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#minuteoftruth

'What works? – Supporting Ukrainian refugee children in school'

Part of the #pullupachair **series**

Training resource for schools and teacher training providers

Dr. Sarah Martin-Denham
September 2023

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Sarah

Contents

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Acronyms

ACEs	Adverse Childhood Experiences
DfE	Department for Education
LO	Learning Objective
UKRI	United Kingdom Research and Innovation
UoS	University of Sunderland

01
Introduction

Introduction

This training material introduces the topic of supporting Ukrainian refugee children in schools in England following their arrival from a war-torn country. The materials were produced as part of a creative arts research project with 20 secondary school-aged children who came from Ukraine to the Northeast of England. This training resource and an accompanying film and PowerPoint presentation offers practical strategies and approaches for supporting Ukrainian child refugees in school.

This resource provides you, the lead/facilitator, a structure and instructions for delivering the training in school. It supports you in delivering crucial points to achieve consistency in providing the training content. Additional reading and resources are provided at the end of this guidance.

The aim and objectives of the project were as follows:

Aim:

What works? – Supporting Ukrainian refugee children in school

Objectives:

Upon successful completion, those participating in the training series - Part 1: Recognising and responding to adversities, should achieve the following learning objectives (LO):

- **LO1.** Determine the support needs of Ukrainian refugee children attending school in England
- **LO2.** Evaluate the effectiveness and appropriateness of current school-based strategies for supporting Ukrainian refugee children
- **LO3.** Implement systems that allow for the co-production of effective approaches to supporting individual Ukrainian refugee children in school
- **LO4.** Identify and consider potential solutions to barriers to Ukrainian child refugee support

Methods

Three days were spent with 20 Ukrainian children across two secondary schools in the Northeast of England. One was a large urban comprehensive school and the other was a smaller rural school. Purposive sampling was used to ensure the participants had the experience of living in and leaving a warzone.

Throughout the project, a Ukrainian translator was present. The children at both schools were already familiar with the translator as they taught there. Over three days, the children investigated the following research questions through participatory research and the arts (painting, sketching, collage) and writing (poetry and narrative).

- What did you think school would be like in England?
- Did you have questions about going to an English school?
- Have you made any new friends since moving to England?
- What do you do after school?
- How do you get to school and back home?
- Is there anyone who helps you at school?
- Is there anything you need that will help you at school?

Following consent, Dictaphones were used to record the children's contributions. This included incidental discussions as they worked on their artworks and writing and focused conversations related to the research objectives listed above. In addition, 1:1 or paired semi-structured interviews by the research team or the Ukrainian translator took place.

Ethical protocols

The project received ethical clearance from the University of Sunderland (UoS) Ethics Committee. Gatekeepers asked caregivers for their consent to involve their children in the project. Information sheets describing the aim and objectives of the project and the conversations that would take place were provided. The information sheets included material on: data processing, retention periods, and other privacy information (Information Commissioner's Office, 2019). Only children whose caregivers gave their approval were invited to take part. All children were provided with an information sheet explaining the project and trusted adults explained how the film and audio would be used. The information sheets

for children, and for caregivers, were written in both Ukrainian and English.

If a caregiver consented to their child to participate, but the child did not consent, they were not included in the project. The children and caregivers were given choices about what would be shared (audio, artworks) and by what method (social media, general media, UoS website). All ethical and privacy protocols, including privacy statements issued to caregivers, were strictly followed. In addition to the initial consent, permission to record conversations and to take part in the interview was explicitly sought throughout the project.

Procedure

The project took place between February 2023 and March 2023. During the interviews the research team did not impose any time restrictions so that the children could elaborate on their answers to the open-ended questions (O'Leary 2004). A Dictaphone was used to record the interviews and discussions, which were then transcribed verbatim, anonymised, and stored securely in Office 365. The transcriptions were imported into NVivo 12 for thematic analysis. The artworks and writing contributions were photographed at the UoS and returned to the children.

Data analysis

Thematic analysis was the method for analysing the discussions, conversations, interviews, and notes taken by the research team. Thematic analysis, according to Braun and Clarke (2006, p. 6), is 'a method for identifying, analysing, and reporting patterns (themes) within data' using a flexible six-phase process. Clarke and Braun (2018) reiterated that thematic analysis is a term encompassing a variety of approaches and is a method rather than a methodology.

Themes in reflexive thematic analysis are patterns of shared meaning, united by a central concept or idea (Braun and Clarke, 2013; Braun, Clarke, Rance, 2014). DeSantis and Ugarriza (2000); Emmell (2015); Braun and Clarke (2016) agree that there is no agreed definition of a 'theme', or complete standardisation of procedures to identify them. They instead advocate that the researcher identify themes based on their interpretation as they analyse the data.

Through the process of thematic analysis three conceptual themes were identified:

- Home sweet home
- Helping hands
- A penny for your thoughts

The three themes from the thematic analysis are presented within the training resource, alongside the children's artworks and writing.

Access to the resources

The film, PowerPoint and training resource are available through the UoS Interdisciplinary Research Network: Adverse Childhood Experiences website:

> https://www.sunderland.ac.uk/more/research/interdisciplinary-research-networks/adverse-childhood-experiences/

Click on the #minuteoftruth tab to access the materials.

Streaming the films

The films are in mp4 format. It is recommended that the films are played on a large screen in a dark environment (like a cinema experience). Please ensure participants remain seated during the screening to prevent any slip or trip hazards.

Sensitivity of content

Some participants may feel uncomfortable, upset, or emotional during the training. They may empathise with children due to personal or professional experiences.

> Begin by warning participants that the film or artworks may be distressing and that they can take a break if needed. Organisations should provide mental health support during and after the sessions, and signpost to mental health organisations as appropriate.

Depth and detail of discussion

Some participants might want to discuss training topics, including personal experiences. Only the trainer can decide what is suitable to discuss. Facilitators must decide when to continue discussion and when to move on.

Timings suggested are indicative and not prescriptive

Due to the range of participants engaging in the training, it will be at the discretion of the facilitator to assess which areas require more or less discussion. This resource could be a significant part of an INSET day, or it can be divided into themes and run over multiple sessions, such as one night a week after school. The person planning, arranging, and delivering the training may decide how to best optimise the training.

Equality Act 2010 and reasonable adjustments

The film subtitles, PowerPoint presentation, and this training resource are presented in Calibri font, without underline or highlighting, on a non-white background. Please make sure any additional slides you include to enhance the training session, are suitable for the individuals accessing the training. Ensure slides are not presented as black text on a white background, and that a dyslexia friendly font is used. If asking participants to read slides that contain discussion points or quotes, please make reasonable adjustments to the training as required. Providing participants with the slide content before the training session and allowing them to use assistive technology, if necessary (for example, utilising a laptop during the session for note-taking or text-to-speech recognition), are two examples of adjustments.

02
The training

The training

The following sections set out the training. There are three activities each broken down into distinct tasks.

- **Activity 1:** Pre-film
- **Activity 2:** Film and discussion
- **Activity 3:** Home sweet home
- **Activity 4:** Helping hands
- **Activity 5:** A penny for your thoughts

Activity 1: Pre-film (30-60 minutes)

This activity has three tasks.

Facilitators: Explain the purpose of the training:

- To consider the four learning objectives (PowerPoint slide 2) and key questions (PowerPoint slide 3)

- To reflect upon the overall aim of the training 'what works? – supporting Ukrainian refugee children in school'.

Activity 1: Task 1 (15 minutes)

This activity relates to PowerPoint slide 4.

Facilitators: Ask participants to read the following extract and consider the questions that follow (1a and 1b).

Antoniadou, E. Palaiologou, N. and Karanikola, Z. (2023) 'Teaching refugee children: challenges teachers face 1', ResearchGate, pp. 311-328. Available at: https://www.researchgate.net/publication/368426727_Teaching_Refugee_Children_Challenges_Teachers_face_1

Image 1. PowerPoint slide 2

Image 2. PowerPoint slide 3

Image 3. PowerPoint slide 4

The importance of intercultural competence and readiness

But why does a teacher need all this? The answer lies in all the research and studies related to the education of refugee children and the challenges that educators face when trying to teach refugee students. Refugee populations do not all speak the same language (Fragkoulis et al., 2019), do not have the same religion or cultural habits, they do not share common political or social opinions. Moreover, refugee children often feel stressed, depressed or insecure (Sirin & Rogers-Sirin, 2015). Some have abandoned school for years, while other have never attended school before and know nothing about school rules and manners in class (Karanikola & Pitsou, 2015; Koehler et al., 2018).

In addition to the above, the educational materials provided by the school, the facilities, the educational means are sometimes inappropriate or inefficient. To be more precise, schools were not provided with the correct amount of books for refugee children, while the books used to teach Greek to teenage refugee children were not in line with their age. Most teachers did not have other educational material provided by the school, but they had to make their own notes to teach Greek to the children. Three of the schools did not have an extra classroom to provide. They adapted other spaces in the school for refugee classes (a warehouse, a loft above the gym and a detached building). Moreover, in some cases, there was no computer or laptop in class, so teachers and students had to use their smartphones to watch a video, translate words or show pictures. And of course, we cannot ignore the fact that, unlike other countries, e.g. Sweden (Koehler & Schneider, 2019). teachers hired in our country to teach refugee students have little or no training in teaching students with different languages and from different cultures (Angelopoulou & Manesis, 2017; Kipouropoulou, 2019). This study was designed and conducted in order to shed light on major issues which are associated with the context of global competencies as an umbrella term, which arose during the researchers' participation in an Erasmus+ European project

?

1a. What issues do you feel Ukrainian refugee children may encounter when entering the education system in the UK?

1b. Reflecting on the extract, does this have similarities to your experience of teaching refugees?

Activity 1: Task 2 (20 minutes)

This activity relates to PowerPoint slide 5.

Image 4. PowerPoint slide 5

Facilitators: Ask participants to read the following extract and consider the questions that follow (2a–2d).

Thorley, W. (2019) Lets talk about: Chronic sorrow.

Read the about 'ambigious loss- non-finite loss- chronic sorrow' https://www.researchgate.net/publication/360523902_Chronic_Sorrow_Let%27s_talk_about

What is chronic sorrow?

In its simplest explanation, 'chronic sorrow' is a living grief for the loss of someone who is not deceased. So much so that chronic sorrow is defined as a 'normal grief response' to a living loss, and this sense of loss is permanent and without end. Understanding of chronic sorrow has grown over time and whilst originally focusing on parents or carers of chronically ill children wider use has been identified across a range of families.

Throughout life, children, young people and adults encounter a wide range of losses. Some of these losses are 'finite' such as the death of someone close to the family, a friend or a pet. For some children 'finite' losses can be non-animate, such as a favourite toy or blanket that they have become attached to. Living with loss is something that all individuals accommodate throughout their lifetime, some more readily than others depending on the loss experience. Grieving is a recognised process of variable time associated with 'finite' loss experiences, that helps us understand why we feel the way we do following loss...However, not all loss is finite, yet we still need to grieve for the loss experience. Over the past four to five decades there have been a range

of emerging discussions to help us understand our feelings of grief when experiencing 'non-finite loss' or 'ambiguous loss'; much of these discussions tend to be considered within medical fields or related health professions. Yet, for many individuals knowing the feelings they are experiencing are within the 'norms' of everyday life might help them to build their own internal and external support systems for coping with their feelings.

The range of causes of ambiguous loss is infinite including, for example families who live with children who have SEND, divorce and separation in families, imprisonment of family members, chronic ill health that has led to employment loss as seen during COVID 19, deterioration in health that changes how a person lived within a family as seen in families who care for elderly relatives particularly those with Alzheimer's or Dementia or a stroke that leaves the person 'disabled'. Other examples can include those who run away or disappear from the home base due to family relationship breakdown or separation through corporate care such as those within long-term fostering placements or within children's residential placements as well as those children in special guardianship/kinship care arrangements as part of child protection with loss of parental figures daily, as well as separation from siblings during corporate intervention. Another group could include asylum-seeking children and adults who have lost all family connections or those who have been trafficked alongside those who are refugees following civil unrest leading to loss of family members or their home or their country homeland, their culture, environment or nationality such as those who are seeking support due to the war in Ukraine.

The examples given are a small range of possible reasons for someone experiencing a profound sense of loss and grieving. When there is lack of recognition or support for those who are experiencing a loss that is ambiguous or non-finite 'chronic sorrow' may occur. Chronic sorrow reflects the sense of 'sadness' that often continues for those who live with ambiguous loss or non-finite loss. Chronic sorrow is fluid in duration and of variable levels yet often remains throughout the lifetime of the individual. This does not mean that these individuals cannot be happy, settled or optimistic- they can- but they also continue to have a level of sense of loss or 'sadness' for what was, whilst also managing and living with 'what is'...As a 'norm' there is the potential to balance the sense of loss with other experiences that are positive, fulfilling and provide meaning. In this way, the challenge of living with chronic sorrow is not something that 'limits' the family but something

that continues to 'limit' how others view the family or individual person, including professionals supporting the family. It is therefore important that chronic sorrow is used more readily when working with or supporting families, children irrespective of the professional or support role provided.

If those supporting or working with individuals or family units experiencing ambiguous and non-finite loss, irrespective of their position as a professional or para-professional or support service, have little or limited appreciation of the huge impact non-finite loss can have on these individuals and families; they are ill equipped to effectively support either the individual or the family and as such become a factor in the level of chronic sorrow the individuals experience throughout their lifetime.

Facilitators: Ask the participants to consider the following questions and note their responses. Give the participants 20 minutes to discuss and note responses.

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2a. What is your understanding of non-finite loss and how might this be applicable for Ukrainian refugee children in school?

2b. What systems exist in school to support Ukrainian refugee children, as pupils, in their transition?

2c. What do you know about Ukrainian refugee children's understanding of school systems in England?

2d. What do you know about the curriculum and schooling of children in Ukraine, such as the Ukrainian Education system and how this operates?

Notes for the facilitator to support discussion of 1a-2d.

1a. The main issues the children from Ukraine said they may encounter were: language barriers, understanding rules, school timetables and layout, classes for subjects they have never studied previously at any level.

2a. Discuss how Ukrainian refugee children may have lost everything and will be grieving. Whilst in England, school staff may see this on the news and be aware of the loss, are they able to apply ambiguous and non-finite loss theory? Ukrainian refugee children have lost family, friends, sense of identity, their environment, their home and their personal possessions. They may have witnessed things that those in the UK may never experience in their lifetime. It is highly likely they have heard shelling, bombing, and shooting and may have witnessed the death of neighbours, relatives or friends. It should also be held in mind that many Ukrainian refugee children continue to have male relatives in Ukraine fighting for their country, including fathers, brothers, uncles, and cousins.

2b. When considering systems that exist in schools, to support Ukrainian refugee children, are they able to determine how the system in place evolved? For example, was it provided by the DfE or did the school produce this from existing policies and then expand it to reflect what the school anticipated Ukrainian refugee children would need. What systems exist, or should exist, in schools?

2c/d. There are similarities and differences between the Ukrainian and English educational systems, including curriculum focus and academic achievement milestones. For those who are unaware of what the education system and process is in Ukraine, there is a one-minute guide available from Devon County Council that you can download:

What information are schools given with regard to individual Ukrainian refugee children and their current academic level of achievement in various subjects?

Key: ▇ Primary ▇ Basics ▢ Upper Secondary

Age	Ukranian Years	UK Years
4		Reception
5		Year 1
6	Year 1	Year 2
7	Year 2	Year 3
8	Year 3	Year 4
9	Year 4	Year 5
10	Year 5	Year 6
11	Year 6	Year 7
12	Year 7	Year 8
13	Year 8	Year 9
14	Year 9	Year 10
15	Year 10	Year 11
16	Year 11	Year 12
17	Year 12	Year 13
18	University for 5+ years	University for 3+ years

Figure 1. the English and Ukrainian education system

Plenary: Reflect on the key points and outline the focus of activity 2 (5 mins)

Activity 2: The research findings and the film (40-50 minutes)

This activity has one task and relates to PowerPoint slide 6. Also, recap the purpose of the training (if there is a gap between activity 1 and activity 2 (PowerPoint slide 2).

? Activity 2: Task 1

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- What do participants feel are the key messages from the film that Ukrainian refugee children are highlighting?

- How do those key messages apply to the participants in their practice and organisation?

- What learning can be taken away from the film?

Image 5. PowerPoint slide 6

Learning objectives (LO): Activity 1

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- **LO1.** Determine the support needs of Ukrainian refugee children attending school in England
- **LO2.** Evaluate the effectiveness and appropriateness of current school-based strategies for supporting Ukrainian refugee children
- **LO3.** Implement systems that allow for the co-production of effective approaches to supporting individual Ukrainian refugee children in school
- **LO4.** Identify and consider potential solutions to barriers to Ukrainian child refugee support

Image 6. PowerPoint slide 2

Activity 2: Task 1

Facilitators:

1. Open and stream the three films (1–3), 5 minutes) https://www.sunderland.ac.uk/more/research/interdisciplinary-research-networks/adverse-childhood-experiences

2. Facilitate the discussion (PowerPoint slide 6) (15 minutes)

   a. What do participants feel are the key messages from the film that Ukrainian refugee children are highlighting?

   b. How do those key messages apply to the participants in their practice and organisation?

   c. What learning can be taken away from the film?

3. Plenary (15 mins) Bring the participants together and recap the discussion (from pre-film activity and discussion). Collect and reflect upon contributions (mindmap, whiteboard, or electronically) and the implications for policy and practice in school.

Note:

If the training is being provided over several sessions, the introductory aspect is now complete and this is a natural point at which to stop and recommence another time. Alternatively, a break of approx. Fifteen minutes is recommended before moving on to the focused areas.

Please be mindful that some participants may have found the film and discussion distressing and may need support, particularly if they identify with non-finite loss/ ambiguous loss and/or chronic sorrow, or have experienced the effects of war.

Activity 3: Home sweet home (30-60 minutes)

This activity has three tasks and relates to PowerPoint slides 7-13. There are two handouts associated with this activity (handout 1 and 2).
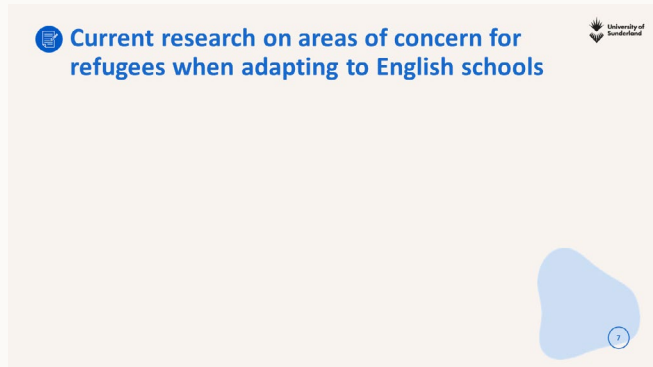

Image 6. PowerPoint slide 7

Facilitators: Explain that at the end of the training session a range of resources will be provided for those who wish to develop their knowledge and understanding further.

Activity 3: Task 1: Research

Facilitators:

1a. Facilitate a discussion on current research on areas of concern for refugees when adapting to English schools (PowerPoint slide 7) (15 minutes).

1b. Ask participants to reflect on the film, activities 1 and 2, and the research shared on PowerPoint slide 7 (wider research) and PowerPoint slides 8–9 and handout 1 (comments from the Ukrainian children). Discuss in small groups (or collate as a whole group exercise) how school policies and approaches accommodate and support Ukrainian refugee children's:

- Language, cultural, domestic and educational needs

- Feelings of longing for a home environment needs (sense of belonging)

- Social integration needs in school and as part of wider society

- Psychological and physical trauma needs and economic difficulties

1c. Collate group responses (or collate as a whole group exercise) to determine and agree if the needs of Ukrainian refugee children, as pupils, individually and collectively, are fully met. Note the adaptations needed to systems, policies and approaches.

Handout 1

How they imagined English school to be

> Thought everything would be very strict, she imagined English children to be a little calmer and with a different attitude, thought that the school curriculum would be harder or on the same level as it is in Ukrainian schools" (translated)
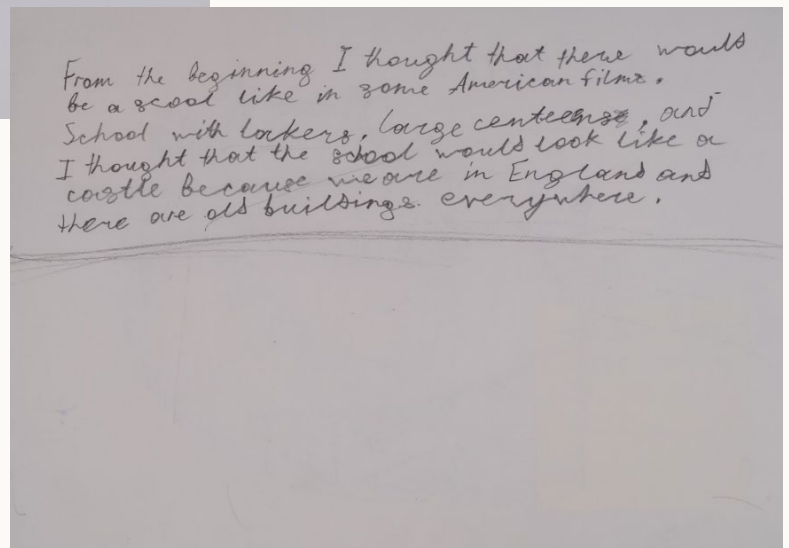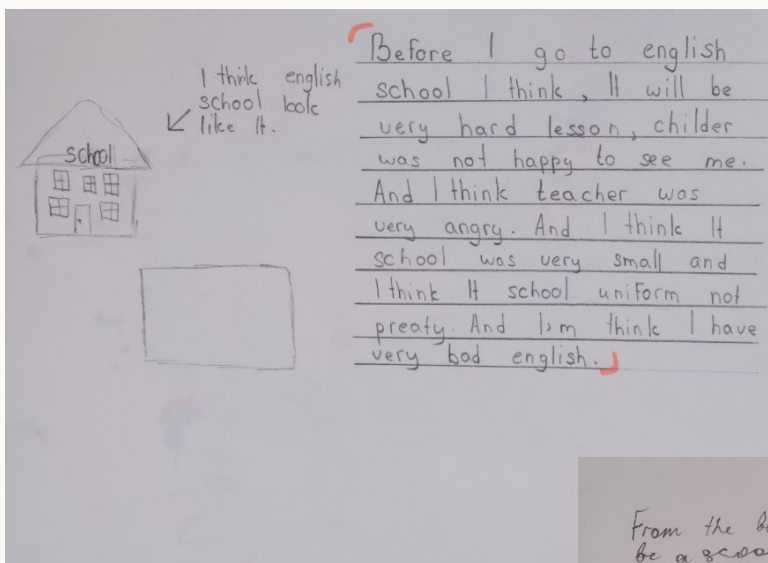
> After watching a lot of American films thought schools in England would be similar. Also had an idea that schools would look like castles as Durham is famous for its Cathedral and Mr Bean went to this school" (translated)

> She thought that the school would be very small and the teachers would be very angry because in Ukraine she had some unfriendly teachers" (translated)

> I like English school more than Ukrainian because it is more friendly and good. I'm happy here"

> He imagined it to be warm and welcoming, with less bullying than in a Ukrainian school" (translated)

Figures 2-6. How I imagined English school

When I came to England I did imagine English school like a new big school with big garden but in real is much different
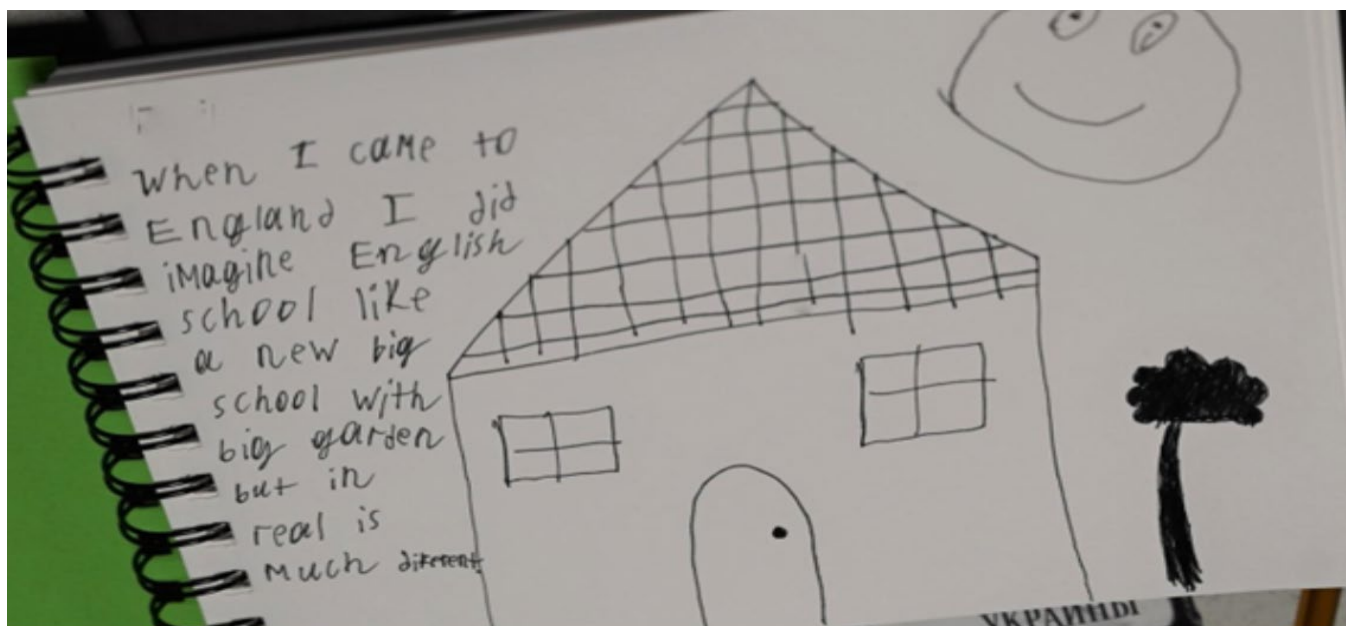
The children's thoughts about school

" Not very good. We need a small board/iPad that we can use. There will be other children who maybe come with very little English. You know people from Ukraine who really have like little bit normal English, but it's some hard words that we don't like, understand'

" The main question that worried him the most was how to find his way around the school… the second one was the lack of knowledge in English' (translated)

" I think this school's really very big. It's really easy to get lost here and I think it will be better when you will show the classroom, you will show where it is. For example, there are many classrooms. It's really very easy to get lost here'

Their advice for other refugee children

" Try, try your best'

What helped them manage at school

" Basically, if I don't understand a word, I either look at the dictionary or just Google translator. I try to understand what the teachers say from context and from what I've learned previously, which also helps. I see some words are similar to what like in Ukraine and some words are similar to what we studied in Ukraine and like OK, that makes sense. So it's pretty similar to the English education'

What they found difficult

" This school is more bigger. In this school, I lost on first day and ask teacher to find my classroom. I don't like one lesson Chemistry, it's hard for me. I don't want to say I hate chemistry, it's just hard'

" She had trouble in trying to approach the teachers, didn't know how to correctly address them and what to say' (translated)

" Detention is given for not bringing completing homework, but no one checks if they realise there's homework to do. Teachers need to ensure children are aware of homework needed and that they know what the homework is' (translated)

Activity 3: Task 2 - subjects, assessments and teaching approaches

Task 2 shares the theme 'home sweet home' identified through thematic analysis of the conversations, discussions and interviews with the 20 Ukrainian children. Where you see (translated) after a quote, this is the Ukrainian translator's interpretation.

1. **Ask** participants to refer to handout 2 and the comments from the Ukrainian children on subjects, assessments and teaching approaches (PowerPoint slide 10). Using the handout, in pairs or small groups, ask participants to consider, in English schools:

   • How your school finds out what subjects were taught in Ukraine

   • How this information is used to plan for their education and experiences in English school

   • How Ukrainian refugee children were assessed for maths and physics ability prior to joining a maths/physics class?

   • How were children assessed for upcoming exams such as GCSE or A level (depending on age)?

   • How was it determined which class or set children join?

   • How did teachers explain the use of calculators to children? Were staff aware this was not allowed in Ukrainian schools for example?

   • What explanations are provided for children on school systems and processes? educational needs

2. **Collate** group responses (or collate as a whole group exercise) to determine and agree if the needs of Ukrainian refugee children, as pupils, individually and collectively, are fully met regarding their actual ability or are they met on the basis of assumed ability?

3. **Ask** the participants what changes could be developed to help adaptation from Ukrainian pedagogy to pedagogical practices in English schools. For example, could schools arrange for subject assessment to ascertain where students are currently at in their studies rather than use chronological age?

4. **Collate** group responses (or collate as a whole group exercise) to determine what pedagogical and assessment of subject competence might look like (in the short and medium term)

Image 7. PowerPoint slide 10

Handout 2

Home sweet home - subjects, assessments and teaching approaches

" In English school there is no pre-school assessment, which is vital as schools in Ukraine don't do science as separate subjects such as chemistry, physics, and biology. We are more advanced in maths. Here it is very easy and not challenging or adding to my learning'

" They are allowed to use a calculator (in England). They're complicated calculations but in Ukraine, you need to actually think. I never really used calculator like in lesson and we are not allowed to use calculators in our maths exams in Ukraine'

" In Ukraine, you need to do all subjects all eleven years, so you can't choose after the year 9. In Ukraine we have physics. We have very, very different maths in Ukraine. We have more harder math and we have, I have double maths, I have second double maths'

" We have non calculator exams only. And also we don't have papers in our exams. It's only one exam like not like 2 papers of this subject or three of maths. Two of them are calculator. We don't have that in Ukraine and we don't have like higher tier, foundation tier, also we don't have that'

" They study the same thing, but in different ways and that's maybe why there could be problems with the Ukrainians kids. They got used to how they are taught in Ukraine. And in England they teach you things differently'

" There is no such thing as a Catholic school in Ukraine. He finds his new school quite religious, sometimes praying and praying is useless. You aren't talking to God I'm not religious' (translated)

" There is no religious studies in Ukraine so learning the ethos of a Catholic school in itself it's a whole new lesson and subject' (translated)

" Well, they go to university and get like part time job because in Ukraine we don't like have apprenticeship and other stuff'

" It's a cool school because I have five lessons and can go home early. In Ukraine I go home at 7pm, it is too late. In Ukraine I have 8 lessons of 45 minutes'

" In Ukraine they shout more. In Ukraine we have strict teachers and they give us Soviet Union strict learning. We have really good maths education in Ukraine. Science and physics and biology are also very good in Ukraine. I don't understand physics biology here. I struggle with the level of the work and it is not similar to what we do in Ukraine. It is different mentally in the England and Ukraine different ways of thinking I think Ukrainians have less enjoyment in England'

" I don't like school in Ukraine or England. I like reading books and doing special words in science. There is lots of sitting in English school. I used to be an Olympiad. I had very big tournaments… for biology. I liked biology in Ukraine but not England'

Activity 3: Task 3 – School policies and rules

Facilitators:

1. Ask participants to refer to handout 3 and the comments from the Ukrainian children on school policies and rules (PowerPoint slide 11). Using the handout, in pairs or small groups and PowerPoint 12, ask participants to consider:

1a. What policy or rules might Ukrainian refugee children struggle to adhere to due to cultural and language considerations?

1b. How could policies and rules be better explained to ensure they understand (are they available translated)?

1c. What changes in practice are achievable at minimal cost or no cost?

1d. How were Ukrainian refugee children assessed for their understanding of the rules and policies in place or is this presumed understanding?

1e. Are special arrangements made for Ukrainian refugees should they 'break' a school rule or policy, compared to other pupils in the school, to accommodate pupil adaptation? If so, what arrangements are in place and how long would the alternative approach last (such as one month, two weeks, one term, whilst the pupil adapts to their new environment)?

1f. Which changes in practice require wider approval? For example, in tutor groups or assembly, could refugee children (who were willing) discuss how English and Ukrainian schools differ, to foster understanding and to encourage peer support?

Collate group responses (or collate as a whole group exercise) and discuss/agree next steps.

Note: If the training is being provided over several sessions, the first thematic discussion is now complete and this is a natural point at which to stop and recommence another time. Alternatively, a beak of approx. 15 minutes is recommended before moving on to the next focused area.
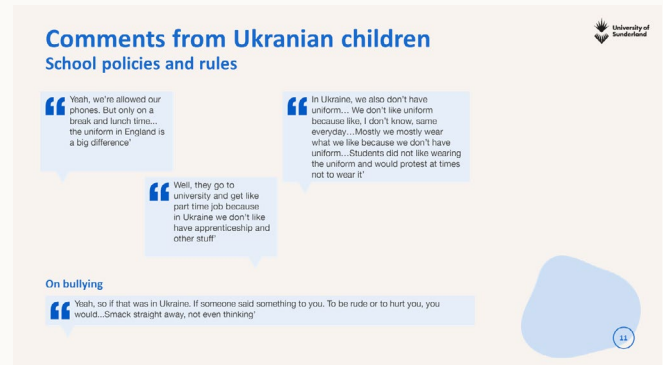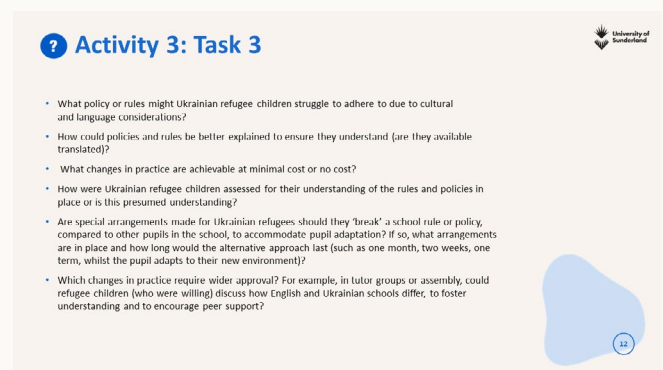

Image 8. PowerPoint slide 11

Image 9. PowerPoint slide 12

Handout 3

Home sweet home – School policies and rules

> Yeah, we're allowed our phones. But only on a break and lunch time... the uniform in England is a big difference'

> Well, they go to university and get like part time job because in Ukraine we don't like have apprenticeship and other stuff'

> In Ukraine, we also don't have uniform… We don't like uniform because like, I don't know, same everyday…Mostly we mostly wear what we like because we don't have uniform…Students did not like wearing the uniform and would protest at times not to wear it'

On bullying:

> Yeah, so if that was in Ukraine. If someone said something to you. To be rude or to hurt you, you would...Smack straight away, not even thinking'

Activity 4: Helping hands (30-60 minutes)

This activity relates to PowerPoint slides 13-18 and handout 4.

Activity 4: Task 1 – helping hands (hosts)

This task relates to PowerPoint slides 13-14.

Facilitator: Present PowerPoint slide 13. It is self-explanatory and leads into the specific areas for helping hands thematic area for discussion.

Present PowerPoint slide 14 which shares estimated numbers of refugees from Ukraine recorded between February 2022 and April 2023.

1. **Explain** to participants that this school is not the only school to accommodate Ukrainian refugee children. Discuss how the children have had to navigate and deal with challenging circumstances in their lives.

2. **Ask** participants if they know any host families.

3. **Ask** participants to note the main considerations if preparing to host a Ukrainian refugee family into their home.

4. **Ask participants to read** handout 4 (PowerPoint slide 15) that shares the comments from the young people on their experiences of living with host families.

Image 10. PowerPoint slide 13

Image 11. PowerPoint slide 14

Image 12. PowerPoint slide 15

Handout 4

Living with a host family

> My hosts, people who, you know what I mean? They've changed me a lot. Right. They put me, like, in a situation that I can't fight anyone. She's a great woman. She gave us great support, and I really respect her. She was like a second mam, you know. Like kinda step mam or how you can say that. Yeah, she's changed me a lot. She put me, like, in a situation that I can't fight anyone, so be nice to everyone'

> Sponsors help us, sponsors helped us to complete the documents for school'

> He has started to do martial arts and studies English with his sponsor's friend once a week…"my host helped me to settle in"' (translator).

> I gained a lot of help from the family me and my mum live with. They helped me with school, with work at the restaurant, with deliveries from Amazon. They also gave us presents from Father Christmas which was really nice of them; we didn't expect this'

Facilitators:

1. **Ask** participants to reflect on the discussion by Ukrainian refugee children.

2. **Ask** participants to think about their lives at this time (their home, belongings, things that are important to them). Ask them how they might feel if they had to leave school today at short notice, go home, collect their family, belongings and leave the country immediately, consider:

   • What would they take?

   • What would they leave behind?

   • Who would they ring/contact?

3. **Explain** to participants that for some Ukrainian refugee children this was their experience. They woke to bombing and rockets being fired into their local areas. They had to leave everything behind - all the little things that gave them a sense of security and identity.

4. **Explain** to participants that whilst the initial agreement from hosts was to accommodate a Ukrainian family for 6 months the war has now been ongoing for more than one year, as a result of this:

   • Some host placements have broken down.

   • There is a real concern that Ukrainian refugee families will become homeless. Local Authorities are contacting those who expressed an interest in hosting to see if they can provide accommodation.

   • Some Ukrainian families have become independent of their host and moved into rented accommodation.

5. **Ask** participants to consider a time when they had friends or family members staying in their home. Ask if they enjoy overnight visitors and if they look forward to the visit coming to an end. This is not uncommon. Ask them to think about issues hosts might experience now as their hosting moves into a second year. What might be the impact of this on the children and their families? What support could school offer when difficulties arise in host family environments? Are participants aware of any change in circumstance for children in host families?

6. **Ask** participants if they are aware of any local support or activities available to Ukrainian refugee families or pupils? (see handout 5 for suggestions)

7. **Collate** group responses (as collective notes, either by writing them yourself or by allocating someone in the group to keep notes during the group discussion).

Handout 5

Helping hands (local support and activities for refugees)

Who	What	How	Link
English Heritage	Free entry to all their sites across the UK	No pre-booking is required and individuals just need to advise their site staff on arrival to gain free admission.	https://gukraine.org/free-entrance-tickets-membership/
National Trust	Free 6-month admission pass	Apply via National Trust or at a National Trust area	https://gukraine.org/free-entrance-tickets-membership/
Barnardo's	Free support helpline for Ukrainian families	Contact via link or telephone	0800 148 8586 https://helpline.barnardos.org.uk/ukrainian-support-helpline
Refugease	Free resources for Ukrainians and hosts in the UK	Contact via link	https://www.refugease.org/resources-for-ukrainians
Everyone Active	Free 12 months' free membership to Ukrainian refugees. Children are also eligible to join **offer has been extended to receive applications up till 31 August 2023**	Information via the link. **Either a Biometric Residence Permit or a Permission to Travel letter can be provided as proof of your status**	https://www.everyoneactive.com/promotion/ukrainian-guest-free-membership/

Who	What	How	Link
'Twinkl"	Wide range of English to Ukrainian resources and worksheets for schools	Access individual resources via links on site	https://www.twinkl.co.uk/resources/dual-language-inclusion-teaching-resources/ukrainian-dual-language-new-starter-eal-inclusion/english-ukrainian-ukrainian-dual-language-new-starter-eal-inclusion
	Supporting young people with traumatic events Guide	Download via link	https://www.twinkl.co.uk/resource/t-c-254693-understanding-and-supporting-young-people-who-have-experienced-a-traumatic-event-guide
	Coping with Grief Journal	Download via link	https://www.twinkl.co.uk/resource/coping-with-grief-journal-t-p-729
	Strategies to reduce anxiety prompt cards	Download via link	https://www.twinkl.co.uk/resource/strategies-to-reduce-anxiety-prompt-cards-t-p-675
Department for Education	Resources to help support children and young people arriving from Ukraine	Access the link and then use the list to identify support from those embedded into the webpage depending on support requirement	https://www.gov.uk/government/publications/helping-ukrainian-students-in-schools/resources-to-help-support-children-and-young-people-arriving-from-ukraine
Literacy Trust	Free Resources all age stages	Via the link	https://literacytrust.org.uk/about-us/ukraine-war-support-and-resources/

Activity 4: Task 2 - helping hands (teachers)

Facilitators: Explain that you are going to give the participants time to read handout 6 (PowerPoint slide 16) for a discussion on how teachers help them.

Image 13. PowerPoint slide 16

Handout 6

Helping hands (teachers)

"So if we don't understand. They always say ask, ask me, ask me, ask me. So, if we ask, they will answer. They will help'

"Mr. xxx he always explains if you don't understand he will always support you he prints tasks in Ukrainian and that really helps our English teacher Mr. X and our art teacher….is a very positive person and it's interesting to listen to him he printed the text into Ukrainian for us he always asks are you all right do you understand and if you don't he will help you as well.'

"Here we have very good teachers who can, which can help us. Which can help us always, because for example, our English teacher, our biology teacher, our art teacher, always, printing translation on the paper. If you don't understand, they always will help you'

"Teachers are very good, kind. Uniform is good. I like it because it is pretty. Before I go to school, I have very bad English but now I think I have better English'

"I have lesson with teacher, not this school teacher, but teacher who does German. So you're learning German. So you're trying to learn English, and you're also learning German.'

"I received a really big help from the head of year'

"The art teacher translates homework for me and my English teacher helps me'

"Mr. X helps me. I really like him. He really helps Ukrainians. He organises the uniform the food and tries to make a very good atmosphere for us. My history teacher always asks if I understand and always explains what I need to do and if I need to, I can use my phone'

"I think maybe teacher of music? (Speaks to friend in Ukranian) (Friend: She means that some teacher, they just don't explain our work. And they are all the time ignore us. Like probably when I put my hand up) They don't like us (Friend: Yes they don't like us, and when I put my hand up like ignore me. We have the bad mark all the time in her lesson. Maybe she just don't like Ukraine, so she don't like us'

"I like religion education because we have very nice teacher. This is one of my favourite teacher, we love her so much. And we also cooking because I like it'

"We like German very much because he's also very nice teacher and she all time double explain for us'

"When I first came here, I didn't have English level one now I have. I need more speaking experiences in school and only some teachers help with this'

"My history teacher helps with translation and gives me different tasks to the others, I understand the material better'

"Helpful teachers maybe translate for us. And they speak with us'

"The music teacher doesn't like me because I'm not good at music'

Facilitators:

1. **Ask** participants to reflect on the discussion by Ukrainian refugee children and their experience of teacher relationships.

2. **Explain** to participants that this school is not the only school to accommodate Ukrainian refugee children. Ask if they know any other schools locally with refugees. Is there, or has there been, any collaborative work between schools or Trusts as a collective resource, or to support approaches?

3. **Ask** participants why they think some of the children felt teachers did not like them. What can participants suggest to support building positive relationships within the school setting.?

4. **Collate** group responses (as collective notes, either by writing them yourself or by allocating to participants) to determine the following:

   • What change in practice might benefit teacher-child relationships? What good practice exists, or needs to be developed, to improve the children's sense of belonging?

   • What wider discussions and decisions are needed to make changes to school systems, processes and approaches?

Activity 4: Task 3 - helping hands (friends)

Refer to PowerPoint slide 17.

Image 14. PowerPoint slide 17

Facilitators:

1. **Explain** to participants that while having Ukrainian friends is helpful, do participants feel there may be risks connected to integration if they mix exclusively with each other. What might these risks be?

2. **Ask** participants to read their handout: Ukrainian refugee pupil discussion on friendships since their arrival (handout 7, PowerPoint 17).

3. **Ask** participants to reflect on child voice, to consider ideas for reducing any risks identified in task 2, and ideas to promote friendships following reflection of task 3 via mindmap activity.

4. **Collate** group responses (as collective notes, either by writing them yourself or by allocating someone in the group to keep notes during the group discussion) to determine:

   • What change in practice might help Ukrainian refugee children widen their friendship groups and can be implemented by individual participants at no cost, to promote good practice?

   • What change in practice might benefit Ukrainian refugee children's relationships with non-Ukrainian refugee pupils but may require wider approval and how this could be managed, to promote good practice?

Handout 7

Helping hands (friends)

" Some students, they like Ukrainians. For example, my friends, they're pretty cool, and I mean, they've given me great support, in some words that I need to know, like translate something'

" Had a conflict regarding some Geographical facts with a friend, but then started to be friend. Doesn't communicate much with English children but has a mutual positive attitude with kids in his class' (translated)

" Children can be in my community. Only sometimes English children talk to me. It's not bad for me. When I started at the school, I did not speak with British children. I speak with other Ukrainian children. We know each other some of us from Ukraine'

" She was afraid that she wouldn't be able to make any friends here because the children here are used to each other and she's new. However, she was surprised at how she was welcomed and treated from the moment she came to school in England. Children initiated communication and tried to help in everything'

" It's just some people, just being rude to me, but there are good students that actually helped me a lot, like even some mental support'

" I don't have any British friends at home or school. Ukrainians stay together'

" I'm not saying that there are lots of bullies and no good children. No, I'm not saying that'

" English students were very good and kind, so I don't have any troubles with them and any minuses for them'

" They can't change. If they're rude, they are rude. That's as simple as that, you know. They can't really change. I don't know why. In the first day they've just been, you know, not really friendly to me. That's it'

" Mostly communicates with the Ukrainian kids and a boy in his class. Says that he isn't a very communicative person, doesn't go out with friends much even when they ask him to. He prefers to go running or study something' (translated)

" Earlier, I'm going to the gym with my friends. Sometimes English boys ask me to like walk after school and yeah, just tonight, after school and now and with Ukrainian guys as well. Yeah, we are. We are often going to walk outside here'

" Sometimes hangs out with Ukrainian classmates after school, mainly enjoys staying in bed or on the couch at home during the weekends' (translated)

" Plays computer games and does Ukrainian homework for online his online Ukrainian school. Sometimes hangs out with friends' (translated)

" I have some new Ukrainian friends. Ukrainian school is very comfortable for me'

" I'm going to the gym, for example. Yeah, yeah, with my English friends'

" So, in the last school, did you feel like because you were the only one, everyone was watching maybe?'

" Has made friends mostly with Ukrainian kids' (translated)

Activity 4: Task 4 - helping hands (community)

Refer to PowerPoint slide 18.

Facilitators: Ask participants to read handout 8.

Image 15. PowerPoint slide 18

Handout 8

Helping hands (community)

> I also had lots of help at work in the restaurant even when I broke some plates, they were still giving me chances. They even were giving me chicken parmesan home which was really good'

> Plays chess and has additional maths lessons. Prefers to do sport and study at the weekends to hanging out with friends, wakes up at 4am, has a shower and goes running this early because he likes the weather at that hour of the day and there aren't many people outside' (translator)

> I'm a professional chess player. I play with a club and teams in the Northeast of England. I'm school champion. I live 5 miles from school and get the public bus. I know many people from playing chess'

> I think some Britain people helped me like first maybe 2 weeks and after that'

> I have a chess club'

> I also play football. American football, with friends'

> I'm going out with friends. I play basketball'

Facilitators:

1. **Explain** to participants that engaging in activities outside of the school timetable encourages Ukrainian refugee children to adapt to their new home environment, to learn about the culture in which they now live, and to develop their language skills: in particularly local nuances, phrases and non-spoken communication skills. This can foster a sense of belonging so it is important Ukrainian refugee children have opportunities to socialise outside of the formal timetable in a more relaxed environment.

2. **Ask** participants to reflect on child voice and consider ideas for reducing any risks of isolation and 'otherness' (via mindmap activity). Examples: could the school accommodate more informal social groups such as board game playing, running, chess clubs, photography club or art, music? Would 'chat clubs' be an option - informal meetings for pupils with similar interests? Are there any local volunteer groups that could participate or offer social groups (rather than staff)? Is this something the school could develop, as a wider opportunity?

3. **Collate** group responses (as collective notes, either by writing them yourself or by allocating someone in the group to keep notes during the group discussion) to determine:

   - What change of practice might help Ukrainian refugee children widen their social connections, thereby reducing the risk of isolation and otherness, and can be implemented by individual participants at no cost?

   - What change of practice might benefit Ukrainian refugee pupils at risk of isolation and otherness but may require a wider school acceptance, and how could this be managed to promote good practice?

Note: If the training is being provided over several sessions, the thematic discussion for 'home sweet home' and 'helping hands' is now complete and this is a natural point at which to stop and recommence another time. Alternatively, a break of approx. 15 minutes is recommended before moving on to the next focused area.

Activity 5: A penny for your thoughts (30-60 minutes)

This activity has 1 task. You will also need handout 9 and PowerPoint slides 19.

Image 16. PowerPoint slide 19

Facilitators:

1. **Explain** to participants that this part of the training focuses on reflecting on the children's artwork and the extracts from the research conversations. As part of the research, they shared their worries, things they do not understand, and ideas they had for what might help them in school and in adapting to their new environment. To complete this part of the training, the extracts, discussion, and creative activity work should be collated as a final handout for participants to consider, using their own notes from the group discussions to determine what is possible and what may be difficult to establish.

2. **Read** handout 9.

3. **Ask** participants to reflect on the child voice and make notes of their thoughts in small groups or as one whole group.

4. **Collate** group responses (or collate as a whole group exercise) to:

   - **Identify** Ukrainian refugee support needs when attending school in England

   - **Evaluate** current strategies adopted within the school, consider whether they are effective and whether they are appropriate to the needs of individual children

   - **Consider** how the 'child voice' can be incorporated into developing support for refugees

- **Identify** barriers refugees may experience in adapting and integrating, socially and culturally, into their new environment. What are the factors that may make them feel isolated or 'othered'?

- **Reflect** on ways and means of finding out their level of ability, confidence and prior learning in the range of curriculum subjects

- **Recap** that the learning outcomes have been met through Activity 3 and throughout the training overall. Direct participants to the further reading to develop their knowledge and understanding of supporting refugee children.

> **!** **FACILITATOR NOTE OF CAUTION AND WARNING**
>
> Handout 9 contains creative work that some participants may find upsetting. Drawing on your prior knowledge of your participants, please consider the impact before providing these as handouts.

Handout 9

What helps

> They don't understand streaming system in Ukraine there are twelve sets 12 being most academic so work set accordingly. They are confused by a system that puts a mixture of abilities together and has so many different lessons some are not formal lessons like cookery textiles music these are usually optional to allow children to choose but Ukrainian children were just given a timetable and there wasn't a choice' (translated)

> We don't like RE…. very bored in assembly…. RE is too warm and we fall asleep and not interested. In RE we find lessons and topics very uncomfortable, lessons in re can be insensitive and quite patronising'

> Children have to do modern foreign languages which is very challenging when also trying to learn English such as French and Spanish is this a tad unreasonable possibly' (translated)

> We liked chemistry in Ukraine we don't like it in England… get in trouble in chemistry for failing an experiment'

> Yeah, I had English already in Ukraine. I had level B1 Ukraine because of Netflix series, because of school I live in, I study in'

> Afraid to feel silly because he didn't know the language' (translated)

> Of course I like school because when I was in my last school (my first school in England) people bullied me but here people are like my friends. This school is a bit more easy (academically) than my Ukrainian school. Our teacher is fun, maths is my favourite'

> She thought that the school would be very small and the teachers would be very angry because in Ukraine she had some unfriendly teachers' (translated)

> Design technology and food technology is new and fun'

> He likes guitar lessons'

> I don't like PE we have to go out in the cold in t-shirts'

> Get some space in maths to just be ourselves lessons are easy'

> We have one lesson for our English. It helps, but like you sometimes it's just like one times of week and it's like not enough'

> You can choose subjects which is like really cool because like in Ukraine, you don't have this'

Our thoughts about the rules and policies:

" It's a lot of strange rule to be honest. That's not bad rule, but that's not a good rule. They just they just don't make any sense… some teachers say like 'Put your phone inside pocket'. 'So when it's on the outside pocket (mobile phone), they always will say, put it inside, but I don't understand. Then those pockets is here. So I know that I don't understand that'

" Like in Ukraine, you can just ask permission to go to the toilet. You can go. But here, you can't even go to the teacher can just say no, you can't go to the toilet. But I'm going to pee on your floor'

" Oh one more thing I want to say. This is really strange as well. We have to be on the time or on 8:55 but the main gates near the school closing on 8:55. 'If you came at 8:56, you can't go in,

" In Ukraine, you can use your phone in lessons, break times. in UK, you can only use your phone to translate, all teachers let me use my phone for translation'

" Well, it's like lunchtime lessons, like everywhere. Even with, like, we have we had snow and when you like, pick a snowball like "Put it back". Like, come on…Just a snowball. It's not like it's a stone'

" But now, like students have like more rules, so like they have, like, go by them and they like, you know, like in the rooms full of locked in the rooms, secure locked rooms. School can feel like a prison'

" Detention can be for 30 minutes at lunchtime or break time. You don't get break time anymore, detention doesn't work, it is stupid with a policy like how long is your tie. They check the length of your tie and sometimes give you detention if your tie is too short. Or if your shirt is not tucked in. If you refuse to straighten your tie, have white socks you get detention. I don't understand some rules. You can't eat outside. You can't wear your bag while eating I don't understand these rules'

" In Ukraine, they just give you a bad mark if you didn't do homework. Here you can't get some special point. It's like no sense. You get special point and it gets you a pass to the toilet. After the year of hard work and special points, you can get to the toilet. A toilet token for 50 special points'

" The teacher, he will give you one minute. Just 8:56. You're coming. And he will say, why did you be late? They also can give a detention for one minute. I don't know it's just not like Ukraine. Like Ukraine, you can be late for three minutes or two minutes and the teacher will ask why, but the gates for people, not closing'

" I do enjoy school. You know, there are lots of support, really good friends. I don't find anything horrible. Everything is good. Well, rules- some rules like socks, where is your socks, how long is your tie?'

Our thoughts on 'otherness'

Title of artwork: 'Foreign'
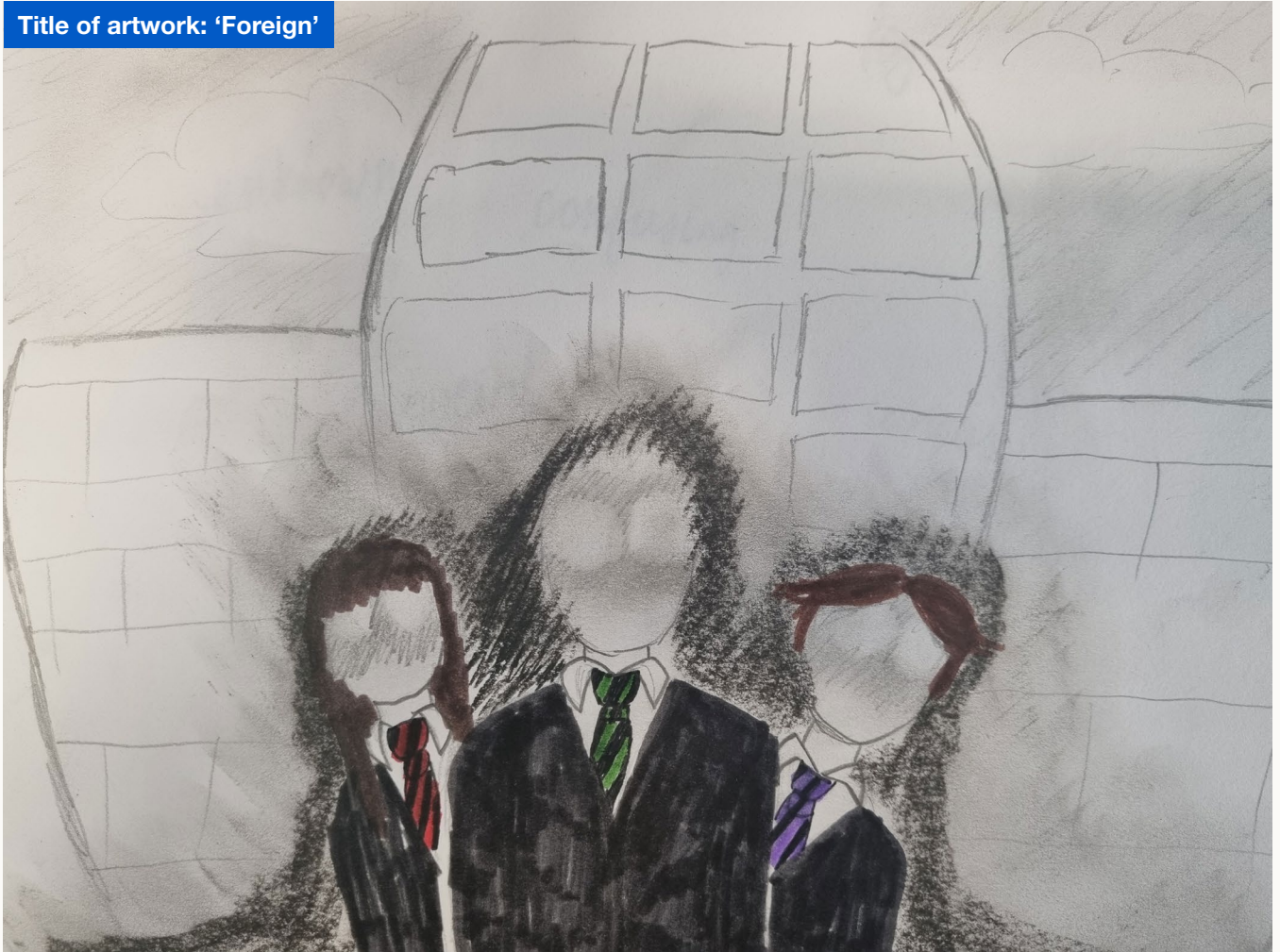
> English students get quiet around us and give us odd looks…Yeah, like literally. Like I heard. Like, oh, there's that Ukrainian kid and like, oh she understands us'

> I had a feeling that some English students thought that we are not as intelligent as they are'

> I lived on a farm and at first went to a small village school, he was the only foreign child and felt like an alien that was stared at all the time'

> If you are smart and you can get smarter. We can't be as smart as smart as in Ukrainian school because of the language, just and biology we can't describe as we would describe it in in Ukrainian language. They can't see our real potential'

'I have to pass Ukrainian exams, chemistry history of science…I think yeah, because, if I want I must pass exams in Ukraine. I don't have choice…. Yeah, for example. I'm missing one year of my school Ukraine, so it will be hard to like to catch it up. Like to learn all I missed'

'We try to spend our breaks in the disabled toilet it is safe there'

'We like the cafeteria we feel safe there'

'Yeah, it's all- it's all up to you. If you communicate with English people, it's easy to build relationships. I've got lots of friends and it's just because I'm communicative and self-confident'

'Cos I can't obviously read their minds and you know, there are lots of different opinions on Ukrainian students'

'They gotta, kinda, create a special name. For example my name is Max and it's quite easy to pronounce for English people. But there are some names, it's really hard to pronounce those names for English, and you can't communicate with them. For example, if your name is Matviy, my friend. Yeah, you can call yourself Matthew. It's very simple, and it's really important because they won't communicate you, cause it's really difficult to call you. You know what I mean?'

'Yeah, you gotta name yourself, a short name. It's gonna be good.

'You know, some say I told, like, some angry teachers when we try to talk'

'One of the young people spends a lot of time alone and he said that he likes to be around the counselling rooms…two of the children spent time in break time in the toilets it feels safe'

'At lunchtime we always sit together discuss things this can be very emotional we like being in our own world it is a safe space'

sometimes I think people see me as a clown.

> Because, you know, I saw that some British people have fake emotions like they just. That doesn't happen so much in Ukraine. No, we never have fake emotion. Whenever if we sad we're not smiling to us because like we just told really emotion so and if we start we like don't smile if we smile we smile yeah…I mean, it's nice to have a poker face because like not when you're a child'

> Yeah, yeah. They they've said some words like Russia, Slava Russia, and stuff like that like... I've heard questions like have you been underground. Like, have you lived there? Like those questions? But they weren't like- they weren't to bully me. They just were like interesting curious questions'

> Found confusing that English children are always smiling…a child broke a window and they are just so sad. So sad, but she's like she's smiling'

> I was in a different school, and I've experienced a lot. I would say a lot. You know… Even bullies, some bullies. Yeah, they- I don't know why they just don't like Ukrainians or whatever, in their heads'

> I thought British people would be sincere, people can say are you OK. They can smile but can feel upset inside. In Ukraine we show real feelings. When upset we are upset when we are happy we are happy'

Our thoughts about our Country:

Title of artwork: 'It's a rainy day for Ukraine'

> " Ukraine will be hard times, because it will not have enough money, a lot of destroys, and it will be hard like to find a school and to have a job and to have money, and it's also cheap. When we are started, it's like the price grow, and it's very very expensive. And it's like very hard (unclear) after the bombs, so like, we probably need five years to like building up all the destroyed'

> " The teacher does not speak about Ukraine. School never have say much about Ukraine, not much about war. Because they like teach about Turkey and other tragedies, but never Ukraine … When we started school, it's never speak about what happen in Ukraine, like destroyed and the war. And, you know, like seven days ago, it's one year of war in Ukraine. And the school didn't speak about it. It's sad' (translated)

> " When war just started. Maybe they talk. But like when I came, we never talk about Ukraine and we're like we just don't remember Ukraine, maybe and because, you know, when Turkey has a disaster, we pray for Turkey. We have like some donations for Turkey. We don't do the same to Ukraine'

> " Yeah, I think we did like one lesson of history that we teach whatever in Ukraine because, you know, we remember that no one forgets about Ukraine and was like (unclear) remember those people who died, and we just need to talk about it'

Title of artwork: 'Guilt'
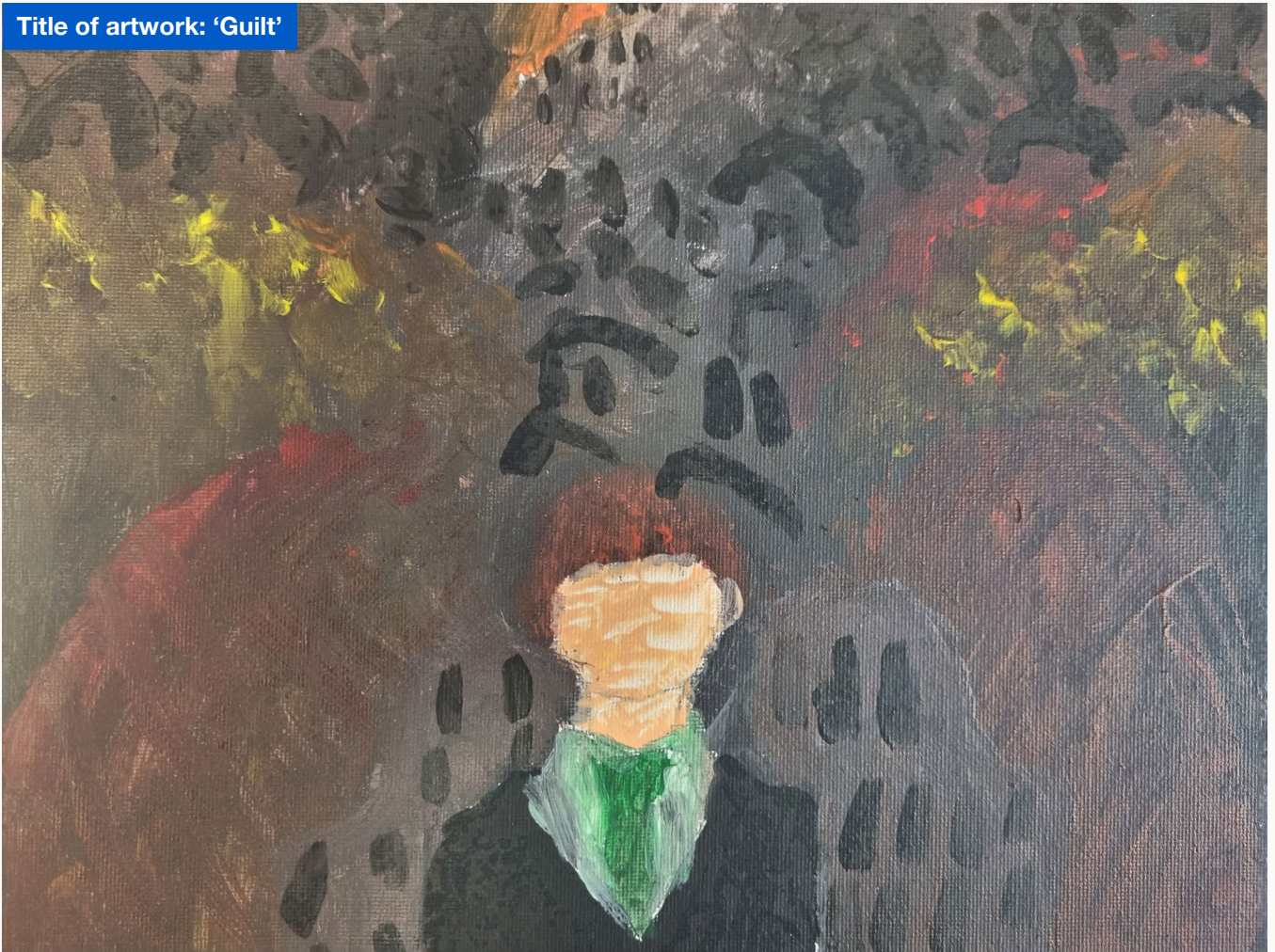
> Maybe just like all forget [about Ukrainian war]'

> I think because maybe they think... like school maybe don't want to talk about politics. Like with Russia, destroy Ukraine. So people just say that we have war maybe'

> Feels like he's an introvert and doesn't like to be helped a lot, doesn't want to get a lot of attention just wants to keep to himself' (translated)

Our thoughts about what helps with:

- **Belonging:**

  - *show me the school. A person who will show the school and you can be helped when you are a new student to find classrooms*

  - *speak with teachers about the task*

  - *have mental health support*

  - *help me read the timetable*

  - *tell me what you want me to do…tell me what you expect me to do*

  - *show me how to communicate with other people*

  - *speak slowly so I can understand you*

  - *give me English books to read*

- **Understanding the rules:** *explain the uniform rules to me… tell me the school rules*

- **Getting help:** *tell me it is OK to ask for help…make it easy for me to ask for help*

- **Making friends:** *show me how to make friends… help me find friends from England and Ukraine… help me speak with British children. I want to speak with British children…I want to meet other Ukrainian children…help me find Ukrainian children…give me time with other Ukrainian children*

- **Language:** *help me translate my work …tell me it is OK to ask for something to be translated… let me charge my phone so that I always have it to translate…let me use Google Translate…teachers use Ukrainian alongside the English on the whiteboard*

- **Talking about the War in Ukraine:** *ask me if I want to speak about the war*
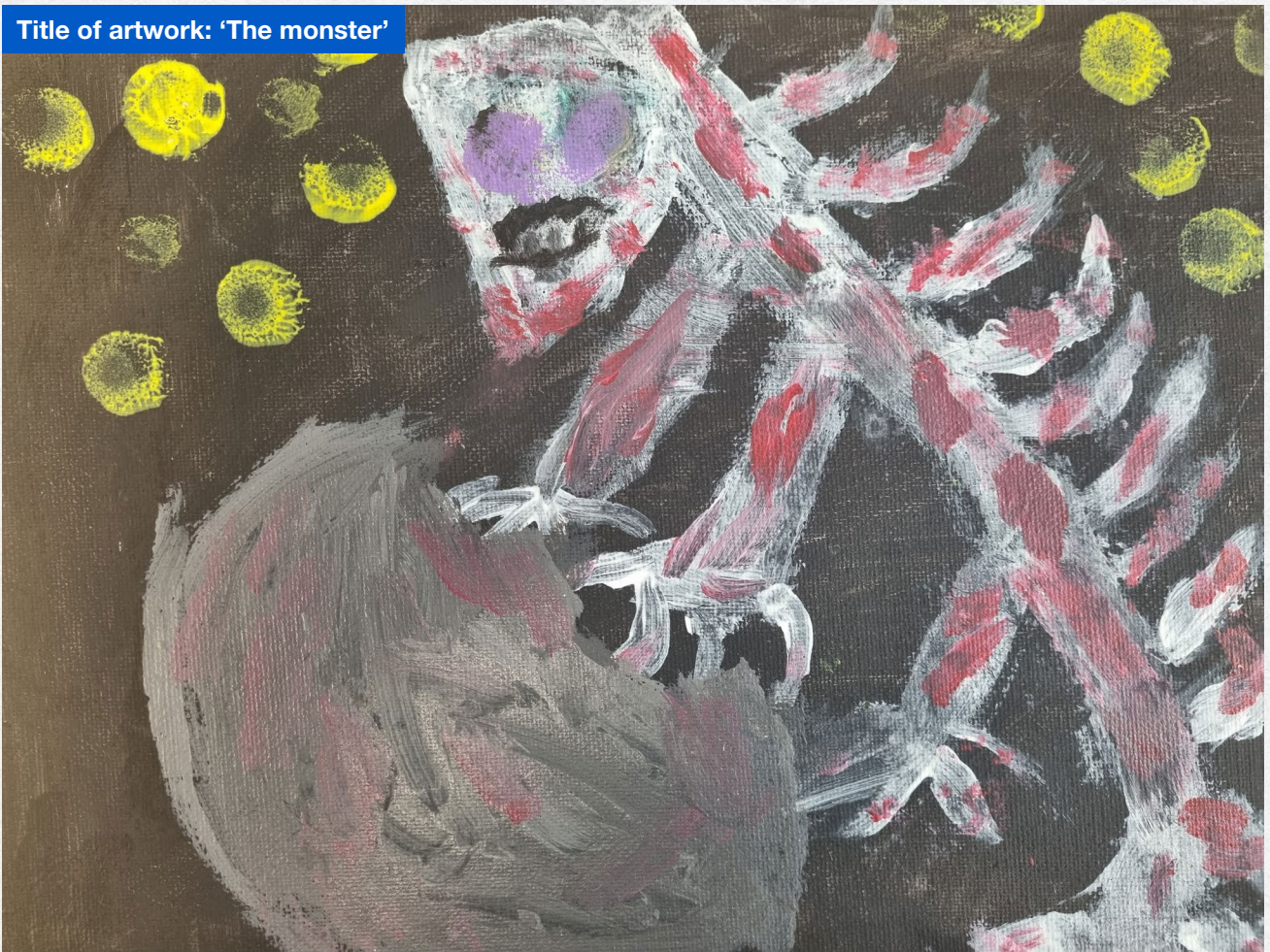
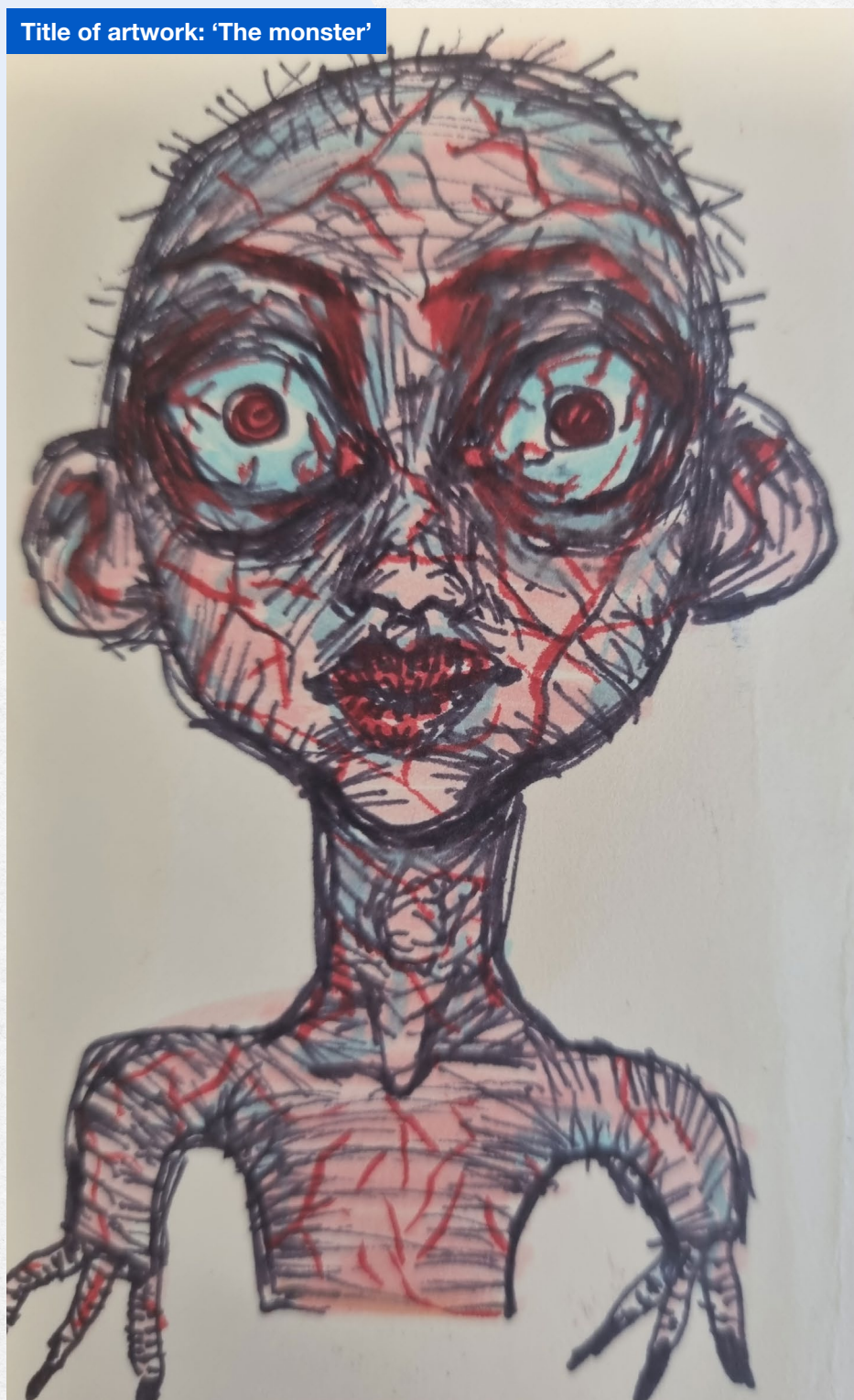Title of artwork: 'Screaming eyes looking up at you'
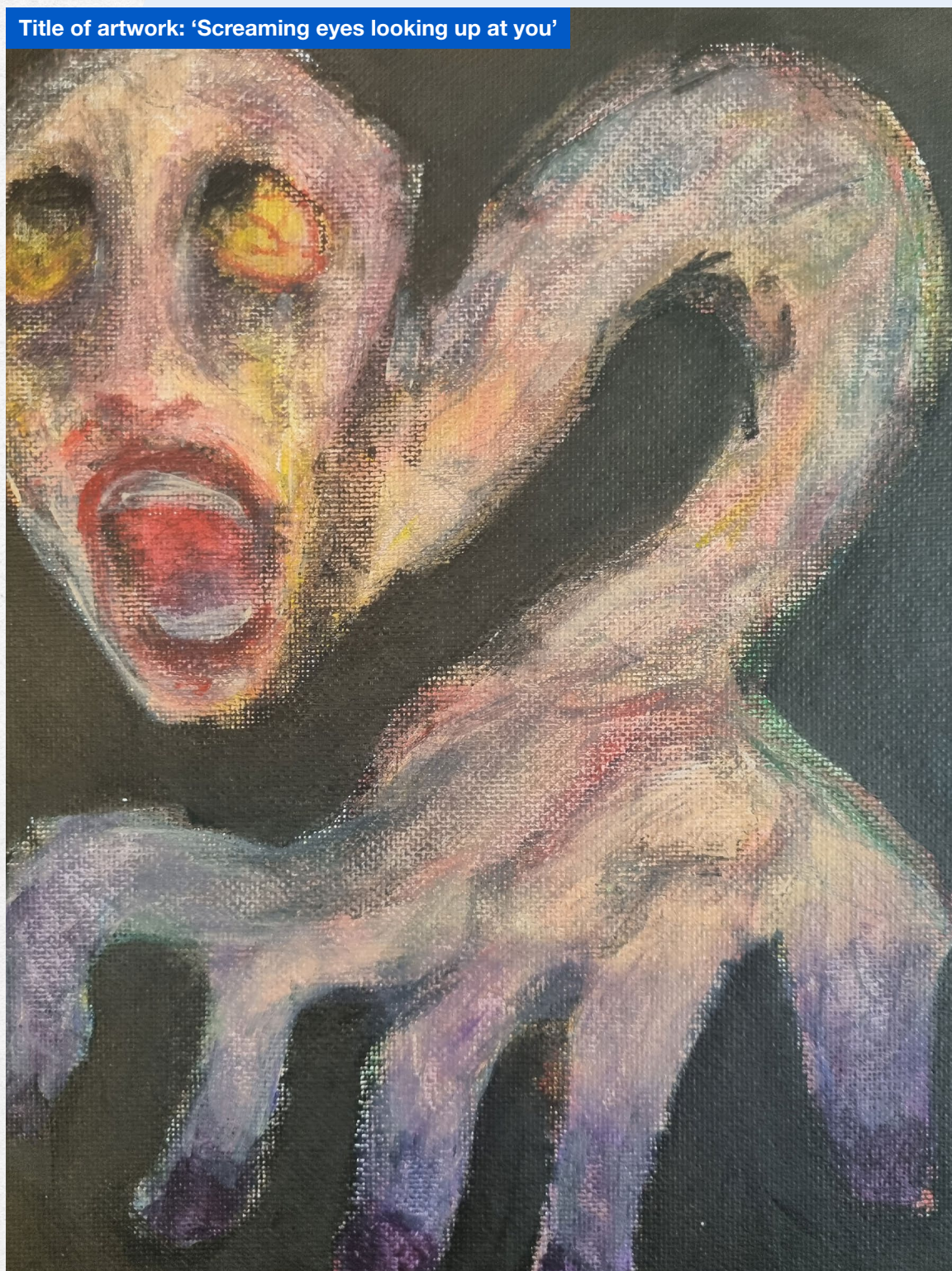
Title of artwork: 'The monster'

Title of artwork: 'The monster'

Title of artwork: 'My fantasy'

'Untitled'

Title of artwork: 'Woman watching you'

03
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Additional reading

Books:

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