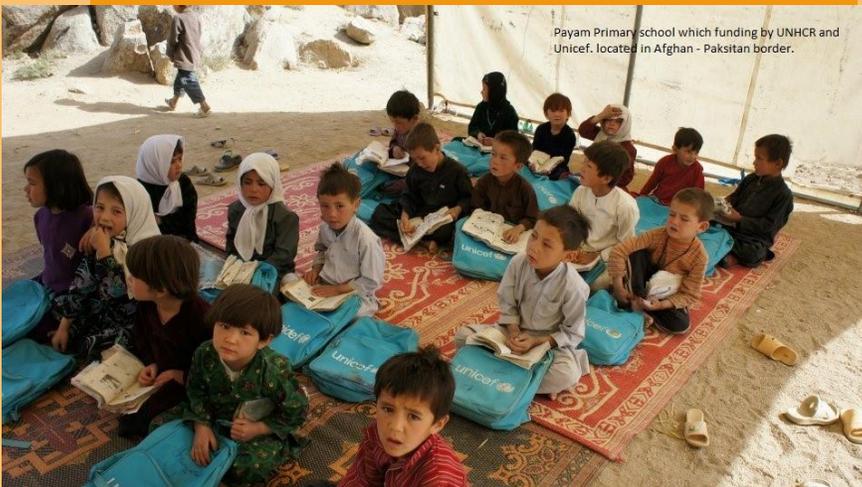


# The importance of education for displaced children

Migration and resettlement has a long history. It is not a new thing. Our communities have included people seeking sanctuary for many years.

Education is a fundamental means of integrating young refugees into their new context. For children who have **'given up their past in order to have a future'** (Kohli, 2014)

Young refugees have an entitlement to an **'inclusive and equitable quality education and to lifelong learning opportunities'** in their resettlement context (UNESCO, 2015)



Payam Primary school which funding by UNHCR and Unicef, located in Afghan - Pakistan border.



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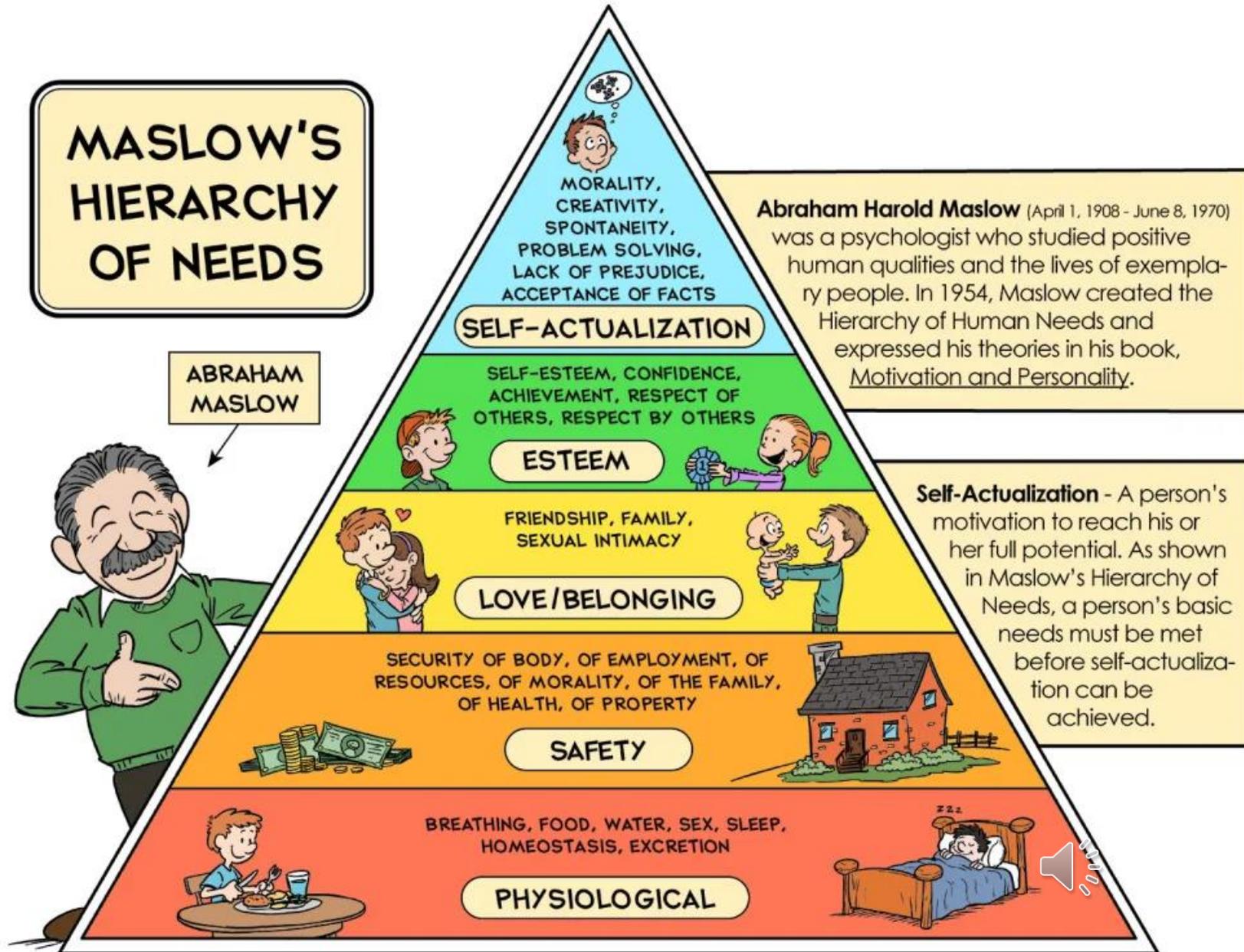
“Education not only provides refugee children with the hope and means to succeed, but also anchors a child, whose life experience is often defined by chaos, fear and isolation, within a society, a school, a classroom, where he or she can belong.”

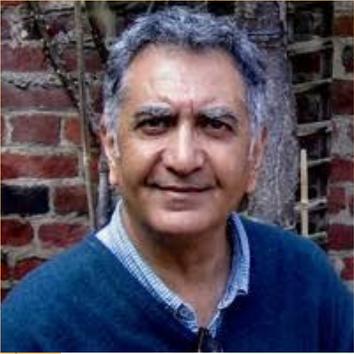
*Source: Lord Dubs in McIntyre and Abrams, (2021).*



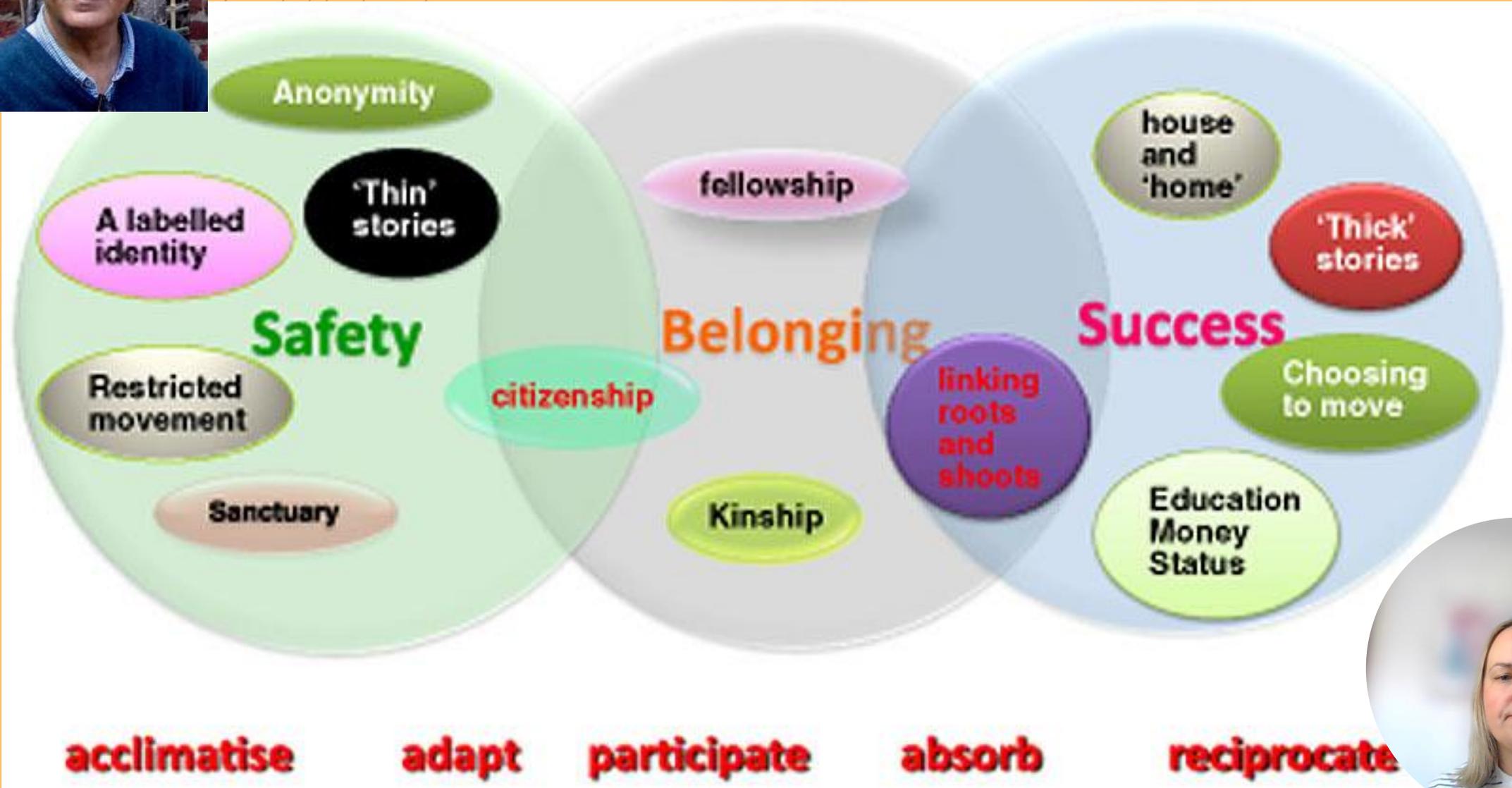


# Safety & Belonging





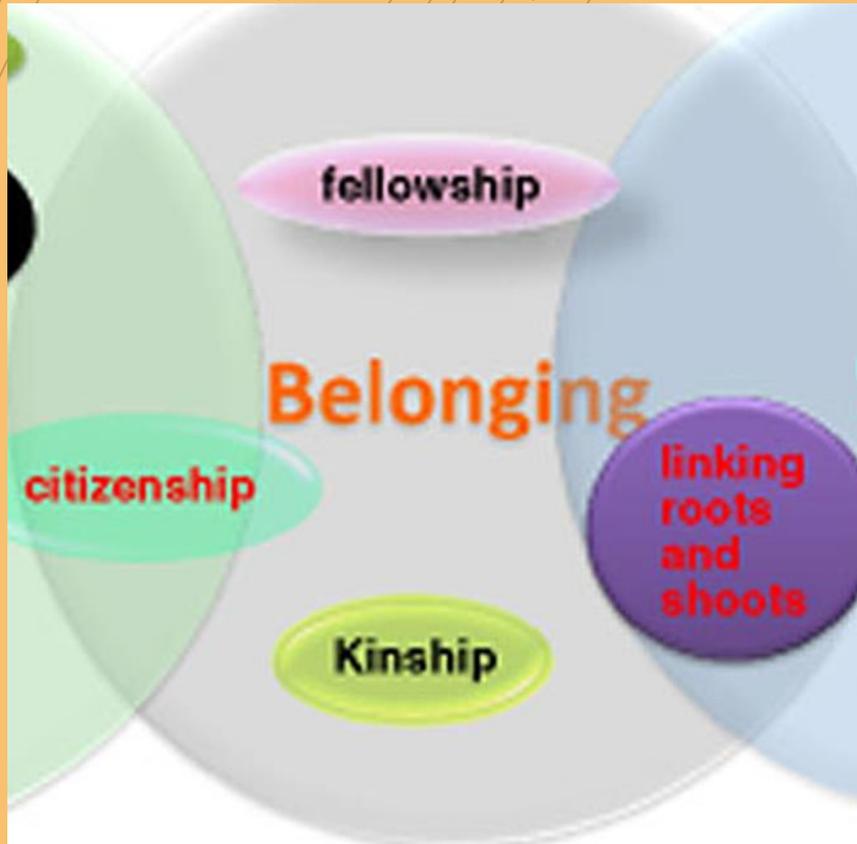
# Prof Ravi Kohli - 3 stage model of resettlement:





- Physical, emotional & mental
- A safe space
- Creating environments for trust building
- Opportunities to talk or not talk about their story
- Consistent and explicit expectations
- High aspirations with understanding that mistakes/misunderstandings will occur





- Opportunities for developing positive relationships with self, peers, communities, place & the new society
- Symbols of belonging (uniform, badges, form groups)
- Developing individual strengths to feel valued
- Teaching tolerance & promoting difference
- Working with peers to create a sense of belonging together
- Preparing for future life/goals/hopes





- Feelings of authenticity (being your true self)
- Positive sense of wellbeing
- Making meaningful choices about next steps
- Valued and able to make a positive contribution



What do children  
say about their  
experience?

Understand that they need respite from anxiety and an opportunity to 'be normal':

*'I wish they'd asked me about the football team I supported rather than my journey to this country.'*

Don't underestimate small gestures of kindness:

*"I did a drawing and they put it on the door of the class"*



# The PAWS Model



Prior to admission

**PREPARE**



Before the pupil starts

**ALERT**



The first days

**WELCOME**



The first weeks

**SUPPORT**





Prior to admission

**PREPARE**



Before the pupil starts

**ALERT**



The first days

**WELCOME**



The first weeks

**SUPPORT**



Build a pupil profile

Have appropriate signage and translation around school

Provide a tour of the school to parents with language support if necessary

Provide information about charities and organisations that support refugee and asylum-seeking families

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

Arrange initial timetable for pupil

Have policies that specifically mention refugee and asylum-seeking families

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

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



Prior to admission

PREPARE



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

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



Ensure designated key worker and buddy are ready to play to play their part

Use visuals, symbols and translation apps to support communication



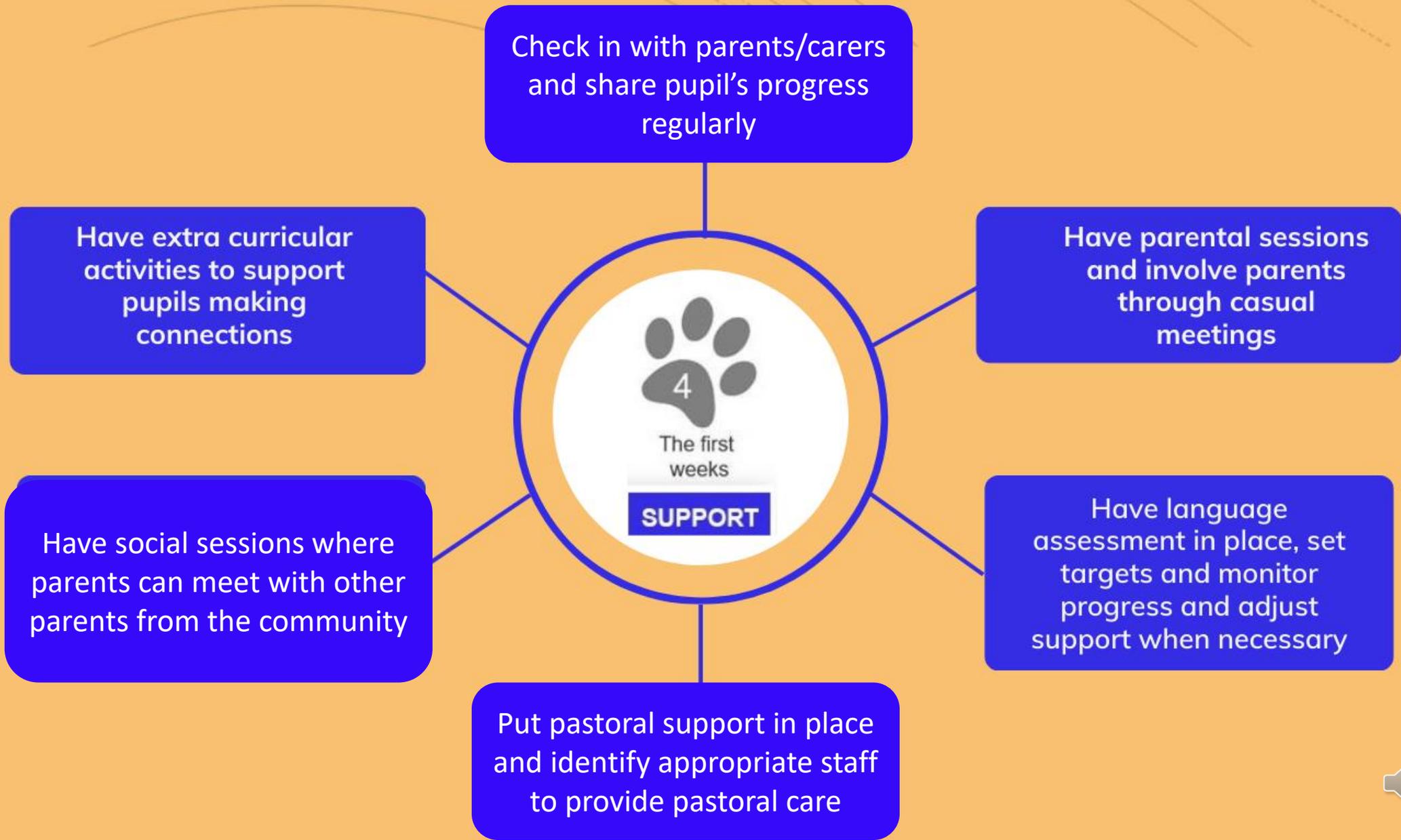
The first days

WELCOME

Provide communication fans with survival language

Set aside a room where new arrivals can meet and relax with other learners and staff





## Further information

- Links to further information and resources:

<https://schools.cityofsanctuary.org/>

<https://hongkongwell.uk/>

<https://www.bell-foundation.org.uk/>

<https://www.rescue.org/uk>



Follow up task

GROWS



GROWS



GROWS



GROWS

