



RefuAid
Hope.Resilience.Unity

**TIPS FOR
SUCCESSFULLY
INTEGRATING
DISPLACED
STUDENTS IN THE
ENGLISH
CLASSROOM**

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1- INDUCTION SESSIONS:

Initiate open dialogue sessions to set the tone and provide guidance on class dynamics, homework submissions, and the importance of email communication and deadlines.

Some students may not be accustomed to academic environments where email communication is common. From a pastoral perspective, it's crucial to discuss topics to avoid and allow Refugee and Asylum Seeker (RAS) students to opt-out if uncomfortable, as certain subjects may be taboo due to cultural or personal reasons.

2- ACKNOWLEDGEMENT OF PRACTICAL ISSUES:

Recognise that displaced students may be dealing with daily practical challenges such as housing, navigating complex asylum systems, and managing mental health issues. Offer flexibility, such as allowing absences for important matters or taking essential phone calls during class.

3- REFERRAL TO SUPPORT AGENCIES:

Teachers should recognise their limitations in providing assistance and refer students to relevant local or national agencies for further support when necessary, or in the case of RefuAid students, back to us for further support.

4- CREATING SAFE SPACES:

Ensure classrooms are well-lit with accessible exits and windows to help alleviate anxiety, particularly for students who have experienced trauma. Creating a safe environment where students feel in control is essential.

5- UTILISING SOCIAL PROGRAMMES:

Encourage participation in free social programmes at schools to help RAS students combat social isolation and expedite their integration process.

6- EQUAL TREATMENT:

Treat RAS students equally alongside paying students, respecting their privacy and addressing their unique needs discreetly rather than singling them out. Ensure that any records do not overtly single out RAS students from paying students, especially if these records can be seen by others.

7-IDENTIFYING ADDITIONAL LEARNING NEEDS:

Be alert to signs of undiagnosed additional learning needs such as dyslexia, which may manifest as difficulties in comprehension or achievement. It's important to communicate any concerns with the student and signpost them to the GP or relevant agencies as needed.

Additional learning needs can be diagnosed and assessed in one's first language. Therefore those who speak English as their second language may never receive any support in this area.

8- ADDRESSING TECHNICAL ISSUES:

Recognise that some students may lack access to WiFi or private study space in their accommodations, leading them to study in distracting environments such as cafes. If possible offer assistance by providing study spaces or resources to mitigate these challenges.

9- ASSISTING WITH TRAVEL COSTS:

Many displaced students travel long distances to attend classes, often opting for the cheapest means of transportation. Encourage schools to provide student IDs to facilitate access to transportation discounts, helping students and/or the charities supporting them manage their travel budgets effectively.

10- PROVIDING TIPS AND LIFESKILLS:

Offer guidance on navigating the local area surrounding the school and provide essential UK life skills for foreign students. Some students who have recently arrived in the UK may be unfamiliar with concepts such as postcodes, travelcards, supermarket loyalty cards, how to apply to university or even basic banking procedures. If able providing practical tips and information on these matters can greatly assist in their integration process and help them feel more confident in their new environment.

Resources



www.refuaid.org

SIGNPOSTING
DIRECTORY

