

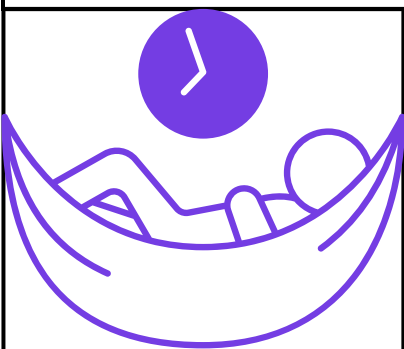
# REASONABLE ADJUSTMENTS FOR REFUGEES IN OUR SCHOOL

FIVE KEY PRINCIPLES THAT SUPPORT RECOVERY AFTER A DIFFICULT LIFE EVENT



**BELONGING /  
CONNECTEDNESS**

**CALM**



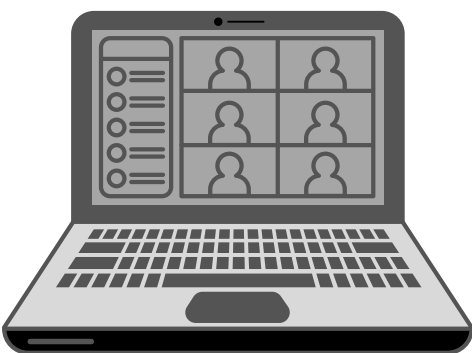
**HOPE**

**SENSE OF CHOICE  
& CONTROL**



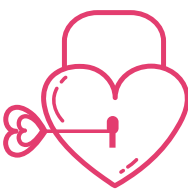
**FURTHER  
INFORMATION**

[suffolk.gov.uk/refugees](https://suffolk.gov.uk/refugees)



# REASONABLE ADJUSTMENTS FOR REFUGEES IN OUR SCHOOL

FIVE KEY PRINCIPLES THAT SUPPORT RECOVERY AFTER A DIFFICULT LIFE EVENT



## SAFETY / SECURITY

Using a trauma lens  
"Behaviour is communication"

Understanding &  
Acceptance

Creating a secure base  
(Environment & Relationships)



## BELONGING / CONNECTEDNESS

Joining school activities/groups/clubs

Culture - understanding differences  
and needs

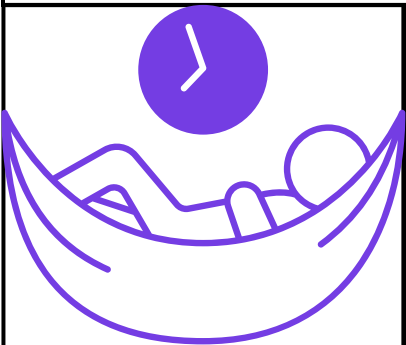
Creating supportive connections

## CALM

Relational Approaches

Emotional Literacy Support (ELSA)

Sensory calming activities



## HOPE

Opportunities to discuss cultural and  
religious practices

Reassurance

Celebrating success - noticing strengths

Growth Mindset

Solution Focused

## SENSE OF CHOICE & CONTROL



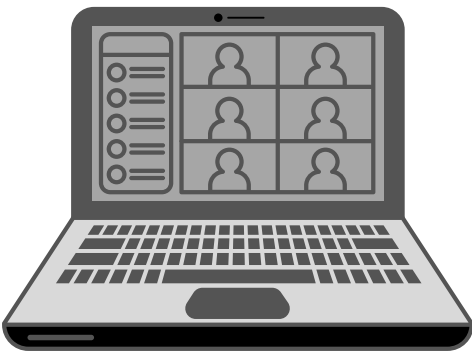
Seeking the young person's voice/views

Breaking down tasks - solution focused ways of working

Growth Mindset

## FURTHER INFORMATION

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## FIVE KEY PRINCIPLES THAT SUPPORT RECOVERY AFTER A DIFFICULT LIFE EVENT



### SAFETY / SECURITY

Adults and school are an emotionally secure base, where children are listened to and valued.

Trauma reactions reduce over time as our sense of safety increases: we need safety to reduce the biological responses that accompany ongoing fear and anxiety (e.g., fight/flight/freeze).



### BELONGING / CONNECTEDNESS

It is important that adults, children, and young people feel they belong and have a social network who can support them within the educational setting.

Social support is related to better emotional wellbeing and recovery after mass trauma and connecting with others is fundamental to children and adolescents.

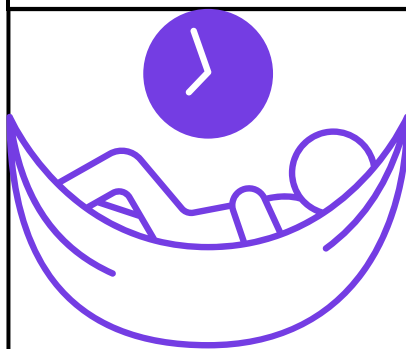
Specific types of social support include emotional closeness, social connection, feeling needed, reassurance of self-worth, advice, and physical assistance

### CALM

Support to help children manage their emotions and to stay calm.

Positive emotions play an important role in coping with stress and trauma: they have a functional capacity to broaden our 'thought-action' repertoire and increase our coping ability.

Consider activities which strengthen joy, humour, interest, contentment and love, such as relaxation techniques, imagery, music....



### HOPE

Whilst things may feel difficult at the moment, it is important that adults, children and young people feel things will get better and work out in future.

They need to be provided with reassurance and understand that in the long term they will feel positive again.

For most people in the world, apart from the West, hope has a religious connotation, so it is not just about achieving a future goal. You could support this by focusing on their strengths and showing that you believe in them- approaches such as growth mindset and solution focused might be helpful here .

## SENSE OF CHOICE & CONTROL

Children need to feel they have some control over what is happening to them, and a belief that their actions are likely to lead to generally positive outcomes.

After trauma, people can view challenges as one big unsolvable problem. We can help children break the problem down into small, manageable units, and increase their sense of control, providing opportunities for small wins and teaching emotional self-regulation skills.



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