


# Promoting a culture of Welcome and Inclusion

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# What we will cover in this session ...

- Whole school approach to inclusive RSHE provision
  - Promoting Anti Racist practice in schools
  - Improving EAL provision and reflecting diversity
  - Fully funded provision of Interpretation services
  - Celebrating and harnessing children's language skills via the Young Interpreter scheme
  - Supporting schools to achieve School of Sanctuary status and take part in the Day of Welcome
  - Supporting schools with refugee / asylum seeker pupils
- 

# Why is feeling welcome and included important in schools?



# Ofsted judgements are made on how a school helps their pupils to be...

Physically and mentally healthy

Prepared for success in their next steps

Respectful, responsible and active citizens who contribute positively

Understanding of fundamental British values

Celebratory of diversity and commonalities

Respectful of protected characteristics

# Schools should provide an environment to support this, that...

Is inclusive and meets all pupils' needs

Develops pupils' character

Enables pupils to reflect, learn, behave with integrity and cooperate

# DfE RSHE guidance

“Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be **safe** and **healthy**, and how to manage their academic, personal and social lives **in a positive way**”.



[Relationships and sex education \(RSE\) and health education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612352/Relationships_Education_2020.pdf)  
[- GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612352/Relationships_Education_2020.pdf)

# How does RSHE support welcome and inclusion?



# Importance of a whole-school approach

“All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. “

## Positive action to prevent and challenge prejudice

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.”

## Different families same love

“Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)“

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Introduction to requirements - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

# RSE and Health Education

Relationships and Sex Education

**Families; Respectful relationships, including friendships; Online and media; Being safe;** Intimate and sexual relationships; including sexual health

Health Education

**Mental wellbeing;** Internet safety and harms; Physical health and fitness; Drugs, alcohol and tobacco; Health and prevention; Basic First Aid; Changing adolescent body



# The No Outsiders Approach

“Inspiring to see real examples of Andrew Moffat’s lessons in action and the impact on children. I will be implementing in my school!”

“We will work on understanding the wider roles children play in bullying and how we can address this by empowering children.”



**NO  
OUT  
SIDERS**

# “Representation is not a privilege; it’s a right!”



Can you name any Black British musicians?

Can you name any Black British sports people?

Can you name any Black British academics?



# Anti-racism in Education

Celebrating BHM

CPD around Anti-Racism for school leaders

Networking for Anti-Racism leads

Resource bank and platform to share work





# Celebrating Black History Month

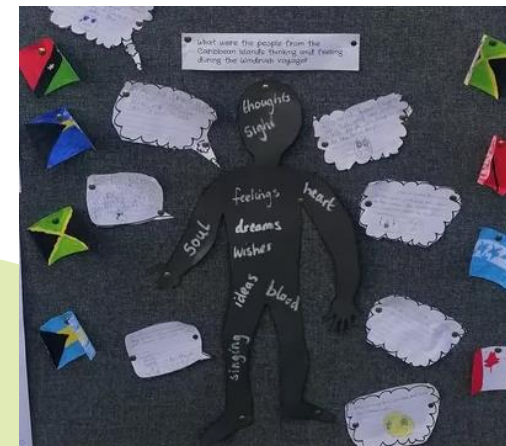
"Remember: Black History Month is three component parts

- 1) Celebrating black culture(s)
- 2) Recognising marginalised narratives
- 3) Addressing oppression & resistance

and you need all three for it to have any real impact."

**Jeffrey Boakye**

"It is good to broaden the children's views of what music is and different ways they could express themselves"



# 'Let's Talk About Race'- CPD for school leaders



- Provided a space for difficult conversations about race/ racism and its effects on individuals,
- Enabled reflection on racism in education and other sections of society,
- Provided opportunities to explore and develop a 'race conscious' and race inclusive language for practice.

"This was inspiring and thought provoking"

"So appreciative of this session"

"Challenges you to think more about this in so many ways"

# Anti-Racism in Education Norfolk Network Meetings

- Black History Month
- Black health and wellness
- Cultural competence v anti racist practice
- Best practice pedagogy
- Best practice curriculum
- Understanding progression for staff from EDC
- Involving families
- Pupil voice



“Better skilled to teach anti-racism in a meaningful, not token way.”

“I wish I had seen this book in school when I was growing up!”

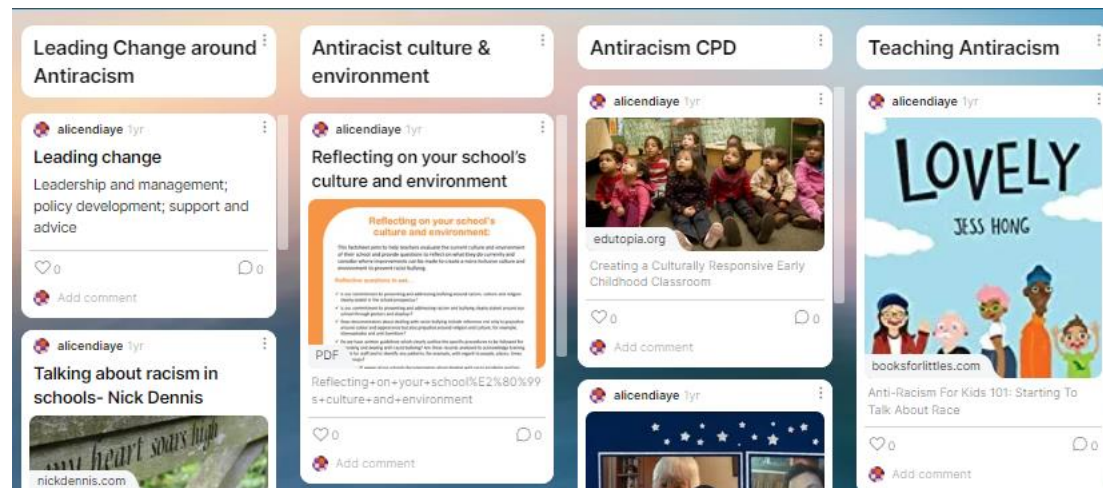




# ‘Becoming an Anti-racist School’ Padlet

- Locally produced resources and examples to support Black History Month
- Resources to support a whole school development of anti-racist practice
- Resources to support teaching about anti-racism
- Decolonised resources to teach other curriculum areas
- Ideas for assemblies
- Wellbeing resources

“I would like to thank you for such excellent resources around anti-racism and BHM. They have enabled me to feel much more confident about delivering using quality resources.”



# EAL / EDC Advisory Service





# Languages spoken in Norfolk

162 different  
languages spoken  
in Norfolk schools

12% of children in  
schools have EAL

LanGroup	Language	Total
EAL	Polish	2184
	Lithuanian	2083
	Portuguese	1546
	Russian	689
	Romanian	600
	Malayalam	504
	Arabic	438
	Bulgarian	299
	Latvian	298
	Turkish	283
	Chinese	277
	Bengali	275
	Spanish	256
	Hungarian	233
	Tamil	218
		214
	French	165
	Chinese (Cantonese)	160
	Albanian/Shqip	152
	Urdu	144

# EAL funding

The deadline for submission of first language code which triggers EAL funding is the **October** census

EAL pupils received funding for the first 3 years in school (Y1 – Yr11)

- **£1530 (Secondary) per year**
- **£565 (Primary) per year**

# Advice and support



# EAL / EDC Website

[EAL / EDC Advisory Service - Schools  
\(norfolk.gov.uk\)](http://norfolk.gov.uk)

[Tanya.ingram@norfolk.gov.uk](mailto:Tanya.ingram@norfolk.gov.uk)

# Admission and Induction



# Admissions

**EAL Pupil Profile** sent to schools

5 min. video on **Admission EAL/EDC website**

[Admission to Schools for Refugees and other Vulnerable Groups on Vimeo](#)





# Induction

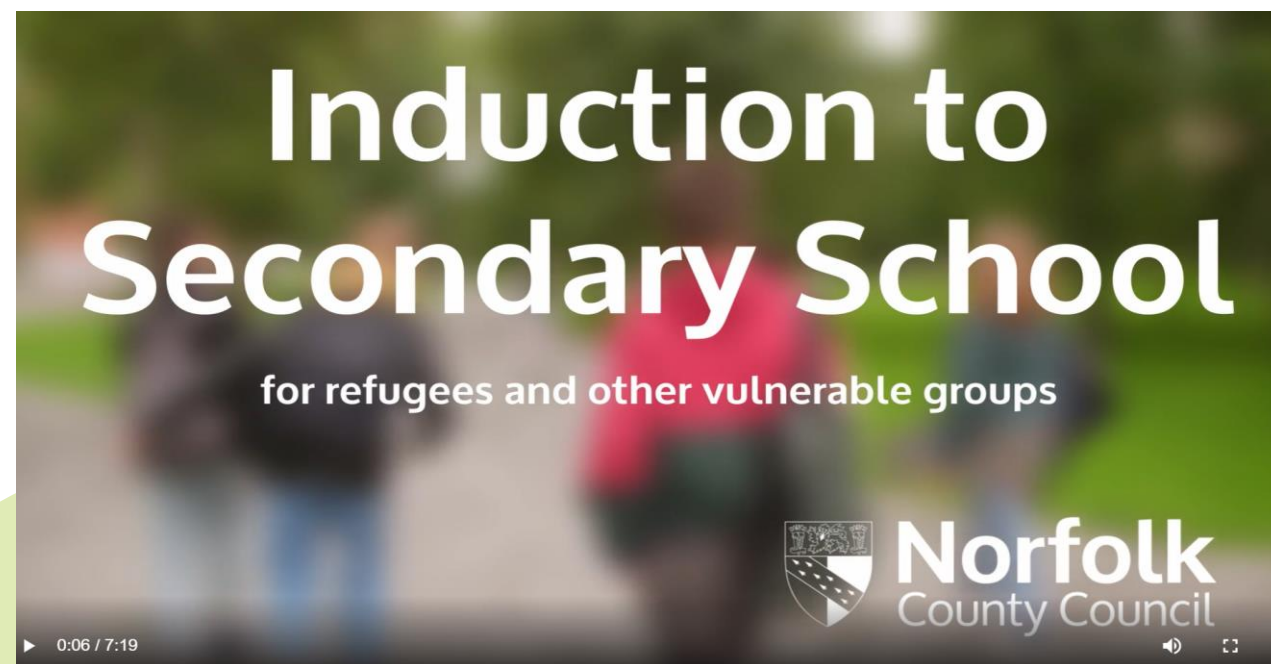
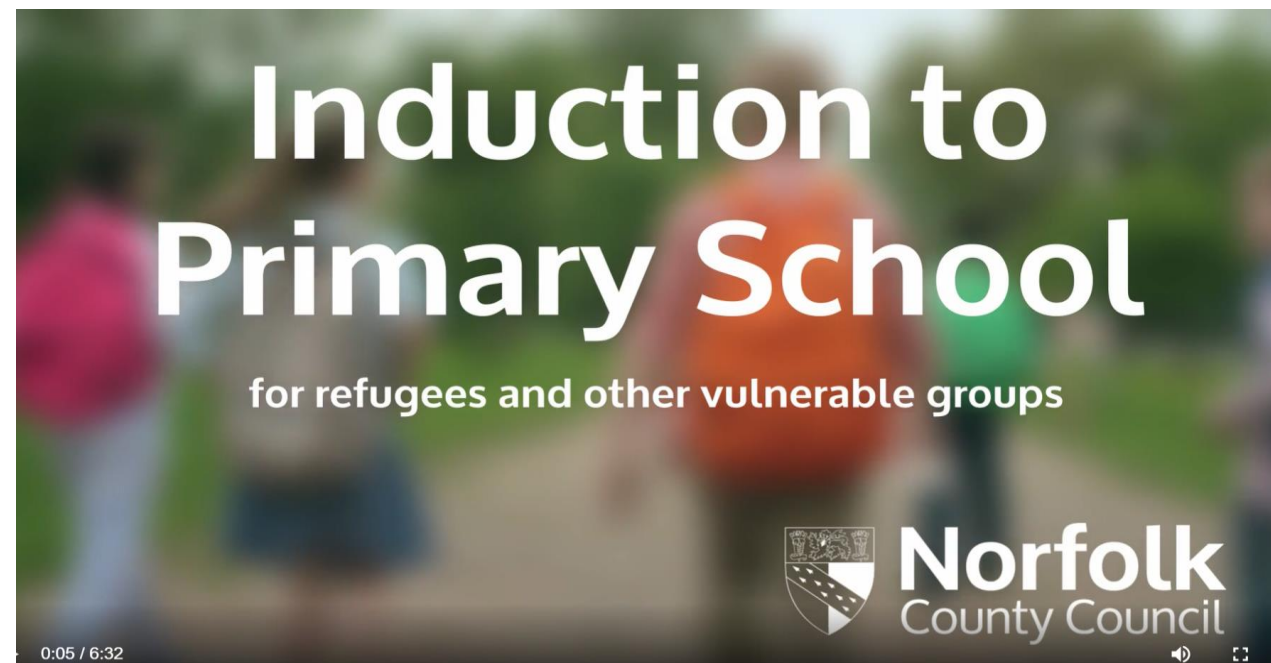
5 min. video on **Induction**  
on **EAL/EDC website**

[Primary Induction.m4v](#)

Induction Primary

[Secondary Induction-1.m4v](#)

Induction Secondary



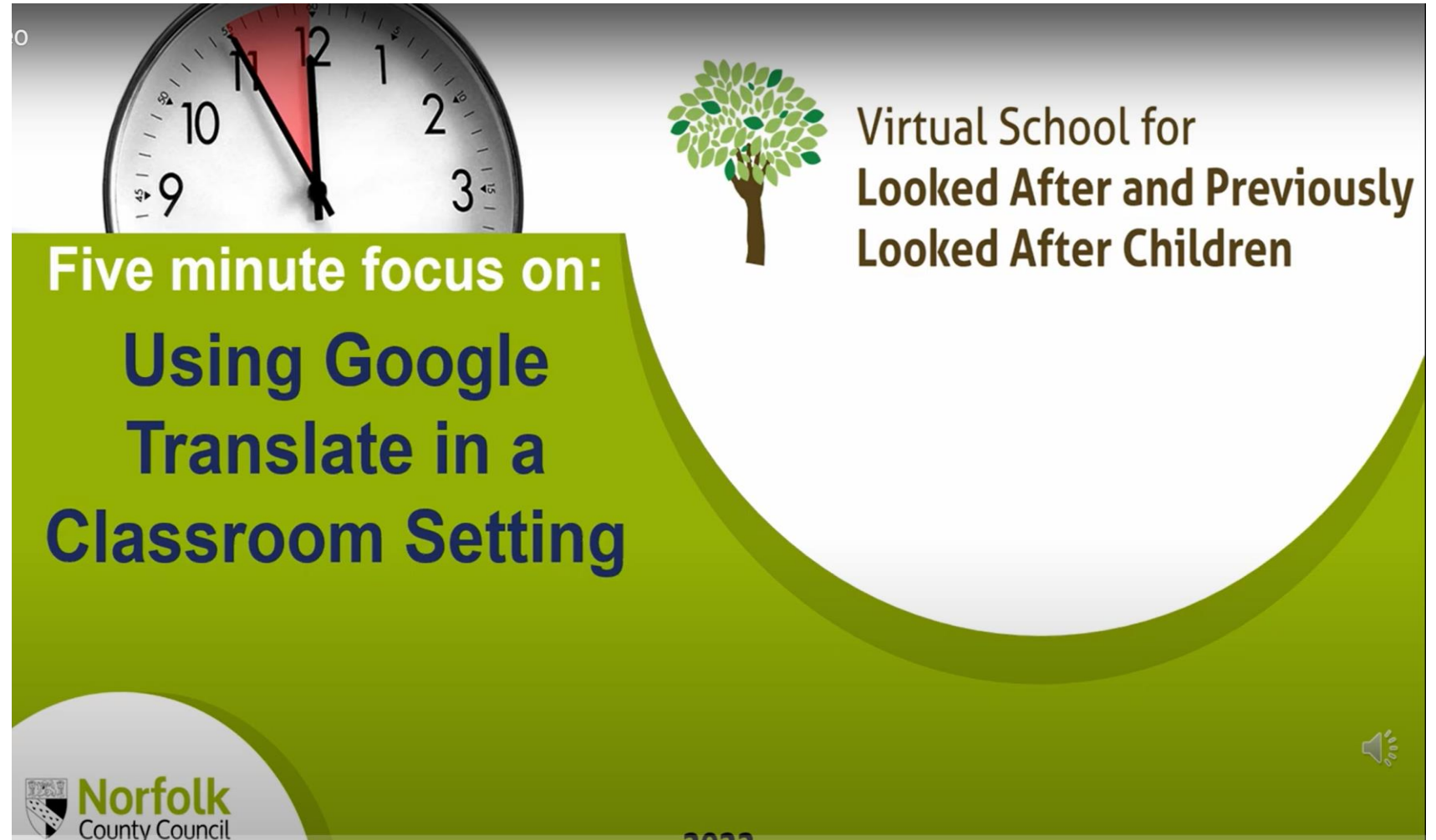
# Interpretation services








# Using Google Translate

A 5-minute video - [how to use Google Translate with EAL pupils in a classroom setting](#) is available on YouTube also.



Virtual School for  
Looked After and Previously  
Looked After Children

**Five minute focus on:  
Using Google  
Translate in a  
Classroom Setting**



2022

# Free access to Language Line

Contact us for the code to use for **free unlimited use of Language Line** telephone interpretation service

**Instructions** - In document attached to our email

**Demonstration** - How to make a call and instructions in our 5 min. video



Partnership  
with  
INTRAN



# INTRAN subscription

## INTRAN for Norfolk LA Maintained schools

### INTRAN for Academies and Free Schools

**Check and access your existing INTRAN membership and ID code.** Click on the INTRAN link on your school's **MySchool section of the Norfolk Schools website** or contact [intran@norfolk.gov.uk](mailto:intran@norfolk.gov.uk)

If you are not an INTRAN member contact [intran@norfolk.gov.uk](mailto:intran@norfolk.gov.uk) to discuss membership.

### **You have access to INTRAN**

There is no membership fee, just a charge for each service (face to face interpretation, telephone)

To gain access to your school's INTRAN ID code in order to book services, you can:

- Click on the **INTRAN link** in your school's **MySchool section of the Norfolk Schools website**
- Contact NCC Children's Services INTRAN champion [childrensservices@norfolk.gov.uk](mailto:childrensservices@norfolk.gov.uk) or call 01603 223463 or 223155

# CPD and initiatives for schools

Norfolk  
County Council

ices Training & Events Co

# EAL / EDC CPD Offer

EAL / EDC CPD Offer		

# Young Interpreters Scheme

Partnership  
with  
Hampshire  
County  
Council

For further  
information  
contact  
tanya.ingram@  
norfolk.gov.uk

For Primary  
and  
Secondary  
children

The Young Interpreter Scheme® provides peer support to pupils who are learning English as an Additional Language (EAL), to their families and to schools





# EAL Inclusive Schools Award

Includes a CPD session and registration for the **Young Interpreters Scheme**

The EAL Advisory Team is launching an **EAL Inclusive Schools Award** to encourage and celebrate good practice in developing school environments that promote and support diversity of culture and language.

A funded pilot scheme is running this year for **10 schools**. Award to launch fully in **2022/2023**



# Supporting Refugee and Asylum Seeker pupils





# Sanctuary seekers in Norfolk

- Syrian refugee cohorts
- Afghan refugee cohorts
- UAS children
- Asylum Seeker children
- Ukrainian refugees
- EAL children in Norfolk



Partnership  
with  
People from  
Abroad  
Team

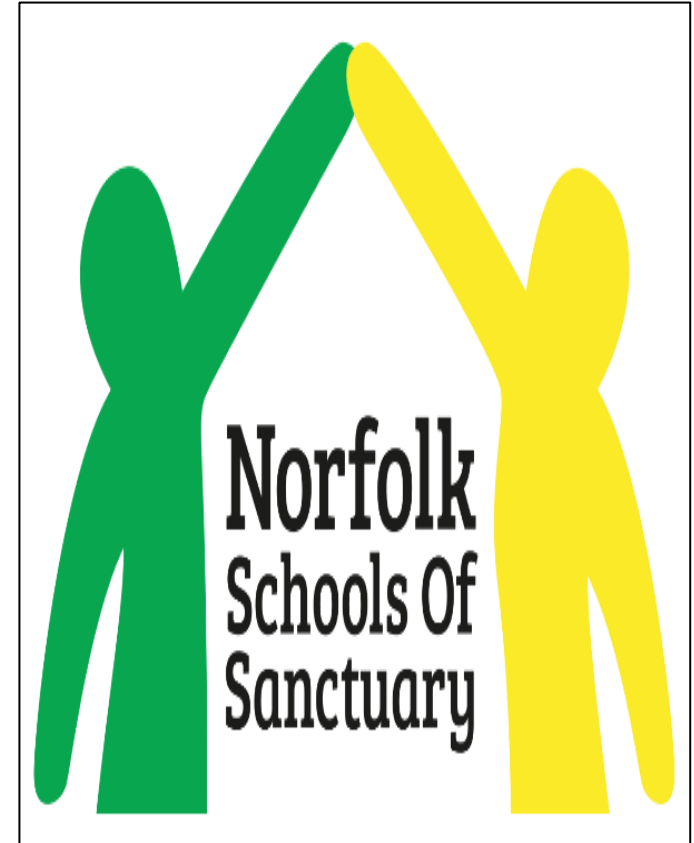
# Norfolk School of Sanctuary Award

With an anti-racist ethos at its heart, this award supports school to become safe and inclusive places for everyone, regardless of their immigration status.

*The message is simple :*  
**EVERYONE IS WELCOME!**

17 schools awarded  
10+ schools applying

Partnership  
with  
City of  
Sanctuary  
organisation



# A Day of Welcome

Friday 16 June 2023

A Day of Welcome is a day of solidarity and learning in schools that aims to build a culture of welcome and understanding for refugees and asylum seekers.



# Supporting school with Ukrainian pupils



# Admissions

- Track and record school admissions
- Contact all schools welcoming Ukrainian pupils and send resources
- Provided **4** information sessions **271** participants for **129** schools



# Resources for supporting new arrivals from Ukraine (padlet.com)


padlet

EALNorfolk • 5h

## Resources for supporting new arrivals from Ukraine

### Video Guides


#### Video- Admissions for Refugees and other Vulnerable Groups



Admission to Schools for Refugees and other Vulnerable Groups

#### Language Line Video

##### Interpretation Services Available to Schools



Interpretation Services Available to Schools

A 5 minute video explaining how to use language line with an example of a Language Line call.

### Teaching Resources

#### Bilingual resources

ZIP • 6 MB

TWINKL EAL resources

A folder of bilingual Ukrainian-English resources from Twinkl.

#### Information on free access to LanguageNut

Information on free access to LanguageNut

LanguageNut

LanguageNut, an online teaching platform is offering free access to their Ukrainian-English site. More information in this document.

#### Free resources from Racing To English

### EAL Assessment Frameworks and Trackers

#### Bell Assessment Framework

The Bell Foundation EAL Assessment Framework

The Bell Foundation's EAL Assessment Framework for Schools and Digital EAL Assessment Tracker are available free of charge to all schools in the UK. To view the Assessment Framework please register on their website:

[Bell Foundation Website](http://bell-foundation.org.uk)

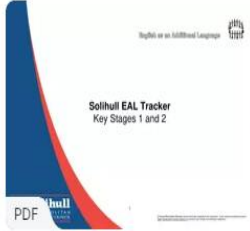
The Bell Foundation's assessment tools are straightforward, easy to use, and have been designed with teachers in mind. They can be used to gather data to support the teaching and learning of learners who use EAL, and to enable teachers to tailor lessons to their needs. Through the ongoing year of transition, leading to individual target setting and tailored support, learners can be supported to reach their full potential in English language skills, by accessing the resources and EAL track.

DOCX

Bell Foundation EAL Assessment Framework

Information on how to download the free Bell Foundation framework

#### Solihull EAL Tracker KS1/2




Solihull EAL Tracker with strategies

AN EAL tracker with teaching strategies KS1/2

#### Solihull EAL Tracker KS3/4

### Letters for Parents (English and Ukrainian)



Parental Involvement - The Bell Foundation

Information for parents about the Primary and Secondary School systems in England (from Bell Foundation). Available in English, Ukrainian and Russian.

#### Applying for a place in a Norfolk Early Years setting - (in English)

Applying for a place in an early years setting

When do children in England attend an early years setting?

Many early years settings like children when they are babies. Others like children from the age of 2 or 3.

Places of 15 hours a week for all 3 and 4 year olds are funded by the Government. Additional places may be available for parents in evening. Places for some 2 year olds are also funded by the Government, but not all. For all other children parents will be asked to pay for the place.

Children normally attend school in the September following their fourth birthday and are entitled to a full-time place from that time, although children do not have to attend school until the term after their fifth birthday.


Children aged 4 to 11 years of age can attend infant and junior schools or Primary Schools.

DOCX

English Applying for a place in an EY setting

English publication - Information to


### Advice on Trauma



uktraumacouncil.org

How to support refugee and asylum-seeking children and young people who have experienced trauma - UKTC

#### Trauma Advice for Parents (English)




Supporting children and young people through a traumatic experience

A guide for parents/carers

DOCX

Trauma\_Advice\_for\_Parents\_English

#### Trauma Advice for Parents (Ukrainian)



Підтримка дітей та підлітків після травматичного досвіду


Посібник для батьків/опікунів

Служба педagogічної допомоги Радикалізація

### Language Line / Interpretation Services

#### Language Line Video

##### Interpretation Services Available to Schools



Interpretation Services Available to Schools

A 5 minute video explaining how to use language line with an example of a Language Line call.

#### How to use Language Line

Accessing telephone interpreting through Language Line

How to use Telephone Interpreting

For information and advice on how to use Telephone Interpreting

If you need to check on your client's appointments and cancel any scheduled Face to Face visit, consider OPTION 3 below:

Option 1: Using Telephone Interpreting when the client is WITH YOU

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Telephone Interpreting for INCOMING PHONE CALLS

A flowchart showing how to use Language Line for telephone interpreting

#### Google Translate

Virtual School Looked After

### Differentiated/Graded Readers for KS3/4

#### Graded readers

Graded Readers - ENGLISH - Catalogue


blackcat-cideb.com

#### English Reading Resources

macmillanreaders.com FOR L1

Macmillan Readers - English Reading Resources

#### Books for Teenage readers



# Connecting Ukrainians families



**Norfolk Community Foundation** have just launched:

A support webpage [Help for Ukrainians | Norfolk Community Foundation \(norfolkfoundation.com\)](https://norfolkfoundation.com)

A Facebook group [Поради для українців у Норфолку \(Tips for Ukrainians in Norfolk\) | Facebook](#)

These provide key information on; finding and accessing health, transport and community services, as well as tips on finding Ukrainian food and products and understanding cultural differences.

# Ukraine Support Team



The **Team Manager** oversees a countywide team of workers to ensure there is adequate and accessible universal services for Ukrainian children, young people and their families. Working at a strategic level with partner agencies to empower the right agencies to work together to provide the most appropriate services to children, young people and their families.



The **Senior Family Assistants** work with and support Family Co-ordinators and Family Assistants in ensuring Ukrainian children, young people and their families get a timely and supportive response to their arrivals into Norfolk. They offer advice and signposting to the team and partners to ensure that there are early links built into the local communities and where necessary an Early Help Assessment and Plan is initiated.



The **Family Assistants** meet with children, young people and their families and partners to support settling Ukrainian children and young people into their local area. The Family Assistants offer advice so the children, young people and their families understand what support is available for them and where they can access support. The Family Assistants where necessary offer support of the Partner and Communities Service including requests for Early Help Assessments and Plans.



The **Family Co-ordinators** work alongside and support the Family Assistants and partners to ensure that we work together to meet with Ukrainian children and young people and their families. They manage requests into the team and offer advice and signposting as required.

Partnership  
with  
**Ukraine  
Support  
Team**





# Supporting Afghan Refugees

[BBC Learning - Seeking Refuge Series: Ali's Story](#)



- The Education System
- Helping children learn
- Welcome

[Parental Involvement - The Bell Foundation \(bell-foundation.org.uk\)](#)



[CoS-Mental-Health-Resource-Pack-digital.pdf \(cityofsanctuary.org\)](#)

**HOW TO PROVIDE EAL SUPPORT FOR REFUGEE AND ASYLUM-SEEKING CHILDREN**

**ADVICE FOR SCHOOLS**

This advice sheet provides schools with key information about how to support the EAL (English as an Additional Language) needs of refugee and asylum-seeking pupils. It provides top-level guidance on good practice.<sup>1</sup>

[Refugee Education UK | Advice sheets for practitioners | Resource 01 | \(reuk.org\)](#)

**Welcome Pack for Parents – Dari & Pashto**

[Refugee Education UK | Welcome to the UK! \(reuk.org\)](#)

**The Bell Foundation**

د خپل ماشوم په زده کړه کې مرسته کول  
د هغه زده کوونکو د والدینو لپاره لارښود چې انګلیسي د یو اضافي ژبي توګه (English as an Additional Language, EAL) کاروي.

**ولی باید دا ولولئ؟**

دلته تاسو کول شئ چې د لاندې موضوعاتو په اړه عملي نظریات ترلاسه کوئ:

1. د ښوونځي ژوند کې شاملیدل
2. د ماشوم سره په زده کړه کې مرسته کول

**1. په ښوونځي ژوند کې شاملیدل**

د بریتانیا ښوونځي له والینو څخه غوښتنه کوي ترڅو د ښوونځي ژوند کې په خپله توګه شامل شي او که چېرې په انګلیسي ژبه حاکم نه وي یا د ګړي ښوونځي لارښوونکي او ښوونکي د هغوی سره د ملګر په ژوند کې د شاملیدو لپاره مرسته وکړي. دلته یو شمېر نظریات شتون لري چې مرسته کولی شي:

- ښوونځي ته ورواسته، که چېرې کوم بل موخه وماند چې پوهېدل وي، ستونزمن وي، د بېلګې په ډول: د ښوونځي انګونه یا د ښوونځي ویبپاڼه.
- د ښوونځي کارکوونکو ته ورواسته، که چېرې دوی پورې چلې کوي یا داسې کسې لري چې، شپې پرې نه پوهېږي، دلته ځینې موخې عبارتونه لري، لکه داسې چې د دې کار لپاره کولای شئ:
  - ایا کولی شئ یو څه ورو خبرې وکړئ، ځله کوم؟
  - ایا تاسو لیکل شوي شئ؟ زه پوره نه شوم
  - پخپله خبره، مګر ستا په خبرو یو نه شوم، ایا کولی شئ ما ته تکرار کړئ، ځله کوم؟
  - ایا کولی شئ زاته وواړئ چې څه منځ ته راځي؟
  - ایا دلته کله یا لیکل شوي شئ، ځله کوم؟ زه نه پوهېږم چې دې منځ ته نه
  - ایا کولی شئ په لور خبرې وکړئ، ځله کوم؟ هغه څه چې تاسو وواړئ داسې نه وړیدل
- ښوونځي ته ورواسته چې څه شئ له داسې سره مرسته کولی شئ چې د ښوونځي په خبرو او په ښه توګه پوهه شئ، د بېلګې په توګه د خبرو اترو شلای ژبې.

**Afghanaid**

[What is culture like in Afghanistan? | Afghanaid](#)



# Padlets of resources

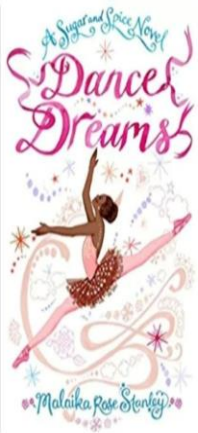
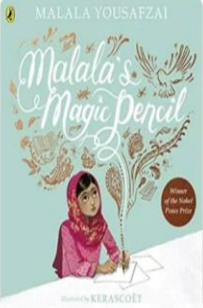
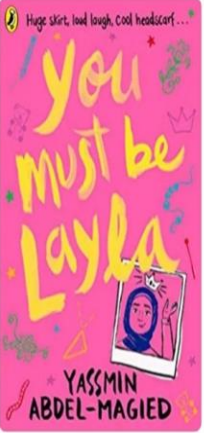

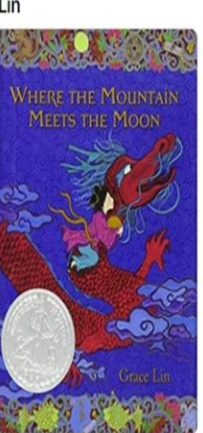


# Making reading ethnically diverse

padlet robertcoyle1 · 1m

## Chapter Books for Inclusive Schools

A selection of books to promote diversity and cultural awareness in Primary Schools

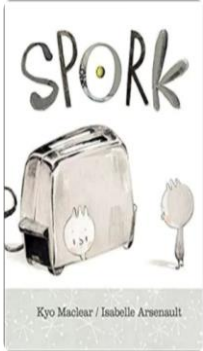
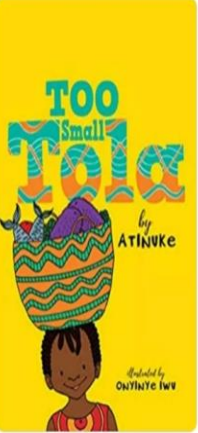
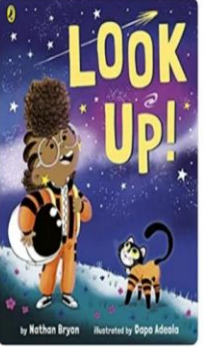


<b>Dance Dreams</b> by Malaika Rose Stanley  <p>A charming tale about ballet, friendship, and following your dream. KS2</p>	<b>Malala's Magic Pencil</b> by Malala Yousafzai  <p>Maybe Non-fiction? Maybe a picture book? The Nobel Prize winner tells her story through a combination of pictures and story. KS1/2</p>	<b>You must be Layla</b> by Yassmin Abdel-Magied  <p>A Sudanese Muslim girl tries to fit in at an Australian School. A tale of confidence, making</p>	<b>Asha and the Spirit</b> by Jasbinder Bilan  <p>A girl undertakes an adventurous journey across the Himalayas. KS2/3</p>	<b>Where the Mountain Meets the Moon</b> by Grace Lin  <p>A spellbinding blend of adventure story and Chinese folklore. Superb imagery and a</p>
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[Chapter Books for Inclusive Schools \(padlet.com\)](https://www.padlet.com/robertcoyle1/Chapter-Books-for-Inclusive-Schools)

padlet robertcoyle1 · 1m

## Picture Books for Inclusive Schools

A selection of books to promote diversity and cultural awareness in Primary Schools

<b>Spork</b> by Kyo Maclear/Isabelle Aresnault  <p>A story about celebrating uniqueness and accepting difference, a great conversation starter.</p>	<b>Too Small Tola</b> by Atinuke  <p>A story set in Nigeria with a strong female character, Tola!</p>	<b>Look Up!</b> by Nathan Bryon  <p>A book about space and about following dreams.</p>	<b>We've got the Whole World in our Hands</b> by Raphael Lopez  <p>Although more of a book about environmental responsibility, it is a celebration of togetherness.</p>	<b>Saturday</b> by Oge Mora  <p>A book about plans going wrong...but also about love and family and special days...</p>
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[Picture Books for Inclusive Schools \(padlet.com\)](https://www.padlet.com/robertcoyle1/Picture-Books-for-Inclusive-Schools)



# Still more work to be done...

All educational settings!  
Managing prejudice based  
incidents  
Pupil participation  
Family engagement  
Community partnerships

- **Family** and friends
- Access to **learning**
- The **opportunity** to lead a good life
- Being **understood**
- Building **resilience**
- Respect for their **individuality**
- Feeling **safe**
- Being **healthy**


# References:

- [Keeping children safe in education](#)
- [DfE Guidance: Preventing bullying](#)
- [DfE Mental health and behaviour in schools \(publishing.service.gov.uk\)](#)
- [Children Act 1989](#)
- [Education Act 2002 \(legislation.gov.uk\)](#)
- [Education and Inspections Act 2006](#)
- [Independent School Standards \(England\)\(Amendment\) Regulations 2012](#)
- [Public Sector Equality Duty of the Equality Act 2010,](#)
- [Malicious Communications Act 1988](#) and the [Protection from Harassment Act 1997.](#)
- [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- [School inspection handbook - GOV.UK \(www.gov.uk\)](#)
- [Introduction to requirements - GOV.UK \(www.gov.uk\)](#)
- [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](#)
- [No-outsiders](#)
- [Anti-Racism in Education Norfolk Network Meetings: working towards a Whole School Approach | Norfolk Services for Schools](#)
- [Becoming an Antiracist School \(padlet.com\)](#)



**There is a task and finish group planned which will look at whether these Practice Week sessions have improved outcomes for children and young people.**

**If you are interested in joining this, please watch your inbox as an email will be sent to all participants asking if they would like to take part.**



# Please give feedback

<https://forms.office.com/Pages/ResponsePage.aspx?id=fhcZFOBXD0-v8P1htUnRDnAC4J52HLZPgP82sx53EV5UNEVFT1RMN1ZIS01CUUpXVFIVRFIHQktFWi4u>



# Your questions

