



The Ambassador Training

Dr Emma Forshaw





Belonging Matters Training Structure



6 online training sessions delivered across 7 waves



Presented by EPs, Assistant Psychologists, Speech and Language Therapist & EAL teacher



Interactive sessions including break out rooms



Follow up tasks after each session to encourage application of knowledge & skills covered in sessions



Opportunity to receive certification as an 'Ambassador for Welcome & Belonging'



Scope

- Overall number of adults trained through online sessions and in Charter Mark schools = 633
- 16/19 Charter Mark schools identified Continuing Professional Development as an action and all schools accessed some training through the online sessions.
- Ambassadors (completed all 6 sessions and submitted portfolio of evidence) = 42



4 aspects developed through 3 strands



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/carers
(including hosts and sponsors)

Ambassador portfolio examples

Mental Health

What can you see?
Physical and verbal aggression. Threats of violence. Aggressive body language. Flight and freeze responses.

What does the child already see?
Safe space and key adults in school identified. The beginnings of some trusted peer and staff relationships. K has a good relationship with his sibling and often uses this relationship for support. K uses Lego, jigsaw puzzles, Top Trumps and colouring activities when he is feeling dysregulated. K also accesses sensory sessions in school.

What would the child like to try?
K would like to include more sports with key adults and trusted peers e.g. rugby, football, hockey and field athletics (gaelic).

Practising

- Sensory sessions and sports activities – K and key staff
- Weekly sessions – Sensory
- Daily sessions – sport activities
- In school in safe space and playground with trusted adult

How did the staff find it when they practised again?
K was able to engage with the activities straight away. He showed kindness to others, ensuring they were included. K was only able to engage in any given activity for a short period of time. Even when calm, he would 'jump' between activities.

How did the pupil find it when they practised it when stressed?
K needed time in his safe space before he was able to access activities. Key staff introduced some activities gradually, in the safe space, which enabled K to begin to self-regulate.

Wellbeing

What is the purpose?
A enjoys sharing his language skills with his peers

What will this look like/how will we do this?
Opportunities for A to continue to share his language skills with his class and to create opportunities to share these skills with the wider school community e.g. in assemblies, church services, open days and parent workshops.

Area to target
A doesn't always understand social cues

What will this look like/how will we do this?
To encourage continued, regular interactions with A's peers and key staff.
Lego Therapy and Nurture group intervention to target social interactions and expectations

Handwritten notes:
I do exercise
I have a laugh
I have friends
I feel safe
I can see the good in situations

Handwritten text:
I feel to play football very good to God.

Glows

These are the skills, qualities and knowledge I already possess for the
A mosaic of colorful geometric shapes

- ★ I am a Trauma Informed practitioner
- ★ I have worked within a Nurture environment for over 10 years
- ★ I am a Mental Health First Aider in my setting

Grows

These are the areas I want to develop/learn more about:

- ➔ I would like to improve my knowledge of language development
- ➔ I would like the opportunity to have shared experience with other professionals
- ➔ I would like to improve my statutory knowledge

Language difference vs. Language disorder and other SEN

Staff observation sheet

Staff observation sheet
Pupil's full name: DG
Class: Reception
Date:

A mosaic of colorful geometric shapes

1. How does the learner interact with the teacher and other members of the class?
Consider both understanding and speaking.

2. How does the learner respond to classroom expectations of behaviour?
When D first started school, she readily used physical/interventory reaction to communicate her needs. More recently, communication has been through sentences (talking).

3. Is the learner able to access and participate in oral tasks in class?
D is starting to access some learning with support but not always in setting. D is still making marks.

4. Does the learner struggle to access and participate in reading and writing tasks?
If so, please describe.

D accesses phonics sessions with support. D struggles with these sessions and her progress is inconsistent.

5. How well can the learner access and participate in the curriculum content in the lesson?
D is able to access some learning in small groups or 1:1 with support. D has weaknesses.

6. How age and level appropriate adapted or modified tasks have been provided, if so, in the lesson able to access and participate in these?
No. Resources have now been shared with teaching staff to support D.

7. Is the learner using a translator or bilingual dictionary to support them, if so, does this make a difference to their ability to access and participate in curriculum content?
No. Resources have now been shared with teaching staff to support D.

8. How the learner displayed any concerning behaviour? If so, please list these below.
D has displayed physical aggression towards children and staff.

9. What would the teacher observe concerning this pupil?
D will often become dysregulated and can display learnt behaviours from home.

Categories of need:

Category of need	Low signs of need to high signs of need
Proficiency in English	0 1 2 3 4 5 6 7 8 9 10 11 12
Communication and interaction	0 1 2 3 4 5 6 7 8 9 10 11 12
Cognition and learning	0 1 2 3 4 5 6 7 8 9 10 11 12
Social, emotional, and mental health difficulties	0 1 2 3 4 5 6 7 8 9 10 11 12
Physical and sensory needs	0 1 2 3 4 5 6 7 8 9 10 11 12

Any other comments or concerns about this pupil:

Creating a welcoming and inclusive environment

ABOUT ME

My Likes and Interests:
Add text here
I like all things art!

My Least Favourite Things:
Add text here
Learning Time in school is hard. Sometimes I struggle sitting still

My Culture:
Add text here
I am Romanian and at home we speak Romanian. I have a cleft palate so have seen lots of doctors. At home, my parents do lots for me. They help me with eating and dressing

My Strengths:
Add text here
I am really good at numbers

Things I Need Help With:
Add text here
I sometimes get cross when they don't understand

because communication can be hard

MORE ABOUT ME

Everyday Information/Daily Routine:
Add text here
I come to school everyday. In school I have Breakfast group with my friends, we have toast. Then, in class, we have letters and sounds learning then play. At breaktime I have a packed lunch (snack). After breaktime, it's reading. I need lots of help with reading. At lunch I have a school dinner and sometimes some to my packed lunch too! After lunch it's maths, I like numbers. Then another time to play before home time.

My Home:
Languages spoken at home? who do they live with? Temporary or permanent accommodation?
I live with my mum and dad. At home we speak Romanian. My dad speaks a little bit of English at school.

My Journey:
When arrived in the UK? Prior Schooling? Favourite subject? What age started school? Proficiency in home language? and/or in English?
I started at my new school in October when I returned to England. I did go to preschool when I was younger

Young Person/Parent/Carer Consent:
I am happy for this profile to be shared on my behalf with other services as appropriate

Please scan the QR code to find:
- More 'About Me' templates
- A guide to help you complete an 'About Me' profile
- A survey to tell us what you think of 'About Me'



AMBASSADOR FOR WELCOME AND BELONGING

This certifies that

has completed the Ambassador for Welcome
and Belonging training programme as part of the
Catalyst Connects: Belonging Matters project



Funded by
UK Government

Catalyst
Psychology 

Signature

E. J. Forshaw

Dr. Emma Forshaw
Educational Psychologist

Date:

27th March 2025

Catalyst
Psychology 



Impact

Area of focus	Pre-training average confidence rating (1-5)	Post-training average confidence rating (1-5)
1. Creating a welcoming and inclusive environment for International New Arrival children and families	3.12	4.54
2. Assessing new arrivals holistically, including EAL and SEN.	2.65	4.46
3. Supporting the mental health and wellbeing of INA pupils	2.65	4.46
4. Facilitating peer group support	3.12	4.54
5. Helping children maintain links to their culture	3.08	4.54
6. Providing trauma-informed support	3.04	4.42



Participant feedback

“I've been able to put much of this training to immediate use (e.g. making an effective buddy system) so it's been of real practical benefit already.”

“I really enjoyed the sessions, there was a good mix of content and breakout rooms and really useful slides and visuals. Being online and straight after school was really helpful for me.”

“It was good to go into break out rooms and engage with others on the course. It's easier to remember content if you've had a chance to discuss/complete an activity.”

“Excellent, well thought out coverage of key areas, with good depth and focus where needed. Opportunities to talk with other teachers ensure practical reflection opportunities.”