

United Against Bullying School Case Study: Encouraging integration of refugees

How Northleigh CE Primary School, Malvern, developed projects to create a respectful environment for, with a focus on EAL pupils

Context of our anti-bullying work

Early this academic year, we had two separate incidents in school that were comments targeted at some of our EAL children. One was a clash between a boy in KS2 from the Ukraine and another boy in his class. The Ukrainian boy received a note that said 'I wish you would die.'

Then in a different class, there was a note written in the toilets that said. 'Die.....' and then the name of a boy in that class who is from South Asia. In the same class there was a clash between two girls, one of whom is from the Ukraine. The complaint was that she hated hearing her speak in a different language as she thought it was rude.

Now, whilst none of this is bullying yet as they are all one-off incidents, and one of them could just be a personality clash, these incidents showed to us that there was a certain amount of fear/ignorance around children who have joined us from other countries. We felt we needed to intervene on a wider scale than just 1:1 conversations with specific children so that our whole community were broadening our experiences and opinions.

What we hoped to achieve

Respect for everyone. All of our school community to be accepting, inclusive and to fully demonstrate our school values (especially respect, compassion and justice).

We wanted pupils to have a broader understanding of why people move around the world as well as developing empathy.

The action we took

Autumn Term 1 – we planned a whole school Refugee project, mostly linked around high-quality texts for a 3 week period. Each class had a different text. Other experiences in school were connected to this.

Autumn Term – Year 4 (where there had been two incidents recorded) were booked a half term PSHE unit led by a group of Quakers called Active Peace. The 6 week session was called: All are Welcome and focused on refugees from all over the world. It was excellent. We

recorded all the experiences in a giant floor book. It helped the pupils make connections and develop their understanding of refugees, displacement, conflict and respect.

Christmas – we had a refugee theme on our Diversitree (a tree of diverse books in our school library) displaying different perspectives of how Mary and Joseph moved around and why.

Spring 2 – Our Y2 class had an Active Peace unit of PSHE work for 6 weeks called. 'Everyone is the same; everyone is different' which focused on different faiths and cultures.

Weekly – we vary the themes but every Thursday we have a Diversity Assembly which is based around picture books on different themes. Refugees and different cultures feature at least twice each half term.

We communicate all our learning with parents and governors. Both parents and governors are invited into school to share learning experiences and outcomes with our pupils once each half term. Our weekly learning is shared on our newsletter each week.

Impact and outcomes of the work

Positive outcomes are that our EAL children are well-integrated into Northleigh life and have a voice.

Our behaviour recording system shows no more incidents that are targeted at EAL children since the end of Autumn showing that attitudes are changing.

We expect this to continue and to improve further with our EAL children reporting in our wellbeing surveys that they are happy, feel safe, supported and included (as well as all our other pupils).

What we have learned

Seeing things from children's viewpoints helps us plan our future foci and how to address issues in assemblies. Children feeling frustrated due to hearing different languages was interesting. Was that because of not being able to join in or was it ignorance? Or both. It definitely requires more work though to address fully.

We have thought that we could develop our EAL provision by having language awareness assemblies once a half term.