The task for teachers in welcoming refugee children is the same as with all new children. We need to make them feel welcome, provide support, encourage friendships and make sensitive assessments about language needs, learning needs and wellbeing.

School staff have a key role in assisting refugee children to rebuild a social world, we need to think holistically about children's lives and develop forms of support that promote resilience. You will need to find out about languages spoken and the previous educational experiences of the children to support their entry into your school.

<u>Welcoming refugee children into your school</u> this is a short guide that can be shared with staff.

From the beginning:

Establish relationships with the children - be interested in them, showing respect and being kind and caring will help them to settle and feel valued and included.

Empathise

Make them feel safe

Help them to have fun

Help them to make friends

Play with them condition actively engage with them (adapt for ages)

Support learning English

Help them to express themselves through play and creative arts

When positive experiences outweigh negative experiences, a child's "scale" tips toward positive outcomes (developing the child's resilience and ability to cope with stress).

We know that positive relationships and experiences support children to recover from stressful experiences. See this short film InBrief: What Is Resilience? - Center on the Developing Child at Harvard University Over time, the cumulative impact of positive life experiences and coping skills make it easier to achieve positive outcomes.

Suggestions for play and games that support skills for resilience <u>Enhancing-and-Practicing-Executive-Function-Skills-with-Children-from-Infancy-to-Adolescence-1.pdf (netdna-ssl.com)</u>

If you are concerned about one of the children at your school the usual avenues of support are available. If you have a link EP they can support you with issues related to learning, emotional wellbeing, social relationships, behaviour and engagement.

Catherine Roderick

Educational Psychology Service Manager

Catherie Stoleick

Oxfordshire County Council