

Educating Asylum Seeking and Refugee Children

Guidance on the education of asylum seeking and refugee children

Summary of Contents

This guidance explains the law and good practice for educating asylum seeking and refugee children, including:

- School admissions
- Providing a welcoming environment
- Meeting pupils need to learn English.
- Local Education Authorities role and responsibilities
- Liaison between schools, home and communities
- Further resources and useful Information
- Additional links (listed here for ease of access):

The Refugee Council: www.refugeecouncil.org.uk

The National Union of Teachers: www.teachers.org.uk

The Local Government Association: www.lga.gov.uk

The Commission of Racial Equality: www.cre.gov.uk

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FOREWORD

There is broad recognition that teaching the children of asylum seekers and refugees can be both challenging and rewarding. We know that some schools and LEAs have developed good practice and introduced initiatives to meet the needs of these children. There was also recognition that many schools would appreciate additional guidance and Jill Rutter, formerly Education Advisor to the Refugee Council, was commissioned to produce this comprehensive good practice guidance. The guidance provides information that ranges from the role of LEAs through to advice on how to support individual communities. I hope that the information and good practice contained in this document will help you in your work to raise the achievement of the children of asylum seekers and refugees. I commend the guidance to you.

BARONESS CATHY ASHTON

Parliamentary Under-Secretary for Early Years and School Standards

1. Who are asylum seekers and refugees?

1.1 Definitions

- Asylum Seekers are people who flee their home country and seek refugee status in another country, possibly because of war or human rights abuses, and then lodge an application for asylum with the UK Government.
- A person is recognised as a refugee when the Government decides they meet the definition of a refugee under the 1951 United Nations Convention Relating to the Status of Refugees and accepts that that person has a well founded fear of being persecuted. A person with refugee status is granted indefinite leave to remain (ILR) in the UK.

1.2 The Process of Applying for Asylum in the UK

Asylum applications are made to the Asylum Casework Division of the Immigration and Nationality Directorate (IND) of the Home Office. An asylum application can be lodged at the point of entry or after the applicant has arrived in the UK. Single adults make most asylum applications, but about 20 per cent of all asylum applications are made by an adult with dependants. A dependent may be a spouse or a child. When an asylum decision is made, it applies to the primary asylum applicant and his/her dependants.

An asylum seeker has to provide oral and/or written information of past persecution to the Immigration and Nationality Directorate (IND). On the basis of information given to the IND, a decision is made on the asylum seeker's case. After full consideration of a case, there may be one of three outcomes:

full refugee status
Exceptional leave to remain - ELR
refusal.

ELR is usually granted for a period of one year. After this, a renewal is needed. If granted this is usually for a three year period. After this three year period has expired, and application for indefinite leave to remain (ILR) may be lodged with the IND.

Asylum seekers who are refused may appeal against this decision. If an appeal is unsuccessful the asylum seeker and any dependants may be removed from the UK.

1.3 Countries of Origin of Asylum Seekers

Asylum seeking pupils come from many different countries. Countries of origin vary over time, as do the conditions that force asylum seekers to flee. Up-to-date information on the countries of origin of asylum seekers is given on the Home Office web site – www.ind.homeoffice.gov.uk. This web site gives asylum statistics, country assessments and background information about the main countries of origin of asylum seekers.

At the time of writing the main countries of origin of asylum seekers are:

Afghanistan	Albania	Algeria	Angola
Burundi	Cameroon	China	Colombia
Congo-Brazzaville	DR Congo	Czech Republic	Ecuador
Eritrea	Ethiopia	India	Iran
Iraq	Ivory Coast	Kenya	Kosova

Nigeria	Pakistan	Poland	Romania
Russia	Rwanda	Sierra Leone	Somalia
Sri Lanka	Sudan	Turkey	Uganda
Ukraine	Yugoslavia	Zimbabwe	

1.4 While most asylum seeking children arrive in the UK with one or both parents, some do not. They may arrive with friends or relatives who are not their usual carers, or they may arrive as unaccompanied asylum seeking children. The United Nations High Commissioner for Refugees (UNHCR) defines an unaccompanied asylum seeking child as being under 18 years old and not cared for by that child's usual carers. Unaccompanied asylum seeking children's care is the responsibility of the relevant social services department of the local authority and such children are cared for under the provisions of the Children Act 1989. Good liaison between schools and social services is essential for such children. Further information about making strong links between schools and social services is given in the Department for Education and Skills' (DfES) and Department of Health's *Guidance on the Education of Children Being Looked After by Local Authorities*.

1.5 Asylum seeking and refugee children's background

Young asylum seekers and refugees are a very diverse group. Children from one particular country may come from different ethnic and linguistic backgrounds. Families may have different political beliefs and religious observances.

Asylum seeking and refugee children may have a wide range of educational and social needs. Significant proportions of them:

- have had an interrupted education in their countries of origin
- have had horrific experiences in their home countries and flight to the UK, and for a small number this may affect their ability to learn and rebuild their lives
- have suffered a drop in their standard of living and other major changes in their lives
- may not be cared for by their parents or usual carers
- have parents who are emotionally absent
- are living with families who do not know their educational and social rights
- speak little or no English on arrival in the UK
- suffer racist bullying or isolation in school.

Further information

National Asylum Support Service (NASS) (2001) Policy Bulletin 63 The Education of Asylum seeking children

2. Entitlement to social welfare and education

2.1 Asylum seekers have restricted rights to work, housing and social welfare. However, asylum seekers have full rights to healthcare and children of compulsory school age have full rights to education. The social rights of asylum seekers, refugees and those with Exceptional Leave to Remain are summarised in Table One (at the end of this chapter).

2.2 Asylum seekers have limited rights to benefits. They may not be housed under homelessness provisions. At present asylum seekers and their dependants may receive welfare benefits in different ways.

- Unaccompanied asylum seeking children are cared for by social services departments under the provisions of the Children Act 1989. Care arrangements vary. Under 16s should be cared for under Section 20 of the Children Act 1989 and be termed 'looked after' or 'in public care'. They are usually placed in children's homes or with foster carers. Those aged 16-18 may be cared for under Section 17 or Section 20 of the Children Act. They may live in children's homes, with foster carers or independently. The voucher and dispersal scheme introduced after the passage of the Immigration and Asylum Act 1999 does not apply to unaccompanied asylum seeking children.
- A small number of asylum seekers receive income support and housing benefits, usually because their asylum application was made at a port of entry before April 2000.
- Some asylum seekers and their dependants receive support from local authorities under the provisions of the Immigration and Asylum Act 1999 (the support scheme is sometimes called the Interim Scheme). These families made their asylum applications before 4 April 2000. The children living in these families are entitled to the same benefits as families on Income Support, including free school meals, school milk and school uniform grants. The entitlement to free school meals is outlined in Section 117 of Schedule 14 of the Immigration and Asylum Act 1999.
- The majority of recent asylum seekers who require financial assistance from the Government are supported by the National Asylum Support Service (NASS) of the Home Office. NASS came into operation in mid-2000. It now supports all new asylum seekers.

2.3 NASS currently supports asylum seekers in two ways. These are by providing accommodation and essential living needs support and by essential living needs support only. In many cases, asylum seekers arriving in the UK can stay with family or friends but require support for their essential living needs. In these cases, NASS will issue the family with vouchers that can be exchanged for cash to buy goods and services. The children living in these families are entitled to the same benefits as families on Income Support, including free school meals, travel and school uniform grants. Families will be provided with documentation from NASS to establish their entitlement to these services. The entitlement to free school meals is outlined in Section 117 of Schedule 14 of the Immigration and Asylum Act 1999.

2.4 NASS also supports asylum seekers that require assistance with accommodation as well as essential living needs. About half of new asylum applicants will have nowhere to stay and no means of supporting themselves. In these cases, NASS will provide vouchers which can be exchanged for cash to buy goods and services. The children living in these families as also entitled to free school meals, travel and uniform grants. The entitlement to free school meals is outlined in Section 117 of Schedule 14 of the Immigration and Asylum Act 1999.

NASS will also arrange for suitable accommodation to be provided. This accommodation will not usually be located in Greater London or Kent. NASS are likely to place these families in one of the following regions

The North West
West Midlands
East Of England

The North East
East Midlands
South Central

Wales
Scotland
South West

Arrangements have been made in each of the areas, via the creation of Local Authority led Regional Consortia, to ensure effective inter agency collaboration. Many of the Regional Consortia have also organised educational planning groups. A list of regional contact points is included in Chapter Ten.

2.5 At the point of dispersal NASS will inform the receiving LEA details of any school age children. Families with school age children need to make an application to the relevant admissions authority (LEA, voluntary or foundation school) in the same way as other parents for school place. The Admissions Authority should allocate a school place to new arrivals as soon as practically possible.

2.6 Asylum seeking families who have received a negative decision on their asylum application, but are appealing against this decision will remain the responsibility of NASS. Children in the appeals process retain full rights to education.

2.7 Asylum seekers who were formally in receipt of income support and housing benefit, but have received a negative decision on their case after 2000 (sometimes known as disbenefited cases), should remain in their existing accommodation. NASS will reimburse local authorities for housing and supporting such families.

2.8 If refugee status or Exceptional Leave to Remain is granted to an asylum seeker, they and their dependants assume full rights to benefits and social housing.

Good practice in action

Wakefield has received asylum seeking families dispersed by NASS. The local authority has formed a multidisciplinary reception team, comprising staff from social services, housing and education, as well as a part-time police officer and health worker. Asylum seekers are met and helped to settle into their new housing. Additionally, the local authority has a multi-agency working group on asylum, forging links between the statutory and voluntary sectors.

Table One

	Asylum Seeker	Exceptional Leave to Remain	Refugee Status
Travel documents	None, overseas travel not permitted	Own passport or British travel document	UN Refugee Documentation
Healthcare	Full entitlement outlined in Health Circular 82 (15)	Full entitlement outlined in Health Circular 82 (15)	Full entitlement outlined in Health Circular 82 (15)
Work	No entitlement in first six months, after which primary applicant can apply to Home Office for permission to work	Yes	Yes
Welfare benefits	No rights to benefits. Supported with cash and vouchers by NASS unless <ul style="list-style-type: none"> • An unaccompanied child • Applied at port of entry before 4.4.00 • Supported by a local authority 	Yes	Yes
Rights to housing under homelessness legislation	None, housing provided by NASS if needed, although asylum applicants who applied at the port of entry before 4.4.00 have limited rights to social housing	Yes	Yes
Early years provision	Yes	Yes	Yes
Compulsory education	Yes	Yes	Yes
Education for 16-18s at school	Same entitlement as UK national	Same entitlement as UK national	Same entitlement as UK national
Fees in FE	Overseas student, although concessionary fees apply to All unaccompanied children Those studying on part-time scheduled courses who are in receipt of NASS/local authority support or benefits	Home student	Home student
Fees in HE	Overseas student	Home student	Home student
Grants/loans for HE	Overseas student	No grant until three years ordinary residence	Home student

Further information

Commission for Racial Equality (1996) *From Cradle to School: a practical guide to racial equality in the early years*, London: CRE

Commission for Racial Equality (2000) *Learning for All: standards for racial equality in schools*, London: CRE

Department of Health (2000) *Guidance on The Education of Children Being Looked After by Local Authorities, Circular LAC (2000) 13*, London: Department of Health and DfEE

Gloucestershire County Council (2000) *A Policy for the Education of Refugees and Asylum Seekers* (unpublished policy report)

OFSTED (2000) *Evaluating Inclusion: guidance for inspectors and schools*, London: OFSTED

OFSTED (2001) *Raising the Achievement of Young People in Public Care*, London: OFSTED

3. Good practice – the LEA’s role and responsibilities

3.1 LEAs have legal duties towards asylum seeking and refugee children, as described below. They also have a role to play in promoting good educational practice. LEAs are expected, through their Educational Development Plans and Early Years Development Plans to respond to the needs of asylum seeking and refugee children living in their area.

3.2 Specifically, LEAs have a legal duty to:

- provide full-time education for all children of compulsory school age resident in that LEA, as outlined in Section 14 of the Education Act 1996.
- LEAs and schools have a duty to provide free school meals for all asylum seeking and refugee children on means tested benefits and those supported by the National Asylum Support Service, including those supported by local authorities under the Interim Support Scheme. This obligation is outlined in Section 117 of Schedule 14 of the Immigration and Asylum Act 1999.
- LEAs have a duty to provide certain educational support for children in public care who are looked after under Section 20 of the Children Act (see Department of Health Circular LAC (2000) 13).
- LEAs and schools, as both employers and education providers have to comply with the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000 – both LEAs and schools must not discriminate on grounds of race. The Race Relations (Amendment) Act 2000 also obliges public authorities and schools *positively* to promote good race relations. Translation and interpreting services have to be provided, to facilitate school enrolment, and for procedures such as special needs assessments. A statutory Code of Practice for LEAs and schools on how to fulfil their race equality duties will come into force in 2002.
- The Office for Standards in Education (OFSTED) inspects schools for social inclusion and support for specific groups of pupils including asylum seeking and refugee children.

3.3 LEAs should ensure that there are no unreasonable delays in securing the admission of asylum seeking and refugee pupils to school, and admission practice should be commensurate with that applied to all other pupils.

3.4 To ensure that the educational needs of these children are properly taken into account, LEAs are encouraged to develop local policies and procedures to facilitate access to, and support within, local schools. In particular, Chief Education Officers or Directors of Education should ensure that arrangements are in place to:

- provide asylum seeking families with information on local schools and admissions procedures and early years provision
- provide adequate support for mid term admissions
- ensure that schools have access to good quality interpreting services
- respond appropriately to the educational needs of 15 and 16 year olds seeking school places, ensuring that they receive full-time education

- ensure English as an additional language (EAL) support is in place
- ensure the development, through in-service training, of the skills needed to teach asylum seeking and refugee children.

3.5 Chief Education Officers or Directors of Education should, where appropriate, develop the above policies in collaboration with other agencies using the Regional Consortia network established across the country, as well as local authority asylum planning groups. Within LEAs, cross-departmental planning, involving EAL staff, the school psychological service, early years teams, educational welfare teams and others is encouraged.

LEA Educational Development Plans offer the opportunity for developing policies to facilitate rapid school enrolment and improve support for asylum seeking and refugee children in schools.

3.6 Other good practice that LEAs have found helpful includes:

- the production of a written educational policy on support to asylum seeking and refugee children, especially if it outlines issues of educational entitlement, as well as good practice
- the involvement of Traveller Education Support Services where local communities include eastern European Roma asylum seekers or refugees
- libraries and leisure services have a significant and varied role to play and need to make sure that they are meeting the needs of refugee communities. Libraries should ensure that they hold books in relevant 'refugee' languages. Library space can be used for exhibitions about new local communities and to promote awareness and positive images of refugees
- schools' admissions staff need to ensure they are aware of the entitlements to education of asylum seeking and refugee children and that they are sensitive when interviewing families who may speak little English ensuring, wherever possible that
- educational psychology teams should have staff with designated responsibility for asylum seekers and refugees
- the Involvement of the Youth Service, to ensure that these children have full access to youth clubs, leisure, after-school and holiday projects. The Youth Service needs to monitor the uptake of its services to ensure that no ethnic group is excluded. Refugee community organisations should be supported in their development of youth services and the new Connexions strategy in England must meet the needs of asylum seeking and refugees children
- The active involvement of early years providers, as asylum seeking and refugee children may be under-represented in early years provision. The new English Early Years Development Plans require that local authorities account for services for these children.

3.7 Projects, such as support teachers are most usually funded by the Ethnic Minority Achievement Grant. Other sources of funding may be utilised including Sure Start (for under fives), the Children's Fund, Excellence in Cities and mini EAZs.

Good practice in action

The London Borough of Camden and Gloucestershire County Council both have a comprehensive refugee educational policy document that can be used as a model for other local authorities. Camden launched its policy at a training conference for teachers and has since set up an LEA working group on refugee children's education. Gloucestershire's policy was written to inform schools about the needs of asylum seeking and refugee children. It was mailed to relevant schools with a pack of bilingual teaching materials to help new arrivals settle.

At the time of writing, some 30 English LEAs are employing specialist support teachers. Their job may involve

- working with individual children, often those whose needs extend beyond learning English*
- helping schools develop their own practices to support asylum seeking and refugee children*
- delivering INSET*
- acting as a contact point on refugee issues within an education department.*

A refugee community group and the library service of one south London local authority ran a project for young Kosovans based in a library where young refugees were able to use the internet to access Albanian language news and Red Cross family tracing information.

About 40 per cent of all refugee children in the UK attend community schools outside of normal school hours. Such schools teach the home language, as well as supplementing the mainstream curriculum. One London local authority has a funding programme for its community schools including refugee community schools. The receipt of funds is contingent on participating in teacher training programmes.

A London EAZ, in an area where some 20 per cent of school pupils are refugees, has developed a partnership with a centre that works with survivors of torture. Staff in the EAZ schools will all receive training on the use of art to help these children settle in school.

4. Good Practice - the Early Years

4.1 Asylum seeking children, as well as those with refugee status and Exceptional Leave to Remain (ELR) have the same entitlement to early years provision as UK residents.

4.2 Asylum seeking and refugee children have much to gain from good quality early years provision. For example, for those from households where English is not spoken, early education and childcare provision will support children in learning English before they enter compulsory education speaking English. However, in most areas, asylum seeking and refugee children are under-represented in nurseries, playgroups and other forms of early years provision and work needs to be done in facilitating access to such provision where appropriate.

4.3 New initiatives such as Sure Start, Early Excellence Centres, Neighbourhood Nurseries, Children's Services Plans, the National Childcare Strategy and Early Years Development and Childcare Plans have been introduced, and with them the opportunity to ensure that the specific needs of young asylum seeking and refugee children and their carers are met. Early Years Development and Childcare Partnerships are required to assess local need, and consult widely on the Plans, as well as promoting equality of opportunity for all children. Thus Early Years Development and Childcare Partnerships and Plans offer the opportunity to consult with parents and community organisations, assess the needs of asylum seeking and refugee children, and develop comprehensive and innovative services to meet their needs. In 1999, new Early Years Development and Childcare Plans were required to account for services provided for these children.

Early Excellence Centres offer quality integrated nursery provision. Such centres combine childcare and nursery education with a range of other services for young children and their families, such as toy libraries, parent and toddler groups, holiday play schemes, family literacy classes, English classes for adults, counselling, health visitor clinics, surgeries offering welfare rights and other advice, and support for children with special educational needs. Integrated nurseries may also offer childcare training courses such as the NVQ Level Two and Three courses in Childcare and Education. As asylum seeking and refugee families may have a wide range of social and other needs and have difficulties accessing statutory services, a range of provision of this kind on one site is a real opportunity to meet their needs.

4.4 OFSTED is required to inspect all early years education and childcare providers, including child minders, and these inspections require an assessment of whether children's particular ethnic or linguistic needs are being met.

4.5 Good practice for those involved with the coordination of early years services included:

- all local authorities and Early Years Development and Childcare Partnerships in areas where refugees have settled should ensure that there is a person with designated responsibility for refugees
- the Regional Consortia should make links with health visitors and early years services to ensure that the latter know where to find asylum seeking and refugee children, to facilitate access to services
- where waiting lists operate, local authorities may wish to consider prioritising the most socially excluded children and for the criteria to include additional language needs

- ethnic monitoring of uptake of early years services is essential and evidence shows particularly poor ethnic monitoring of voluntary sector early years services.
- taking positive action, where appropriate, under the Race Relations Act [as amended by the Race Relations (Amendment) Act 2000] to train specific ethnic groups to acquire a childcare qualification
- childminding, in particular, offers employment opportunities to refugee women. Local authorities can organise training courses targeted at these women, perhaps with English language support. Training should be coupled with a small grants scheme to enable them to purchase toys and safety equipment
- information about early years provision should be available in key community languages. Managers of early years services should keep a list of asylum seeking and refugee community groups serving their local authority.

4.6 Central to Early Years Development and Childcare Plans should be the development of expertise in meeting the needs of asylum seeking and refugee children in local authority and community nursery provision. Currently the awareness of these children's backgrounds and specific needs varies from setting to setting. Many of the principles of good early years practice naturally apply to asylum seeking and refugee children too, including a commitment to equal opportunities, parental involvement and play as a child's right. Specifically, these children need provision that can:

- meet their psychological needs, by, for example using play to help a child settle
- respond to their language needs
- challenge racism and promote an understanding and positive acceptance of cultural diversity
- involve parents who may not be confident in speaking English
- support families who may be experiencing stress and economic deprivation
- address issues of religious belief.

4.7 Over 70 per cent of asylum seeking and refugee children come from homes where little or no English is spoken so the setting could be their first contact with the English language. Developing a language policy in a setting is crucial to meeting the needs of these children. Good practice includes:

- ensuring that staff receive training on understanding and meeting the language needs of children
- informing parents about the setting's language policy and stressing to parents the importance of speaking and reading to children in their home language
- finding out from families which languages are spoken at home
- trying to employ bilingual early years workers who speak relevant languages
- learning a few words in relevant languages, particularly greetings. Find out from

parents how children will tell you when they need to go to the toilet or when they are thirsty

- purchasing resources such as bilingual tapes and books
- making labels and signs in relevant languages
- encouraging parents to come in and read stories or teach songs
- letting children teach staff and other children some words in their home languages
- remembering that children can understand what is said before they can express themselves fluently. It is important to keep communicating with children and ensuring that their environment is language-rich
- being a good language model by speaking slowly to children, but in a natural voice
- encouraging productive language such as hellos and good-byes.

4.8 Play has much to offer asylum seeker and refugee children in early years settings. It can help them make sense of the stresses and changes in their lives. It also offers children the chance to gain confidence through interacting with peers and exploring their environment. As many of these children have lost self-esteem and trust in peers and adults, play can help them regain lost confidence and make new trusting relationships with adults or other children. Consequently, early years workers need to think about how they can promote play.

To be able to play, asylum seeking and refugee children, like all young children, will need space, suitable toys and materials, time and empathetic attitudes from adults. Asylum seeking children living in hostel accommodation, sometimes with stressed or emotionally absent parents are likely to be missing most or all of what they need for play. A useful way to support such children would be to organise a parent and toddler group, crèche or visits to local play facilities.

The following activities may be useful for asylum seeking and refugee children:

- sensory and exploratory play, such as with sand, water play, cornflour, noise putty and slime. A treasure basket containing materials of different textures or objects that make different noises can be used to encourage such play. Also useful are small toys, figures and other objects that facilitate the telling of stories, and puppets, props and clothes for role-play
- drama, including mime, puppetry, the use of miniature figures and mask-making which allows children to play out feelings and 'problems'
- painting and drawing
- opportunities for free play, particularly in home corners, allows children to use play to interpret stressful events that have taken place in their lives
- using stories, followed by discussion, acting and play. For example, A Bear Called Paddington could be used to help children act out a story-line about the theme of being new.

4.9 The Race Relations (Amendment) Act 2000, as well as the DfES and OFSTED commitment to social inclusion, obliges early years settings to promote an understanding and positive acceptance of cultural diversity and be active in challenging racism. The early years are an important time for learning the social skills and values needed in adult life. The curriculum should enable children to explore values such as sharing and equal respect. It can be used to examine issues such as moving, fear, justice, being new and ethnic diversity, for example by:

- telling children folk-tales from the children's countries of origin and inviting in parents or others from the community to tell stories
- using toys and books that depict people from different ethnic groups, particularly doing everyday things like shopping and cooking. Teachers should acquire resources and examples from a wide range of cultures: dual language books should be purchased and black dolls used alongside white dolls. But it is important to look at resources critically. The Working Group Against Racism in Children's Resources (1995) has published a useful guide for the selection of resources for young children. Teachers may want to develop their own checklist to ensure that resources do not perpetuate bias or stereotypes (see References and further Information below)
- celebrating various Faiths, for example Muslim, Jewish and Hindu festivals as well as Christmas and Easter
- children should be encouraged to celebrate their home language. There should be labels and signs in relevant languages. Teaching all the children songs in the various languages of the children in the group helps to celebrate bilingualism.

References and further information

Working Group against Racism in Children's Resources (1995), *"Guidelines for the evaluation & selection of toys and other resources for children"*

460 Wandsworth Road
London
SW8 3LK

Tel: 020 7627 4594

"Refugee Children in the Early Years: Issues for policy makers and providers" by Jill Rutter and Tina Hyder (Save the Children, 1998) £4.50

"In safe hands"

A resource and training pack to support work with young refugee children, produced in partnership with Save the Children. A video and information pack
April 2001

Price: £20.00

5. Providing a Welcoming Environment

5.1 Rapid enrolment and regular attendance at school is highly desirable for asylum seeking and refugee children. Children should be offered a school place as soon as possible after arrival in the authority.

5.2 Asylum seeking and refugee children's entitlement to a school place is outlined in the DfES Code of Practice on School Admissions, Annex B, Guidance on Pupils from Overseas. Parents are obliged to ensure that their children receive an education. Schools and LEAs must offer school places in accordance with their published admissions arrangements and must ensure that all children resident in that local authority receive full time education. The obligation of an LEA to provide a school place is outlined in Section 14 of the Education Act 1996. In drawing up admission arrangements, schools and LEAs must comply with the Race Relations Act 1976 and Race Relations (Amendment) Act 2000.

5.3 Pupils who arrive in Years 5, 6, 10 or 11 of their schooling are expected to sit SATs and public examinations. However, if pupils have English as an additional language they are exempt from inclusion in school and LEA league tables for a two year period. A head teacher can choose to include such a pupil in league tables, if desired.

5.4 All students who arrive after the start of the year need special induction procedures. Induction is designed to help students settle into a new school and become effective learners as quickly as possible. It aims to make the first crucial weeks in a new school a happy experience. A good induction policy is particularly important for asylum seeking and refugee students, as they are usually casual admissions. Also, they often come from countries where the education system is different and schools may be differently organised and the style of teaching is usually more formal; laboratory practicals or group work might be unknown. The range of subjects taught in a child's home country might also be different.

5.5 Some LEAs have designated welfare officers or 'new arrivals' teachers who help asylum seeking and refugee children to enrol and settle at school.

5.6 Once children have a school place, the initial meeting and interview with parents/carers and their children is a time for good relationships to be established. Parents/carers should be made to feel they can trust the school with information and provide key educational information about the child. It is reasonable to ask parents/carers about languages spoken at home and past schooling and about their relationship to the child, as children may have experienced changes of carer. Families can also be asked if they are in receipt of benefits or asylum support vouchers, as this will affect the administration of free school meals and other benefits. Schools are required to see proof of date of birth, but not passports or immigration documents.

5.7 Investing time in developing good induction policy is almost certainly time well spent, anticipating and preventing problems later. Schools should consider the following good induction practice:

- does the school or local authority provide information on schooling? Is this information translated into relevant languages? Do parents receive information about the school's particular requirements, such as uniform and homework policy? Is this information translated? Does the school have the opportunity to talk to parents about school rules and requirements?
- is the school able to use an interpreter or bilingual classroom assistant when admitting a child to school and helping that child settle?

- have school staff who are involved with admissions, including administrative staff, received training and information about the background of asylum seeking and refugee children?
- do staff reassure parents that all information they give to the school will be treated as confidential information?
- is the school aware of the young person's dietary, religious or health care needs?
- does the school check if a child is registered with a GP? Do asylum seeking and refugee children receive a school medical examination when they enter school? Are staff in the school medical service aware of the particular health care needs of asylum seeking and refugee children?
- is the new pupil/student interviewed to assess his or her past educational experiences and future needs? Is the new pupil/student interviewed by a teacher of English as an additional language? Does the school have assessment material for newly-arrived bilingual students? How are the child's past experiences and current needs recorded?
- are parents/carers shown around the school when children are admitted? Does the school explain about the subjects their child will study and how children are helped to learn English? Does the school talk about possible differences in teaching methods between the UK and the child's home country?
- are parents informed about their rights to free school meals, school milk, travel and uniform grants?
- do pupils/students receive any welcome materials such as a map of the local area, plan of the school, name of their class teacher and timetable? Is this material accessible to students who speak little or no English?
- is the tutor group informed that they will be receiving a new arrival?
- is there a befriending system for newly-arrived pupils/students in their first days? Are befrienders briefed for the job, which should include ensuring that the new pupil/student knows where the toilets are, what to do about lunch, where to go for different lessons, and that they are introduced to the teachers?
- are all relevant teachers given important information about new pupils/students via staff meetings or a notice board?
- is a pupil's/student's progress reassessed after a specified period, for example half a term? Are there procedures for monitoring progress?
- can pupils/students who are not coping be withdrawn for small group tuition? Are there guidelines and resources for small group tuition?

Further information

Bourne, J. and Blair, M. (1998) *Making the Difference: teaching and learning strategies in successful multi-ethnic schools*, London: DfEE

DfE (1991) *Partnership Teaching*, London, HMSO

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6. Meeting Pupil's Language Needs

6.1 Many asylum seeking pupils arrive in the UK speaking little or no English. Rapid English language acquisition is key to their successful integration into the UK education system.

6.2 These children also need to be able to maintain and develop their home language. Those who are able to do this usually learn English more rapidly. Home language development is also important for children who may return to their home countries.

6.3 These children's linguistic background may be very varied. Some children, for example those from Sierra Leone or Nigeria, may have attended English medium schools in their home countries. Others will have learnt English as a foreign language. Some asylum seeking and refugee children will have had little or no contact with the English language or the Roman alphabet and some will have received little or no prior education and not be literate in their home language (see chapter Nine). An accurate early assessment of these children's linguistic background is important.

6.4 Newly arrived asylum seeking children are usually given additional help in learning English by specialist English as an additional language (EAL) teachers or by bilingual classroom assistants. However classroom teachers must also take responsibility for meeting the linguistic needs of bilingual children – by ensuring that pupils/students can participate in lessons.

6.5 Most EAL teachers and bilingual classroom assistants are funded by the DfES Ethnic Minority Achievement Grant (EMAG), part of the DfES Standards Fund.

6.6 Newly arrived children are usually given additional help in the mainstream classroom. It is good practice in doing this for EAL teachers to work in collaboration with classroom teachers to plan lessons and teaching materials. Students may be withdrawn if:

- they have little or no previous schooling and lack literacy in their home language
- they are total beginners in English
- they request help with particular GCSE or other course assignments
- they have specific problems with, for example, certain tense forms, they may be withdrawn for a few lessons, to concentrate on these particular problems
- they are having problems coping and are withdrawn or aggressive, so they can develop a trusting relationship with an adult or other peers, and possibly discuss and write about some of the events that led to their becoming asylum seekers or refugees.

6.7 As part of the induction interview, an EAL teacher should find out what languages newly arrived bilingual students speak, if they are literate in their home language, and what level of education they reached before coming to Britain. The EAL teacher should assess the language acquisition stage of new students and the information made available to all subject teachers.

6.8 Teachers may wish to consider the following practice to help a newly arrived child learn English:

- make sure you pronounce their names properly, and try to greet them in every lesson
- make sure students know your name: introduce yourself and write down your name for them
- sit the students next to sympathetic members of the class, preferably those who speak the same language and can translate
- try to encourage students to contribute to the lesson by using the home language
- do not worry if beginners say very little at first, as plenty of listening time is important when starting to learn a new language. It helps the student to 'tune in' to the sounds and intonation of the new language. But obviously just listening all the time is frustrating for students
- try to teach beginners some useful basic phrases such as yes, no, miss/sir, thank you, please can I have, I don't understand
- encourage them to help give out equipment, and collect books, so they have to make contact with other children. However don't treat them as the class dogsbody!
- encourage them to learn the names of equipment, symbols or terms essential for your subject. Use pictures and labels. They can make their own 'dictionaries' for key words for your subject. There are also some commercially published dual-language lists of key words for different subject areas (see Further Resources). Short vocabulary lists can be provided for each lesson
- ask pupils/students for the home language equivalents of English words
- if pupils/students are literate in their first language, try to obtain bilingual dictionaries, and encourage their use. They may have their own dictionaries at home
- if pupils/students are literate in their home language, teachers can use books in it for initial reading lessons. It may be possible to obtain books in the home language for particular subject areas. Using such materials will not impede learning English. Pupils/students are far more likely to feel confident about using English and not worrying about making mistakes if they feel their mother tongue is valued
- collaborative learning activities are very helpful for learning English. But working in groups with others will be a new experience for these children, as most have come from countries where the educational system is more formal than in the UK
- visual cues are extremely helpful, for example videos, slides, pictures, diagrams, flash cards and illustrated glossaries
- reading material can be made easier by oral discussion, relating it to a pupil's/student's own experiences. If reading material is recorded on cassette, a student can listen and read simultaneously
- it is important to maintain pupils' confidence in learning a new language, and help them feel they can complete written work, however simple. Beginners will initially need to copy, and may need practice with handwriting. They can also copy labels on to pictures or diagrams, copy simple sentences under pictures, match pictures to names and fill in missing words in text from a list supplied (cloze procedures).

Beginners should always be given homework if other pupils receive it, even though it may need to be very simple.

6.9 More fluent learners of English can engage in all the learning activities in a classroom, and their understanding of conversation and oral instruction is generally quite good, but they will need considerable support with written work and reading. Their understanding of text will be helped by visual clues, for example, watching the video of a novel before studying it as a class reader. Class or group discussions of texts also help, as do role play and audio cassettes to listen to before the lesson. Teachers can prepare simple summaries of the main points of books, texts or lessons.

Written tasks for second stage learners need to be structured. Appropriate tasks include:

- sequencing: putting statements in the right order before writing them out, as a pair or group activity and using writing frames
- filling in charts and tables which can then be used as a basis for writing sentences
- deciding on true/false statements
- providing structured questions, designed so that the answers will generate a piece of continuous writing when put together. This helps those who find continuous writing difficult

It is also important to look at words that are not being used: a piece of writing may be competent but use only a limited range of tenses and vocabulary. Can pupils/students be shown alternative expressions and extra tenses? Do they still need to learn how to use reported speech and the passive voice?

6.10 The Literacy Hour demands a set amount of whole-class teaching, as well as increased emphasis on phonics, both of which may present problems for newly-arrived bilingual children. It is essential that newly-arrived bilingual children are able to access the literacy hour.

Accordingly, the DfES has published National Literacy Strategy guidance and teacher training materials on English as an additional language. The National Association for Language Development in the Curriculum, as well as some local authority EAL support teams, have produced their own good practice guidance. A number of EAL teams, such as Manchester City Council and Lancashire County Council, also have dedicated Literacy Hour specialists working within their teams.

To help make the Literacy Hour accessible to newly-arrived bilingual pupils teachers can:

- involve EAL staff in the planning of Literacy Hours, ideally planning the lessons together
- choose texts with clear print and clear illustrations
- choose texts that are representative of all children's backgrounds and experiences
- use the home language when introducing new words and texts. Dictionaries and glossaries can be obtained in many different languages
- use bilingual classroom assistants/teachers to introduce a new text to target pupils, for example by having bilingual staff tell the story or explain the text in the home

language, or introduce new texts in a short warm-up session

- support the introduction of new texts with visual aids and artefacts
- provide lots of guided support by getting children to produce story boards for a particular text, or use writing frames
- encourage parents to listen to their children read new books
- revisit texts in paired reading sessions, pairing bilingual learners with fluent speakers of English
- spend more time discussing the meanings of words, especially examples of idiomatic language
- use sentence level work to develop children's understanding of grammar such as tense and the use of prepositions
- utilise guided reading sessions to allow teachers to work with small groups of children. Different texts can be used and matched to the abilities of reading groups, so teachers can select books that are accessible to children with English as an additional language.

6.11 Teachers may also have to adapt Numeracy Hour teaching strategies. Generally, in a maths classroom, children use three different types of English. They will use the vernacular of their peers. Children will also use mathematical terminology, for example terms like *isosceles triangle*. A third type of English is used: mathematical English, where everyday English is used in a specific way and its use imparts particular mathematical meaning. Many newly-arrived bilingual children find mathematical English challenging. Despite this many asylum seeking and refugee children enter the English education system with better arithmetic skills than their peers.

Teachers may find the following useful:

- using visual clues such as flash cards, to help the learning of new words. Teachers should make use of as much visual material as possible
- plan some questions that are specifically targeted at pupils in the early stages of learning English
- getting children to repeat answers to problems in sentences
- where there are after-school clubs, new arrivals can be encouraged to attend these to consolidate their mathematical learning.

6.12 Although asylum seeking and refugee children undoubtedly need to learn English as quickly as possible, children with a high level of skill in their home language have a great advantage in the learning of English. Positive links with home language, culture and community have been as mediating factors that prevent these children manifesting distress. Children who have positive links with their community, language and culture are much less psychologically vulnerable than children who have few links with peers from their own community.

6.13 About 40 per cent of asylum seeking and refugee children learn their home language in community-run schools. Nationally, however, better links need to be forged between community schools and mainstream education, if the important work of these schools is to be maximised. Good practice to support community schools may include:

- ensuring LEAs have a local strategy to ensure that their needs for training, premises and funding are met. Premises should be made available as a directed letting and schools granted sufficient funding
- LEAs should compile up-to-date lists of community schools in their areas, and make these lists available to mainstream schools
- LEA advisors should be encouraged to be involved with community schools by offering training
- community schools should consider forming themselves into Consortia or federations. This would enable them to lobby more effectively for funding, implement training and maintain a central library of teaching resources
- community schools should examine ways of broadening their activities by providing summer holiday projects and youth advice sessions.

6.14 Where examinations exist, asylum seeking and refugee children can be encouraged to study for GCSEs in subjects such as Turkish, Farsi, Chinese, Arabic, Spanish and Russian. LEAs could examine ways of sharing peripatetic language teachers across their boundaries. Two local authorities could employ a teacher of Arabic, for example. Some groups of schools have organised and paid for home language teaching outside school hours, enabling pupils/students from several schools to attend. Certain further education colleges are offering classes in refugee community languages aimed at children and families.

6.15 Where pupils are unable to benefit from studying their home language, schools can still do much to value bilingualism. Teachers can ask students about their language backgrounds, and bilingualism be praised as a positive achievement. Pupils should feel that their teachers are genuinely interested in their languages. As well as samples of work in English, pupils' writing in their first language can be placed in their profile folders. Schools should include home language and dual language books in class and school libraries, and encourage bilingual pupils to read them. Refugee community organisations and EAL teams should be able to tell teachers where they can obtain such books. Schools should purchase bilingual dictionaries for pupils.

Schools can run language awareness courses for all pupils, and bilingual those who are can contribute. Younger children can do surveys about the languages spoken in their class or school, and present the results in the form of bar graphs and charts. Schools can put up signs and posters in different community languages and displays by pupils in different scripts. Bilingual parents can be invited in to tell stories or read poetry in various languages.

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7. Preparing all Pupils for Life in a Diverse Society

7.1 Research has found that a great many asylum seeking and refugee children in contact with refugee agencies report experiences of racial harassment in the school or home environs. Such experiences range from verbal abuse, spitting or physical attack. Some of the research is described in Rutter (2001).

7.2 Many incidents of racial harassment, particularly verbal abuse, spitting and pushing, go unreported. Incidents may not be reported to the police; where they happen in school they may also go unreported. Under-reporting is made more likely by lack of English and a real fear some pupils may have of authorities like the police, based on experiences in their home country.

7.3 Incidents of racial harassment have been reported in all areas of the UK in which asylum seeker and refugees are settled. It is perpetrated by a small number of individuals, but for this to happen, there is almost always tolerance of racism within the larger community, as well as widespread negative feelings towards minority ethnic groups. Factors contributing towards the racial harassment of asylum seekers and refugees may include:

- existing local tensions
- high unemployment and bad housing, leading the to the easy scapegoating of asylum seekers and refugees
- negative portrayals in the local media
- inflammatory statements by local community leaders
- 'segregation' in education, where most children in the predominantly white areas had little social contact with children from minority ethnic backgrounds until they enter secondary school, by which time are aware of themselves as part of a specific peer group
- little local consultation over plans to house asylum seekers and refugees
- little previous settlement by minority ethnic communities
- failure by the police to pick up on growing tensions and to protect victims effectively
- failure of schools to challenge hostility to these groups from non-refugee pupils and their families.

7.4 Research has shown that the main perpetrators of racial harassment are under 19 years old. It is, therefore, essential that schools implement effective policies to challenge racism including racial harassment.

7.5 Schools are required to record all racist incidents and parents carers and governors are to be informed of any incidents and the actions taken to deal with them. LEAs should be informed, annually, by Governing Bodies of the frequency and pattern of any such incidents.

7.6 Schools need to consider five different areas in work to challenge racism, namely:

- there needs to be an *evaluation of previous antiracist work* - what initiatives have

been implemented before and did they work?

- schools need to consider their *ethos and atmosphere* - does the school promote an atmosphere of respect and trust for all?
- *multi-agency work* - how does the school work with other agencies in society that should be involved in challenging racism? These may include parents, the police, youth groups, tenants' organisations, Race Equality Councils, football clubs, local authority housing departments and others. As Hewitt stressed, multi-agency work to challenge racism is usually the most effective and many areas have multi-agency working groups on racial harassment. In schools it is essential to involve all parents in projects and work on issues of race and justice, by inviting parents to attend assemblies and look at displays of work, for example, and informing them about what is going on
- *effective monitoring and sanctions* - monitoring should be consistent and schools need guidelines to all staff (including lunchtime supervisors) on what constitutes racial harassment and what does not. Sanctions against pupils who perpetrate racial harassment are needed and these should be seen by all to be fair. These sanctions should be understood by all pupils and staff and carried out consistently. There should be immediate action to remove racist graffiti, too.

Those pupils/students, staff or visitors who have been victims of racial harassment will need support. Action should be taken, as far as possible, to ensure that the victim is not subject to further incidents. A school should also examine strategies to give long term support for victims including the use of peer support schemes and mentors.

Learning for All (Commission for Racial Equality, 2000) offers useful guidance on dealing with racial harassment.

- *The curriculum* can be used to promote diversity and equality, as described below.

7.7 Schools can use the curriculum to raise awareness about asylum seekers and refugees in a way that stresses their humanity - the arts in particular offer many opportunities.

The Key Stage 2 PSHE and Citizenship guidelines encourage pupils to be taught to appreciate the range of national, regional, religious and ethnic identities in the UK. Projects might include using the Literacy Hour, for example work on stories and testimonies; writing stories and accounts of migrations; interviewing and making presentations about relevant issues. Primary history projects can deal with the growth of multi-ethnic UK; the era of the Second World War; local history projects about migration and oral history of asylum seekers and refugees.

At Key Stages 3 and 4 the new, statutory Citizenship Programme of Study obliges pupils to understand the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. The opportunity to examine the issue of the migration and settlement of asylum seekers and refugees can be examined in many different parts of the curriculum. For example, in the secondary English curriculum pupils can develop their speaking and listening skills by role-play and debate about relevant issues, presenting information, negotiation. Pupils can be given non-fictional texts to read such as newspapers articles, autobiographies, diaries, letters and leaflets. Pupils/students can develop writing skills by setting out to inform others about asylum seekers and refugees, or presenting

written arguments, stories and narrative about them. Further teaching ideas are described in the teaching resources published by the Refugee Council.

Such curricular projects need to be implemented sensitively in schools where there are asylum seekers and refugee pupils. The children may not want to talk about their home country or family circumstances because they are worried about family left at home, or because they feel that it might jeopardise their chances of staying in the UK or eventually returning home. They may not want to be made to feel different from other children. But there are many ways of making them feel secure, while at the same time increasing all the pupils knowledge, such as inviting members of asylum seekers and refugee communities to talk to pupils or celebrating Refugee Week.

7.8 In the interests of promoting respectful and harmonious race relations it is important that the school's curriculum pays particular regard to the locally agreed syllabus for religious education. Care needs to be taken to ensure a sensitive and accurate representation of religious diversity.

8. Working Together: School, Home and Community

8.1 Establishing strong links with parents is an essential part of raising the educational achievement of asylum seeking and refugee pupils. The most successful of schools that work with these pupils are those that foster a high level of parental participation. Such school usually have good links with other agencies, including refugee community groups.

8.2 Many such parents, however, have few links with their child's school. Some schools also report that it is difficult to develop links with a pupil's home. It is worth considering some of the reasons for such problems.

Parents who are newly arrived in the UK may be unfamiliar with the workings of the education system, having come from countries where there is little parental participation in education and events such as parents/carers evenings are unfamiliar. Past experiences in the home country may make these parents suspicious of authority and wary of contact with schools. Language is another factor preventing parental participation; over 70 per cent of adult asylum seekers arrive in the UK speaking little or no English. Positive home/school liaison policies must take these issues into account.

8.3 Schools that have developed strong links with asylum seeking and refugee parents are those with a welcoming ethos that:

- makes all parents feel that they are wanted and have a positive role to play
- shows parents that they can always make their feelings and opinions known to staff, and that these will be dealt with respectfully and seriously
- demonstrates that parents/carers' linguistic, cultural and religious backgrounds are valued and respected
- shows that the school is part of the community it serves

8.4 It is important to be sensitive of the different care arrangements within communities - not all children are cared for by both parents. Schools need to check with whom a child lives and ensure that sensitivity is shown when invitations to 'parents' evenings' are sent out.

8.5 Essential information should be translated and schools should use bilingual classroom assistants or interpreters for school admission interviews, assessments, SEN review meetings and parents evenings. Schools and LEAs should work together to prepare welcome booklets which explain about the education system and the school. Model school letters can be prepared and translated, for such things such as invitations to parents/ carers evenings. Such information can be shared across LEAs to economise on costs.

8.6 Schools can organise social events such as a coffee morning for parents carers who are new to the locality.

8.7 Parents carers should be invited to help in the school's activities - many parents have skills that can usefully be employed in schools.

8.8 Where schools have a parent's room, the school can stock various materials for the parents/carers in that room.

8.9 Schools should investigate sources of funds for projects to support parents and carers, including statutory funds for parental literacy or English, Education Action Zone monies, or non-statutory funding.

8.10 LEAs and schools should try and recruit staff such as educational welfare officers and teachers with a home/school liaison brief from refugee communities. Such bilingual staff could be shared between two or three LEAs that have only a few asylum seeking or refugee pupils.

8.11 All schools must have a member of staff with overall responsibility for child protection, as well as a member of staff with responsibility for children in public care. It is essential that these staff are aware of the needs of asylum seeking and refugee children. Often it is these staff that have the best links with social services departments.

8.12 As many asylum seeking and refugee families experience multiple social needs, schools need to develop good links with other agencies from the statutory and voluntary sector. Such agencies include:

- refugee support and EAL teams within the LEA
- local FE colleges and other organisations offering English language classes and training for adults
- the police
- housing providers
- social service teams
- GPs surgeries and any healthcare projects working with asylum seekers and refugees
- local organisations offering advice and advocacy
- local multi-agency refugee fora
- refugee community organisations.

8.13 Many refugee community organisations have been able to offer advice and support to schools. These are self-help groups working with specific communities. They may offer long-term support and help asylum seekers and refugees to gain control over their own lives. Refugee community organisations vary in size and in the activities they perform. Some have paid staff; others depend on volunteers. Some refugee communities are supported by successful and well-organised community groups. Other communities, for example, eastern European Roma, are less well represented by community groups.

Some refugee community organisations represent specific ethnic, political or religious groups from particular countries. Schools must be sensitive to these differences and be aware that many newly arrived asylum seekers may be wary of community groups and individuals from their home country.

Among the services that refugee community organisations offer are:

- advice on immigration law, welfare rights and housing
- English language classes, employment training and careers advice
- supplementary schools for children, teaching the home language and sometimes English, maths, cultural activities, sports and religion
- youth clubs
- senior citizens' clubs
- women's groups
- cultural events and outings
- the production of newsletters and information
- campaigning on issues affecting asylum seekers and refugees from that community.

It is important that schools develop good links with refugee community organisations in their locality. If a school wishes to improve the involvement of refugee parents in its activities, it can ask the relevant community groups to encourage asylum seeking and refugee parents to respond to the school's overtures. Refugee community groups can sometimes provide interpreters to mediate in an emergency. They can also be invited to speak to pupils/students or be involved in activities such as cooking, storytelling and other cultural or awareness-raising projects. Schools can research and list local community organisations and individual refugees who could be invited in to help.

Good practice in action

One London local authority has been able to secure statutory funding for 13 English language classes for parents. All of the classes are based in the schools their children attend and run in school hours during term time. Most parents who attend these classes are asylum seekers or refugees.

A school with a large number of Kosovan children provided a room for parents to meet. A refugee community organisation and a community school teaching Albanian have grown out of the parents' meetings.

A large secondary school with a high proportion of refugee children decided to monitor attendance at parents/carers evenings. It was found that few Turkish and Kurdish parents attended these meetings. After this, the school took on a trilingual classroom assistant who spoke Kurdish and Turkish. As well as working to settle in new arrivals, his services were used at parents' evenings and to translate letters to the home. Parental attendance at school events, by both mothers and fathers, improved after this.

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9. Supporting Vulnerable Groups of Asylum Seeking and Refugee Children

9.1 While the attainment of minority ethnic pupils is improving in the UK and many asylum seeking and refugee pupils are among high achievers, there is growing evidence that some groups do underachieve. These groups include:

- many unaccompanied asylum seeking and refugee children
- children who arrive in the UK late in their education careers with little or no prior education
- Somali pupils
- Turkish Kurdish boys
- Eastern European Roma pupils.

9.2 Unaccompanied asylum seeking and refugee children may underachieve because they may lack the guidance and support that families may offer. In recognition of the underachievement of children in public care, the DfES and the Department of Health published good practice guidance on the education of children in public care, including statutory recommendations (see Chapter Ten). Children cared for by a local authority social services department may be entitled to:

- an individual education plan
- a named person in a school and also an LEA who has responsibility for coordinating their education
- an entitlement, if moved, not to be out of educational provision for more than 20 days, unless in emergencies.

9.3 The reasons for underachievement among some asylum seeking and refugee groups are complex. Among some Somali pupils, factors that contribute to underachievement may include:

- that the majority of asylum seeking children who arrive in the UK directly from Somalia have had little or no prior education
- that most parents arrive in the UK with little or no English
- high levels of illiteracy among parents
- high levels of school exclusion in the UK.

Other asylum seeking and refugee children's achievement in the UK may be adversely affected by negative educational experience in the home country. An education system that does not respect minority groups may produce high levels of disaffection among those minority groups. This may continue to affect children's schooling in the UK.

9.3 LEAs and schools should be encouraged to analyse attainment data in a way that highlights underachievement in some asylum seeking and refugee groups, as well as initiatives to promote educational achievement. In areas with significant populations of

asylum seeking and refugee pupils, the broad ethnic monitoring groups should be broken down to ensure that children's achievement is monitored. For example, the category 'Black African' can be broken down to:

- Black African
- Somali
- Anglophone African
- Francophone African
- Other.

9.4 Where a group is underachieving, an LEA should plan a clear strategy for raising the attainment of that group. Funding might be sought through EMAG, the Children's Fund, Excellence in Cities and so on. The effectiveness of such interventions, however, should be monitored.

9.5 Projects to raise the achievement of underachieving groups may include:

- the use of bilingual/bicultural mentors to guide pupils
- ensuring that pupils have good pastoral care
- work to improve parental involvement in education
- after school and vacation projects with study support
- EAL support
- home language teaching.

9.6 Asylum seeking and refugee children who arrive in the UK with an interrupted prior education are among the most educationally vulnerable. Their numbers may include some children from Somalia, Angola, the Democratic Republic of Congo, Sierra Leone, Kosova, Turkey, Afghanistan and for Roma from Romania, the Czech Republic and Slovakia. As well as being in a strange country, children with interrupted prior education may feel frustrated or inadequate because of their inability to read, write or complete other tasks, their lack of opportunity to handle, choose and read books, and be unfamiliar with classroom equipment and furniture.

A number of local authorities and schools have developed specific projects to address the needs of this group. Good practice piloted by such schools and LEAs includes:

- having a dedicated teaching room for small group teaching (not every school has an EAL room)
- ensuring that EAL assessments on entry to school pick up children with interrupted education, by asking children and their carers about prior education and getting children to complete tasks or write in their home language(s)
- for young people arriving aged 14 plus with limited prior education, there should be a clear progression pathway on to further education. This might include provision of

access to GCSE courses

- teaching material must reflect the real experiences of secondary aged children. Books aimed at young children do nothing for older children's interest and self-esteem, but there is more appropriate teaching material targeted at older children with reading difficulties. Alternatively, desk-top publishing equipment can be used to scan and adapt teaching material for younger children as appropriate.

9.7 Another vulnerable group is asylum seeking and refugee children whose experiences of persecution prevent them from settling into a new school. Such children may manifest disturbed behaviour. It is important to be aware of some of the past experiences of asylum seeking and refugee children. Such experiences may include:

- the loss of parents, other key carers, brothers and sisters, extended family and friends
- the loss of home, material belongings, toys and familiar surroundings
- high intensity war, bombing or shelling and perhaps the destruction of their homes
- separation from family
- being arrested, detained or tortured, or being forced to join armies or militias
- rape
- grave shortages of food, water or other necessities
- hostility in the new homeland
- material deprivation in their new homes
- being with people who do not understand or know about the violent events they have experienced.

9.8 After a traumatic experience such as bereavement, it is normal to manifest strong emotional reactions, but with time these usually lessen. Children's reactions to such events vary vastly in both the short and long term. Many factors influence psychological well-being. The duration and intensity of trauma, the child's age, the child's personality and character, the quality of childcare and the experiences in a new country all affect how the child will come to terms with being an asylum seeker and refugee. Certain adverse or risk factors make it more likely that problems will arise. Other protective factors help guard a child against long term psychological distress.

Protective or mediating factors make it less likely that a child will suffer long term psychological stress. They include:

- having parents who can give their children full attention and good quality childcare
- having an extended family network
- having access to other people, particularly from their own community, who give friendship and support

- having some understanding about the reasons for exile. Obviously younger children may have an incomplete understanding of such stressful experiences and be more vulnerable. Children who are able to integrate their experience into their belief system are less likely to suffer long-term distress
- having access to permanent housing, a permanent immigration status, and enjoying a reasonable standard of living in a new country
- being able to maintain some links with their homeland
- remembering good things about life in the home country
- being happy in a new school, making friends and being able to achieve at school
- feeling optimistic about the future and about making progress are important protective factors
- children who have high self-esteem are more likely to overcome traumatic events
- being able to talk about stressful events and thus gain control over them
- being able to ask for help when things go wrong
- having a hobby or interest to pursue.

It is useful for teachers to think about adverse and protective factors when working with asylum seeking and refugee children. Schools and teachers who wish to promote well-being should try to maximise the protective factors in a child's life and minimise the adverse factors, as much as they have control over them. (For a further discussion on adverse and protective factors see Rutter, 2001, and Bolloten and Spafford, 1998, listed in Chapter Ten).

9.9 Interventions vary, according to the individual children. Some children may require rapid referral to an educational psychologist, to a Child and Adolescent Mental Health Service, or specialist mental health project working with them. For other children school-based interventions may be sufficient to help them settle. School-based interventions may include Pastoral Support Programmes, counselling, mentoring and art therapy.

9.10 A school will need to examine its whole school policies for the pastoral care of asylum seeking and refugee pupils experiencing psychological problems. Providing emotional support for these children is an integral part of a school's policy and cannot be considered in isolation from matters such as providing a welcoming environment, good home/school liaison and EAL support. A school which meets a child's academic and social needs is one where that child will feel happy. Conversely, no amount of counselling will enable a child to feel happy if he or she is encountering racism at school or not making educational progress. Schools can consider the practical strategies set out below.

9.11 *Knowing when children are distressed and when to seek outside help.* It is important for teachers to be observant and to know when children are distressed. Only then can appropriate support be given. Manifestations of some of the following behaviour may indicate that a child is deeply distressed:

- losing interest and energy or being very withdrawn and taking little interest in surroundings

- being aggressive or feeling very angry. Children can manifest aggressive behaviour for a number of reasons. Some children copy the violence they have seen around them. Young children may be unable to put their feelings into words so use violence as an outlet. Traumatic experiences can also make children feel tense and irritable, and they may lose their temper easily
- lacking concentration and feeling restless. Children who are worried or unhappy often find it difficult to concentrate on their work. They may daydream, become withdrawn or restless
- feeling very irritable
- having intrusive thoughts about traumatic events
- acting out stressful events or problems in their thoughts and in their play and drawings. Playing out such events enables them to develop understanding of these events and gain control over difficult emotions. When children play out violent or traumatic events time and time again it indicates that they are not getting over the experience
- physical symptoms such as poor appetite, eating too much, breathing difficulties, pains and dizziness
- losing recently acquired skills and faculties, for example keeping dry at night
- nightmares and disturbed sleep
- crying and feeling overwhelming sadness
- being nervous or fearful of certain things such as loud noises
- being unable to form relationships with other children, perhaps being too sad and withdrawn to want to play, or unable to trust other children. A newly arrived child might also not understand what other children are doing. These children may be isolated because they are rejected by other children, who see them as different or because of their disturbed behaviour
- having difficulty relating to adults because they mistrust them. Sometimes children keep away from adults because they fear loss: they are reluctant to show affection to a significant adult lest that person disappear.

9.12 *Working with parents.* If a child experiences difficulties at school it is essential to develop good communications with parents and other key carers at once, using an interpreter if needed. Sometimes parents and children's problems may be closely interlinked. Exile often disrupts family relationships: children may lose parents or key carers. More frequently, children lose the attention of their parents, who may be so preoccupied by basic survival and their own problems that they cannot give young children the attention they need. Where parents are emotionally absent, it is important to ensure that they receive social support.

9.13 *Ensuring that children and families have access to social and community support.* For many asylum seekers and refugees isolation and lack of support are significant risk factors. If their children are experiencing difficulties at school, it is important to check that they and their families have the support of community groups, after-school clubs, access to

playgroups and nurseries, befriending schemes and English classes. Successful psychological interventions for young children are often those which enhance parental competence.

9.14 *Training.* In-service training should aim to increase teachers' knowledge about refugee children's background, and to develop their listening and communication skills. One training manual written for those working with children enduring difficult circumstances is *Communicating with Children* (Richman 1993, see Chapter Ten). Aimed at working with children enduring difficult circumstances, the book offers useful information and training exercises. It looks at issues such as being a good listener, creating trust and starting a conversation, and can be used for school-based in-service training. Specialist organisations such as the Medical Foundation for the Care of Victims of Torture offer in-service training. Some teachers may also want to consider validated counselling courses.

9.15 *Talking to children.* Many schools have well-planned pastoral care and one of the most important things a teacher can do is to talk to distressed children, listen to what they say and take their communication seriously. To do so, the teacher or mentor has to make a regular time to be free. A room or an office which affords privacy should be set aside at break time or after school. Staff also need to consider their own listening and communicating skills.

9.16 *Counselling.* A small number of asylum seeking and refugee children will need more intervention. Some schools offer individual or group counselling to children who have suffered abuse or stressful experiences, usually facilitated by teachers who have obtained counselling qualifications or by other professionals. But with not all societies having the same attitude towards counselling services, some families may view counselling as inappropriate.

9.17 *Play.* Those who work with younger children can use play with individuals and small groups of children to make sense of their experiences, explore issues such as fear and trust and help newly-arrived children settle in. (see Section Four).

9.18 *Autobiography and creative writing.* Children can be encouraged to write about themselves, their home country and present circumstances, keep a diary or make a scrapbook or picture book about themselves. (The Life Story Book). Such autobiographical techniques are frequently used with asylum seeking and refugee children and help develop understanding of complex events and feelings. Younger children can use paints and crayons to draw about themselves, and work with an adult to write down captions to their drawings.

9.19 Art and drama can be utilised in the same ways as creative writing and play: to enable children to express themselves and develop understanding of complex events and feelings. Art therapy is extensively used in the health service and a growing number of art therapists are also facilitating work with asylum seeking and refugee children. There are times and places where a Registered Art Therapist should be used - for work with very disturbed children, for example. But primary school teachers, art teachers and care workers can be trained to use art with asylum seeking and refugee children in ways that help them settle. Useful techniques include:

- self portraits
- mask production and discussion of facial feature and feelings
- the Desert Island - here children work in groups of four or five around a large sheet of paper, painting the items they would wish to bring to their desert island. There is

space for painting personal items as well as communal space for children to paint together. The activity is a good prompt for talk.

Art Therapy for Groups (Liebman, 1986, see Chapter Ten) is an excellent resource for such activities. Drama and puppetry can be used similarly, to express feelings and reflect on events. Drama allows children to communicate ideas and feelings that would be too difficult to say directly.

9.20 *The pastoral curriculum.* Bereavement will affect everyone at some time in their lives and learning about loss, death and bereavement is important. Some schools have excellent resources about bereavement for use in religious education or personal and social education. Schools need to use the pastoral curriculum, PSHE and citizenship to examine bereavement and loss. In this way asylum-seeking and refugee children will not feel different and will realise that other children also have bad experiences.

Useful Publications

Abdelrazak, M. (2000) *Towards More Effective Supplementary and Mother Tongue Schools*, London: Resource Unit for Supplementary and Mother Tongue Schools

Association of Chief Police Officers (2000) *The Policing of Asylum Seeker and Refugee Communities*, London: ACPO

Audit Commission (2000) *Another Country: implementing dispersal under the Immigration and Asylum Act 1999*, London: Audit Commission

Ayotte, W. (1998) *Supporting Unaccompanied Children in the Asylum Process*, London: Save the Children

Baker, R. (1983) 'Refugees: an overview of an international problem' in Baker, R. (ed) *The Psychosocial Problems of Refugees*, London: Refugee Council.

Barnet, London Borough of (1998) *New to Schooling: guidelines for schools*, London, Barnet Multicultural and English Language Support Service

Bastiani, J. (ed) (1997) *Home-School Work in Multicultural Settings*, London: David Fulton

Blackwell, D. and Melzak, S. (2000) *Far from the battle but still at war: troubled refugee children in school*, London: The Child Psychotherapy Trust

Bolloten, B. and Spafford, T. (1998) 'Supporting Refugee Children in East London Primary Schools', in Rutter, J. and Jones, C. (eds.) *Refugee Education: Mapping the Field*, Stoke on Trent: Trentham Books

Bourne, J. and Blair, M. (1998) *Making the Difference: teaching and learning strategies in successful multi-ethnic schools*, London: DfEE

Camden Education (1996) *Refugee Education Policy*, London: Camden Education

Camden Education and Camden and Islington Health Authority (1999) *Meeting the Needs of Refugee Children: a checklist for all staff who work with refugee children in schools*, London: Camden Education

Children of the Storm (1998) *Invisible Students: practical and peer-led approaches to enhancing the educational and emotional support for refugee children in schools*, London: Children of the Storm

Commission for Racial Equality (1996) *From Cradle to School: a practical guide to racial equality in the early years*, London: CRE

Commission for Racial Equality (2000) *Learning for All: standards for racial equality in schools*, London: CRE

Dalby, A. (1999) *Dictionary of Languages*, London: Bloomsbury

Department for Education (1991) *Partnership Teaching*, London, HMSO

Department for Education and Employment (1999) *Social Inclusion: Pupil Support*, London: DfEE

- Department for Education and Employment (2000) *National Literacy Strategy: Supporting Pupils Learning English as an Additional Language*, London: DfEE
- Department of Health (2000) *Guidance on The Education of Children Being Looked After by Local Authorities, Circular LAC (2000) 13*, London: Department of Health and DfEE
- Dorkenoo, E. and Ellworthy, S. (1994) *Female Genital Mutilation: proposals for change*, London: Minority Rights Group
- Gibbons, P. (1991) *Learning to Learn in a Second Language*, Newtown, Australia: Primary English Teaching Association
- Gillborn, D. and Gipps. C. (1996) *Recent Research on the Achievement of Ethnic Minority Pupils*, London: Office for Standards in Education
- Gloucestershire County Council (2000) *A Policy for the Education of Refugees and Asylum-Seekers* (unpublished policy report)
- Gravelle, M. (ed) (2000) *Planning for Bilingual Learners*, Stoke on Trent: Trentham Books
- Hewitt, R. (1996) *Routes of Racism: the social basis of racist action*, Stoke on Trent: Trentham Books
- Joint Council for the Welfare of Immigrants (1999) *The Immigration and Nationality Law Handbook*, London: JCWI
- Kahin, M. (1997) *Educating Somali Children in Britain*, Stoke on Trent: Trentham Books
- Liebman, M. (1986) *Art Therapy for Groups: a handbook of themes, games and exercises*, London: Routledge
- Macpherson W. et al (1999) *The Stephen Lawrence Inquiry: the report of the Inquiry by Sir William Macpherson of Cluny*, London: HMSO
- OFSTED (1999) *Raising the attainment of minority ethnic pupils*, London: OFSTED
- OFSTED (2000) *Evaluating Inclusion: guidance for inspectors and schools*, London: OFSTED
- OFSTED (2001) *Managing Support for the Attainment of Pupils from Minority Ethnic Groups*, London: OFSTED
- OFSTED (2001) *Raising the Achievement of Young People in Public Care*, London: OFSTED
- Qualifications and Curriculum Authority (2000) *Citizenship at Key Stage 3 and 4*, London: QCA
- Qualifications and Curriculum Authority (2000) *A Language in Common*, London: QCA
- Qualifications and Curriculum Authority (2000) *PHSE and Citizenship at Key Stage 1 and 2*, London: QCA
- Refugee Council (2000) *Helping Refugee Children in Schools*, London: Refugee Council

Refugee Council and Save the Children (2001) *In Safe Hands: a video training pack for those working with young refugee children*, London: Refugee Council and Save the Children

Resource Unit for Supplementary and Mother Tongue Schools (2000) *Directory of Supplementary and Mother Tongue Classes 1999-2000*, London: Resource Unit for Supplementary and Mother Tongue Schools

Richman, N. (1993) *Communicating with Children - Helping children in Distress*, London: Save the Children

Richman, N. (1998) *In the Midst of the Whirlwind: a manual for helping refugee children*, Stoke on Trent: Trentham Books

Rutter, J. (2001) *Supporting Refugee Children in 21st century Britain*, Stoke on Trent: Trentham Books

Shackman, J. (1997) *A right to be understood: a training pack for interpreters*, Cambridge: National Extension College

Tolfree, D. (1996) *Restoring Playfulness: different approaches to assisting children who are psychologically affected by war or displacement*, Stockholm: Radda Barnen

Williamson, L. (1998) 'Unaccompanied, but not unsupported' in Rutter, J. and Jones, C. (ed.) *Refugee Education: Mapping the Field*, Stoke on Trent: Trentham Books.

World University Service (2000) *Refugee Education Handbook*, London: World University Service.

Useful Web Sites

General - www.idpproject.org Information about internal displacement in many of the countries from which young refugees have come.

General - www.drc.dk The Danish Refugee Council

General - www.ecre.org - A legal web site of the European Council for Refugees and Exiles

General - www.refugeecouncil.org.uk The Refugee Council

General - www.unhcr.ch - UNHCR

General - www.refugees.org - the US Committee for Refugees

Local government – www.lga.gov.uk

Education – www.haringey.gov.uk – the London Borough of Haringey has produced bilingual teaching material in many refugee languages including Albanian, Czech and Turkish.

Human rights - www.amnesty.org - Amnesty International

Children's books and teaching material about asylum seekers and refugees

Most of the material listed below could be used by teachers to raise awareness about asylum seekers and refugees, for example through the Citizenship Programme of Study

Ashley, B. (1999) *Little Soldier*, London: Orchard Books

Davies, H. and Rutter, J. (2001) *Kosovan Journey's: Refugee children tell their stories*, London: Refugee Council

Naidoo, B. (2000) *The Other Side of Truth*, London: Penguin

Jewish Council for Racial Equality (1999) *Let's Make a Difference: teaching anti-racism in primary schools*, London: JCORE

Laird, E. (1991) *Kiss the Dust*, London: Heinemann

Refugee Council (1998) *Why Do They Have to Fight: refugee children's stories from Bosnia, Somalia, Sri Lanka and Kurdistan*, London: Refugee Council

Rutter, J. (1998) *Refugees: a primary school resource*, London: Refugee Council

Rutter, J. (1996) *Refugees: We Left Because We Had To*, London: Refugee Council

Serraillier, I. (1956) *The Silver Sword*, London: Puffin

Taylor, M. (1999) *Faraway Home*, Dublin: O'Brien Press

UNHCR (1998) *To Feel At Home: Refugee Integration in Europe*, Geneva: UNHCR
By Rachel Warner and published by the Minority Rights Group, London:

Voices from Angola
Voices from Eritrea
Voices from Kurdistan
Voices from Somalia
Voices from Uganda
Voices from Zaire

Wilkes, S. (1994) *One Day We Had To Run*, London: Evans Brothers

Useful Addresses – Publishers

Haan Associates
PO Box 607
London SW16 1EB
0208 769 8282
0208 677 5568 (fax)
orders@haan.demon.co.uk (e-mail)

Haan publishes information and teaching resources about Somalia.

Hounslow Language Service
Education Centre
Martindale Road
Hounslow TW4 7HE
0208 570 2393

Learning by Design
Tower Hamlets Professional Development Centre
English Street
London E3 4TA
0208 983 1944
info@learningdesign.org
www.learningdesign.org.uk

Letterbox Library
Unit 2D, Leroy House
436 Essex Road
London N1 3QP
0207 226 1633

Distributes anti-discriminatory books for children.

Magi Publications
189 Munster Road
London SW6
0207 385 6333

Mantra Publishers
5 Alexandra Grove
London N12 8NU
0208 445 5123
E-mail: orders@mantrapublishing.com
www.mantrapublishing.com

Milet Publishing
19 North End Parade
London W14 0SL
www.milet.com

Mirage Theatre
Park walk School
Park Walk
Kings Road
London SW10 0AY
Tel: 0207 349 9969

Produces bilingual story tapes for young children.

The Refugee Council publishes bilingual school books in many refugee languages see Useful Organisations

Roy Yates Books
Rudgewick
Horsham
West Sussex RH12 3DE
01403 822299

Roy Yates distributes a wide range of bilingual books.

Other Useful Organisations

Amnesty International (UK)
99-119 Rosebery Avenue
London EC1R 4RE
0207 814 6200

Amnesty International is a worldwide human rights organisation. In the UK AI presents information about the risks that individual refugees may face in their countries of origin, and may provide statements of support for asylum applicants. AI also produces a wide range of published material and is engaged in human rights education.

Asylum Aid
28 Commercial Street
London E1 6LS
www.asylumaid.org.uk

Commission for Racial Equality
Elliot House
10 Allington Street
London SW1H 5EH
0207 828 7022
www.cre.gov.uk

British Red Cross Society
9 Grosvenor Crescent
London SW1X 7EJ
0207 235 5454

The British Red Cross operates a tracing and family message service to enable people separated by conflict or disaster to make contact with other members of their family. It also deals with family reunion cases and has a refugee project based in London.

Centre for Young Children's Rights
356 Holloway Road
London N7 6PA
0207 700 8127

A Save the Children project which addresses equality issues in early years provision. It provides in-service training and has a resource centre containing activity packs, toys and other resources.

Development Education Association
3rd Floor
29-31 Cowper Street
London EC1R 4AP
0207 490 8108

The DEA has a list of local development education centres.

Early Years Trainers Anti-Racist Network (EYTARN)
PO Box 28
Wallasey L45 9NP
0151 639 6136

Immigration Law Practitioner's Association
Lindsey House
40 Charterhouse Street
London EC1M 6JH
0207 251 8383

Law Centres Federation
Duchess House
18 Warren Street
London W1P 5DB
0207 387 8570

Law centres give free advice, and this organisation will give information about their location.

Medical Foundation for the Care of Victims of Torture
Star House
104 Grafton Road
London NW5 5ET
0207 813 9999 (Children's Section)

The Medical Foundation provides support for survivors of torture and their families. It employs a wide range of staff including psychotherapists, social workers and doctors. It offers specialist services for children.

National Association of Language Development in the Curriculum (NALDIC)
c/o South West Herts LCSC
Hollywell School Site
Tolpits Lane
Watford WD1 8NT
www.naldic.org.uk

North of England Refugee Service
19 Bigg Market
Newcastle upon Tyne NE1 1UN
0191 222 0406

Offices in Middlesbrough, Newcastle and Sunderland.

Northern Refugee Centre
10 Carver Street
Sheffield S1 4FS
0114 275 3114

Refugee Action
3rd Floor
Old Fire Station
150 Waterloo Road
London SE1 8SB
0207 654 7700

Refugee Action provides advice and support for asylum seekers and refugees. It has offices in Bristol, Exeter, Derby, Leicester, Liverpool, Manchester, Nottingham, Oxford and Southampton.

The Refugee Council
3 Bondway
London SW8 1SJ
0207 820 3000
0207 582 9929 (fax)
www.refugeecouncil.org.uk

The Refugee Council is the largest charity working with refugees in the UK. It gives practical help to asylum seekers and refugees and promotes their rights in the UK and abroad. There are offices in London, Leeds, Birmingham and Ipswich. The Refugee Council's work to support young asylum seekers and refugees includes:

- helping local authorities and schools develop services to support asylum seeking and refugee children including those who are unaccompanied
- providing in-service training about asylum seekers and refugees and educational provision for asylum seeking and refugee children
- publishing a wide range of leaflets and books, including advice leaflets for refugees, as well as educational information for teachers, bilingual teaching material for newly-arrived asylum seekers and refugees and development education material about asylum seekers and refugees
- answering individual inquiries requesting information and advice
- putting people in contact with refugee community organisations and other refugee agencies in their locality

- visiting schools and youth groups to speak to young people
- co-ordinating teachers networks on asylum seeking and refugee education
- coordinating the Panel of Advisers for Unaccompanied Refugee Children.

Refugee Legal Centre
 Sussex House
 39 Bermondsey Street
 London SE1 3XF
 0207-827-9090
 Out of hours emergency number 0831-598057

The Refugee Legal Centre provides free legal advice and representation for asylum-seekers including those in detention or appealing.

Refugee Studies Centre
 Queen Elizabeth House
 St Giles
 Oxford OX1 3LA
 01865 270722

RSP is an academic research institute.

The Resource Unit for Supplementary and Mother Tongue Schools
 15 Great St Thomas Apostle
 Mansion House
 London EC4V 2BB
 0207 329 0815

This organisation supports supplementary and mother tongue schools and can put people in contact with local supplementary schools.

Save the Children
 17 Grove Lane
 London SE5
 0207 703 5400
www.scfuk.org.uk

STAR - Student Action for Refugees
 3 Bondway
 London SW8 1SJ
 Tel: 0207 820 3006
www.star-network.org.uk

Office of the United Nations High Commissioner for Refugees
Millbank Tower
Millbank
London SW1P 4QP
0207 828 9191
Free resources for schools

World University Service
14 Dufferin Street
London EC1Y 8PD
0207 426 5800REGIONS