



Working on Refugees Learning and Development

Patron: Juliet Stevenson CBE

Shared Futures



**Shared Futures: Supporting the integration of
refugee children and young people in school and
the wider community**

www.sharedfutures.org.uk

**Consulting refugee and asylum-seeker
focus groups and host young people for
the *Shared Futures* project**

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June 2007**

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1. Shared Futures

Salisbury WORLD is a charity that supports refugee and asylum-seeker children and families, and provides them with educational, social and emotional support. Salisbury WORLD manages the *Shared Futures* project.

Shared Futures is a partnership project, funded by Comic Relief. Comic Relief's grant-making strategy identifies young refugees and asylum-seekers as a vulnerable group needing support. Comic Relief is developing initiatives that help schools to work with refugees to enable them to become part of the community and settle into their new lives.

The aim of *Shared Futures* is to assist schools in welcoming refugee children and young people, promoting their well-being and helping them and their families to become part of the community. The project will build on the successful body of practice developed by Salisbury WORLD and the best-selling publication *Home from Home*, published in conjunction with Save the Children.¹

Shared Futures will develop a DVD and resource pack to showcase a range of innovative and creative approaches in schools and local communities for supporting refugee integration. The project will also support schools through opportunities for training and professional development. More information is given about the *Shared Futures* project on its website: www.sharedfutures.org.uk.

This report, undertaken alongside a survey into current research and practice that promotes the integration of refugee children and young people,² provides further information to support the work of *Shared Futures*.

Terminology

For brevity, this report will, in general, use the term 'refugee children' to mean any child coming to the UK in search of asylum, whether they or their household has had a positive decision (refugee status, humanitarian protection, discretionary leave), or is still awaiting a decision (asylum-seeker).

¹ Bolloten, B (ed) (2004) *Home from Home: A guidance and resource pack for the welcome and inclusion of refugee children and families in school*, 2nd Edition, Save the Children, London.

² Available in a separate document: Shared Futures (2007) 'The Integration of Refugee Children: A review of research and current practice'.

2. Methodology

In Spring 2007, a number of educational and community settings were approached by *Shared Futures* and asked to be part of a consultation exercise. The aim was to identify and understand further the experiences of refugee children and how they had integrated into school and their local communities. Consultations were held with primary and secondary age refugee children, parents and carers of refugee children, as well as with children from the 'host' community.

The settings visited were:

- Portsmouth City Council's 'Refugee and Proud' after-school club
- Bolton Council's Starting Point programme
- Grafton Primary School, Islington, London
- Sandringham Primary School, Newham, London
- Forest Gate Secondary School, Newham, London
- Refugee Action, Liverpool.

Focus group discussions lasted for around an hour. A summary of the discussions is provided in Section 4.

Questionnaires were distributed at focus group sessions and subsequently collated and provided supplementary data that supported the information collected from the participants. A summary of responses to these questionnaires is provided in Appendix 1. The questionnaires used may be found in Appendix 2.

Acknowledgements

The author of this report would like to thank Salusbury WORLD staff, Comic Relief and especially the *Shared Futures* steering group for all their help.

3. Key findings

The focus group consultations with refugee children, their parents/carers, and the host community identified a number of problems and barriers to making progress in school and to integration. These included:

- coping with the differences between the education system in the UK and the system they had been used to in their home countries (including differences in the school curriculum, culture and organisation)
- the perceived lack of discipline in school, poor behaviour of some pupils, and noise levels in the classroom
- the challenge of learning in an environment in which some pupils have low aspirations
- the fact that some teachers do not set good examples to pupils
- bullying and racism
- language and communication problems.

The refugee children identified some of the interventions and activities that led to a sense of belonging, improved happiness and well-being, and better integration. These included:

- developing friendships and having people to trust
- a school ethos that promotes mutual respect and that values other cultures
- caring, supportive and friendly teachers
- including all pupils in all activities
- family members who could provide support and encouragement
- opportunities to do activities with refugee and non-refugee peers, both in and out of school
- provision of advice to pupils, such as career advice.

Schools were seen as playing an important role in improving relations between groups from different backgrounds and cultures. Activities and interventions that were considered to have a positive impact included:

- an ethos of inclusion in school that values and celebrates other cultures
- being part of a multi-cultural school community
- opportunities for parents to meet, get involved in the school and do activities together
- effective communication systems in the school, and also with parents, carers and the local community
- sporting activities and youth clubs
- having opportunities to learn or improve skills in English
- introducing uniforms
- ensuring that teachers are confident in teaching children and young people from diverse backgrounds
- managing behavioural issues effectively and fairly.

Children and young people in the 'host' community identified various aspects of school life that promoted safety and belonging, and which helped their progress, including:

- an atmosphere of kindness and respect
- being treated fairly and equally
- being listened to by teachers
- teachers who are approachable, supportive and encouraging
- being given opportunities to participate and contribute
- opportunities for play, sport and fun learning.

They also suggested some ways to promote good relations between different groups:

- clubs where people can meet each other and do activities together
- making space available for people to meet
- the role of the school council in taking a lead.

4. Summary of focus group and questionnaire responses

The following information is taken from focus group sessions and the responses to questionnaires completed by participants following the consultation process (see Appendix 1).

4.1 Responses from refugee children and young people

4.1.1 How are schools in the UK different from schools in your own country?

When refugee children were asked on the questionnaires³ how UK schools differed from schools in their own country (on a scale of 1 = 'not at all' to 5 = 'very much'), 67 per cent marked either 3, 4 or 5. Most of the children and young people consulted identified a number of important differences between schooling in the UK and their home country.

"The school is different, the subjects are different, the teachers are different and the food is different in England."

"The lessons [in my country] are outside."

"[In my country] they start when they are seven or eight years old and finish at different times every day, and have different lessons every day, too."

"Abroad, like in [my country], all the primary, secondary and tertiary schools are together in one building."

"You repeat classes abroad, which is better than all being mixed with the same age group here."

"Not many subjects and computers in my country."

"The teaching systems are very different. They are harder here."

Some children and young people identified similarities:

"All is the same. The only difference is in our country we study in our language but here in English."

School work in the home country was felt by some to be more challenging:

"Here it is easy, you mustn't learn too much."

³ See Appendix 1.1.

“In my country we have lots of subjects – more than here.”

The issue of noise and poor behaviour was frequently referred to as an unfavourable aspect of schooling in the UK:

“The students are very noisy here so I can’t hear when the teacher is talking, so I can’t learn.”

“I’m not a good English speaker and it’s difficult to listen because of the noise, so that’s my big problem.”

“It was the first day of my school here in the UK that I’ll never forget in my life. I was really shocked when I met a lot of rude people and it immediately darkened my future. But now I’m learning and I’m sorry for the kids of my age.”

Some pupils felt that their peers had lower aspirations in the UK:

“More people in [my country] want to be doctors [and other professionals] than here. In the UK they want to be hairdressers. It’s a shame to be wanting to do this. Education is a means to get you out of poverty.”

4.1.2 How safe do you feel in school?

Approximately three-quarters of questionnaire respondents said that they felt safe when they first started in school in the UK (79 per cent marked either 4 or 5 on the questionnaire scale). However, some of the refugee children mentioned the anxiety they had initially experienced:

“I didn’t know what to expect.”

“[Here] I felt nervous and quite scared because I didn’t know what was happening around me.”

“I was very, very sad [when I first arrived].”

The importance of friendships was emphasised:

“I make friends very quickly. So it’s easy for me to fit in.”

“It’s important to have someone you trust.”

“Find friends.”

Some also emphasised the importance of how well teachers and other staff help to make them feel safe. This included the schools' respect for the cultural background of each pupil:

"Everyone respects your culture and looks after you to make sure nothing happens."

"The teachers who look after us, the friendly school environment – we are all friendly with each other."

Some pupils also talked about the importance of having their family with them:

"My mother because I know I am secure with her."

"Everyone looks after me – my teachers and my parents."

Many felt that the way they presented themselves and how they acted was an important factor in helping them to integrate:

"Being polite and being helpful – 'when in Rome...'"

"I made friends by being kind to them."

"Respect one another."

"Try and block out the racist things."

4.1.3 Do you feel happy in the UK?

Eighty-two per cent of refugee children stated that they were happy in school in the UK (marking 4 or 5 on the questionnaire scale). They identified several things that made them feel content in a new country:

"Because England is more reliable than my country."

"The different culture and different people around me."

"I made friends very quickly, and everyone was so polite and caring."

"I am happy when I get into the football team."

"Because they are protecting the children in school – they are not fighting and you are always happy."

"People, buildings, pets, and also food, English food."

“School, people and the weather.”

“Everything is good and I love school.”

Some commented on the importance of being reunited with family members:

“Seeing my Dad after two years apart in a new place, new environment. Not having maids who do everything for you and living in a small house for the first time in my life.”

“I was happy because I saw my mother.”

“I felt happy because I came to live with my Mum and that pleased me.”

4.1.4 Do you feel you belong in your school?

The majority of refugee children completing the questionnaire stated that they felt they belonged in their school (97 per cent marked 4 or 5 on the questionnaire scale). Friends, teachers and family had helped them to gain a sense of belonging. The way other people acted towards them was also important:

“Because everyone treats me with respect.”

“We all work as a school and work and try to achieve together.”

“[I feel I belong] very much because they did not leave us out of anything.”

“Everybody’s kind and helpful and looks after you as if you’re a big family.”

“Not being bullied and I have lots of friends and good grades.”

“They look after me.”

4.1.5 How good is your school’s education?

When asked what they felt about the education in their school, the majority of respondents to the questionnaire noted that it was good (84 per cent marked either 4 or 5 on the scale). Many identified the important role of teachers and other staff members in achieving this:

“The talented teachers and discipline in class.”

“If anyone has problems the teachers always help you, which makes me feel safe, too.”

“The way they teach us because they help you to understand.”

“Happy, smiling teachers.”

“The education is excellent. They always teach and ask us what we need help with.”

Some felt that educational experiences were positive because of the opportunities provided:

“It’s good here because they help you to learn English. They help you if you speak another language.”

“Because if you don’t have education, you don’t have a future.”

“It is important because it helps us to build our future and discover our abilities.”

“Learning all about the different culture and the English words.”

“Careers advice.”

But some felt that their educational experiences were not as good as they had hoped:

“I think it [the education] isn’t so good because people are always messing about.”

“It’s hard to achieve because there are too many chatterboxes and disruptive people [in class].”

“Boys pick on the girls in England.”

“Girls don’t participate in sports.”

“Teachers should show good ways and examples. But this does not always happen.”

4.1.6 How well do you think you do in your exams?

Eighty-four per cent of refugee children consider that they do well in exams (answering 4 or 5 on the questionnaire scale). When thinking about what helps them achieve at school, many mentioned the guidance they received from teachers and the schools’ resources:

“Because my teacher really cares about our education and teaches well.”

“The revision books that give you lots of information about your weaknesses.”

“The resources, the teachers and the teaching assistants.”

Some also suggested how they could help themselves:

“Revision, revision and more revision. Also listen in class and ask for an explanation if I don’t understand.”

“Me trying and my commitment.”

“To study hard and study more.”

“I think I am good because of my behaviour and my work. I [think they] appreciate the way I work in school.”

“I need to practise my English and concentrate more.”

“Be determined to get where you want to be.”

Some felt that they needed more assistance:

“Resources to help you.”

“Give us more homework.”

“Tutors, if I had one.”

4.1.7 Have you made friends at school?

When asked if they had made friends at school, the majority of respondents stated they had (80 per cent marked 5 on the questionnaire scale). Many refugee children listed their school friends. Some mentioned particular people or groups such as their whole class:

“[All are] nice and friendly.”

“The whole of the class.”

“The whole of Year 6.”

“I have many friends.”

4.1.8 There are lots of different groups of people in your school. Do they get on together?

It was felt that most children got on well at school (93 per cent of respondents marked 4 or 5 on the questionnaire scale) but sometimes they did not get on. The refugee children made a number of suggestions to improve things:

"Make friends by being yourself. Talk to them and be nice to them."

"Being funny and joking with people."

"Try to understand each another – why they do things in a certain way. Talk with them to find out."

"They should listen to each other."

"Parents should meet at school to sort out any problems."

"We have circle time to share and discuss problems and team activities."

"Sports, e.g., football, netball and volleyball bring them closer."

"Youth clubs are very important."

Bullying was a concern for many:

"Stop bullying. I think that should stop."

"To get a uniform so some groups of people can stop 'cussing' other people's clothes. And a bullying club to stop the bullying."

"Just don't look at each other as different colours or I'm richer than you so you don't 'hang' with me."

Suggestions were made about how teachers should act and behave:

"The teachers should like the students and the students should like the teachers."

"When the teacher likes the pupils."

"Teachers shouldn't treat [host children] as special. They should treat everyone together [equal], therefore treat everyone the same."

"Detentions for bad behaviour and racism."

"Teach teachers to control the loud students."

4.1.9 Think of one thing or one person that made a real difference to you in school in the UK or in another country. Tell us why.

Responses indicate that friends and the teaching staff had made an important difference:

"M and R, because in reception [class] they helped me learn English."

"My friends because they trusted me."

"M, because I have made big progress in my maths."

"T, because when I am around her I feel 'comfy'."

"My teachers that have been teaching me since I've been in this school, and my best friend who has cared for me."

"My teacher, because she looked after me and taught me everything and my friends who cared for me and helped me."

"School staff and teachers – they are helpful and welcoming and also persuasive."

Family members had also helped:

"My Mum. I listen to her."

"My parents, my friends and black people who have fought for their rights because I have learnt many things from them which can help me."

"My parents made a real difference to me because of their advice."

4.2 Responses from 'host' children and young people

4.2.1 How safe do you feel in school?

When 'host' pupils were asked on the questionnaires⁴ how safe they felt at school (on a scale of 1 = 'not at all' to 5 = 'very much'), 75 per cent marked either 4 or 5. They noted the importance of the school staff and their friends in helping them to feel safe at school. For example:

"The teachers, the helpers and first aid."

"There are lots of helpers at playtime."

"All the people around me."

"Being with my friends."

They also mentioned the strong security presence:

"There are big gates that are locked."

"Cameras and alarms."

"...and strong fences."

4.2.2 Do you feel happy in school?

Three-quarters of 'host' pupils stated that they were happy at school (marking 4 or 5 on the questionnaire scale). They considered staff and friends to be the most important people in this respect:

"My friends, my teacher and the headteacher."

"Playing with my friends."

"The teachers help us and support us with our work."

"Again, it's got to be friends."

They also mentioned that there were certain activities that they enjoyed:

"Fun lessons, joking with friends, people smiling at you."

"Sometimes we do fun things."

⁴ See Appendix 1.2.

“Work.”

“Extra activities.”

“Playtime.”

“Clubs, swimming, projects with famous people.”

“ ‘Golden time’ and when the SATs are over.”

4.2.3 Do you feel you belong in your school?

The majority of ‘host’ pupils considered that they belonged in their school (93 per cent marked 4 or 5 on the questionnaire scale). Like the refugee children, they mentioned that their friends and teachers helped give them a sense of belonging. They also agreed that the way they were treated was important:

“We are treated equally.”

“The way people treat me with kindness and respect.”

“We are all treated as equals.”

“When I get upset the teachers try to cheer me up.”

“My teachers listen to me and if I am upset they talk to me.”

Activities in school also helped them to feel they belonged:

“Taking part in activities.”

“Assemblies.”

“Often being asked to help in class and clubs.”

4.2.4 How good is your school’s education?

Eighty-eight per cent of ‘host’ pupils (marking 4 or 5 on the questionnaire scale) considered that their school provided them with a good education. The ways in which children and young people were taught made their learning more effective:

“Our teacher always makes education fun and we have after-school homework clubs to help us.”

“The teachers explain things well and help us when we are stuck.”

“Because they push you hard.”

“We have revision books and extra homework classes.”

“Homework club, educational trips.”

4.2.5 How well do you think you do in your exams?

Over three-quarters of ‘host’ pupils thought that they do well in exams (82 per cent marked 4 or 5 on the questionnaire scale). Many acknowledged that they needed to work hard at school and home, and needed to revise to do well.

“More help with my work.”

“More practice.”

“Listening to teachers, studying, etc.”

“If I revise every day.”

“Lots of revision.”

They also mentioned their teachers, resources and extra classes:

“A good working environment, approachable teachers and lessons clearly explained.”

“My revision books and the ways the teachers teach.”

“Literacy lessons after school.”

“Extra tuition outside of school.”

4.2.6 Have you made friends at school?

When asked whether they had made friends at school, all ‘host’ pupils mentioned they had (100 per cent marked 4 or 5 on the questionnaire). Many listed their school friends. Some mentioned particular people or groups, such as their whole class:

“Everybody really.”

“I wish I could have more friends like A.”

“M because he was a good friend to me and he always played with me.”

4.2.7 There are lots of different groups of people in your school. Do they get on together?

Only 38 per cent of 'host' pupils felt that children got on well at school⁵ (respondents marking 4 or 5 on the questionnaire scale). When asked what they felt could help children and young people to get on better in schools, they suggested certain activities that would help, particularly those aimed at reducing fighting and bullying:

"The school council could help more."

"Community groups to get together."

"Make a club so that they can get to know each other better."

"We could come together in one group more often."

"Groups where people can join and feel happy with other people."

"We need an area where we can all play together – like a football pitch."

"Try to see if they have the same interests. Stop any fights immediately that may occur."

"If people had the courage to talk to 'different' people or at least not bully them."

4.2.8 Think of one thing or one person that made a real difference to you in school in the UK. Tell us why.

'Host' pupils also mentioned the school staff, family members and their friends:

"My teacher – when I came to school I knew nothing and now I know a lot."

"My tutor – she has helped me to get into one of the best secondary schools."

"B, because she helped me make friends when I first came to the school."

"My friend O because when I was on summer holidays I had no friends but when I came back O said 'let's be friends'."

"R, because I help him and he helps me."

"K – I have known her since nursery and she always comforts me when I am sad."

"My Dad because he made me realise that you need to learn to get a good job."

⁵ This is interesting, as 93 per cent of refugee children considered that children got on well at school (see Section 4.1.8, page 13).

4.2.9 Is there one thing that has really helped you succeed at school?

Support from their teachers, friends and parents was important to success at school. In addition, 'host' children and young people spoke of the work they had put in themselves and also the after-school sessions:

"Yes, the after-school club."

"Homework club."

4.3 Responses from parents/carers of refugee children and young people

4.3.1 How are UK schools different from what you first expected?

When parents/carers of refugee children were asked on the questionnaires⁶ how UK schools differed from schools in their own country (on a scale of 1 = 'not at all' to 5 = 'very much'), 75 per cent of respondents marked either 4 or 5. They described a number of differences between schools in the UK and their home country or other countries they had stayed in before arriving in the UK:

"Everything [is different] here. But it was very hard there."

"There is free transport here but not abroad."

"It's friendly here. Children learn English and other things."

"Children learn about different cultures."

"There is less tension in the school."

"Children in my country are kept back a year if they are not achieving. This is different from the UK."

"Here it is compulsory education from five years old to 16 years old, but in some countries it isn't. E.g., in my country they start school at seven years of age."

"There is free education in the UK. In other countries you have to pay a school fee."

"The atmosphere in the classes is very different. The children are less afraid here. In other countries they are scared and nervous."

"[In our country children] learn better because they don't have computers or calculators. They use their heads."

"There is more play here. Abroad they believe you must just study."

The adults had differing experiences of learning English:

"I thought it would be very hard as English is a second language."

"It's really hard to learn English."

"It is easier to learn English than I initially expected."

⁶ See Appendix 1.3.

Safety in school was welcomed:

"It is safe in school – they don't let children out without parents being there."

4.3.2 Today, are your feelings different? What are your reasons?

Having been in the UK for a while, parents/carers reflected on how they felt:

"Yes, school is better than I expected because of the excellent resources and advanced technology."

"Yes, my English language is better."

"Everything is easier than in our country. Schools are regular, children come to school regularly and they get everything they need."

"It is easier than I thought – how to speak and learn English."

"I have learnt English at the school and this has helped me."

"At the nursery the teachers are very good, encouraging my daughter to speak English. For the first three weeks she didn't want to go but the teachers have made her comfortable."

"My children's behaviour is good and their concentration has got better."

4.3.3 Do you feel comfortable in the school?

The overwhelming majority of parents indicated that they were comfortable in the school environment (92 per cent marked 5 on the questionnaire scale). There was general agreement that staff had made them welcome in school:

"It is a friendly school."

"There is a good atmosphere."

"Friendly teachers."

"Good welcome to the school."

"Happy with the headteacher. She is very respectful of everyone."

"Parents, teachers and the administration are all very good and helpful. The headteacher has a lot of respect for the community."

"Teachers deal with individual needs here [e.g., food allergies, children's attitudes, etc.] unlike my country where they deal with a crowd."

4.3.4 What makes it difficult to feel comfortable in the school?

A variety of reasons was offered for not feeling comfortable in school:

“Sometimes the language.”

“Too many holidays.”

“Less discipline.”

“There are problems with racism.”

4.3.5 Do you feel you belong to the school community?

Ninety-two per cent of respondents to the questionnaire (marking 4 or 5 on the scale) felt that they belonged to the school. They indicated that school staff and the atmosphere of the setting encouraged this feeling of belonging:

“The school is one family.”

“I am comfortable in this community. This school is very good for my children and for me.”

“The environment. Everybody is included and all cultures are celebrated.”

“All the teachers and children. All my children are in this school and I know lots of parents and I have many friends.”

“Everything in the school has made my daughter feel that she belongs.”

“The community of my children – they get along and so do the parents.”

“I have lots of friends at school.”

“It is a multi-cultural school. My children are very happy here.”

4.3.6 There are lots of different groups of people in the school. Do they get on together?

When asked how well they got on with other parents in the school, 30 per cent of respondents (marking 4 or 5 on the questionnaire scale) felt that they got on well together and belonged to the school. Sixty per cent suggested it was neither good nor bad (marking 3 on the scale). They mentioned that learning English and experiencing different cultures within the school were key to improving relations between groups:

“Learning English and the culture.”

“Translators sometimes do not help people to learn the language. It’s better to learn the language than have it translated.”

“Cultural exchange.”

“Everyone is different, but respect means there are no problems.”

Opportunities to meet were also considered important:

“More social activities.”

“Teachers can help to bring parents together and maintain a good atmosphere.”

“It’s important to always have good communication.”

4.3.7 How good is the school’s education?

All the parents/carers felt that the school was providing their children with a good education (100 per cent marked 4 or 5 on the questionnaire scale). They mentioned a number of reasons for this:

“The teacher is very good. She is very active and strong for the children.”

“There are good teachers and headteacher.”

“Good education helps my children to read and write.”

“I am learning how to help my children.”

“Early years teaching is good – the way they teach where young children learn through play. In my country there is too much pressure early on; it is very academic.”

“The books are very attractive to children. The children are very interested and therefore they enjoy school.”

4.3.8 Think of one thing or one person that made a real difference to you in school in the UK or in another country. Tell us why.

School staff were particularly valued:

“The headteacher and her teachers.”

“A very good teacher who talked to me.”

“The teacher spoke to me very nicely and asked me to do things. I would do them as I understood it was helpful.”

“It’s good to have teaching assistants from different communities. And for parents to take part in parents’ groups and in traditional festivals [at school].”

Many school activities were also welcomed:

“Celebrating all festivals and cultures and customs.”

“Inviting people in from advisory bodies or giving help to fill out forms, etc.”

“Parental involvement in the school is very important.”

4.3.9 Schools are there to educate your children, but they can offer many other things. What is important for you?

Many parents and carers saw the school as helping them in other ways:

“The school is at the centre of the community.”

“It’s very important to learn English – both parents and children.”

“Meeting people from your community at parents’ evenings.”

“Coffee mornings are a good idea. You get information about the community at them.”

Appendix 1. Summary of responses from questionnaires

Appendix 1.1 Responses from refugee children and young people

	Not at all				Very much
1. How are schools in the UK different from schools in your own country?	1	2	3	4	5
Percentage	5	14	29	23	29
	Not at all				Very much
2. When you had just arrived in the UK how safe did you feel in school?	1	2	3	4	5
Percentage	9	6	6	21	58
	Not at all				Very much
3. When you had just arrived in the UK how happy did you feel?	1	2	3	4	5
Percentage	6	12	12	16	54
	Not at all				Very much
4. How much do you feel you belong in your school community?	1	2	3	4	5
Percentage	3	0	7	27	63
	Not at all				Very much
5. How good do you think the education is?	1	2	3	4	5
Percentage	3	0	13	23	61
	Not at all				Very much
6. How well do you think you do in exams?	1	2	3	4	5
Percentage	0	3	13	36	48

	Not at all				Very much
7. Have you made friends at school?	1	2	3	4	5
Percentage	7	3	7	3	80

	Not at all				Very much
8. There are lots of different groups of people in your school. Do they get on together?	1	2	3	4	5
Percentage	0	0	7	21	72

Appendix 1.2 Responses from 'host' children and young people

	Not at all				Very much
1. How safe do you feel in school?	1	2	3	4	5
Percentage	0	0	25	50	25
2. How happy do you feel in school?	1	2	3	4	5
Percentage	0	0	31	31	38
3. How much do you feel you belong in your school community?	1	2	3	4	5
Percentage	0	7	12	31	50
4. How good do you think the education is in your school?	1	2	3	4	5
Percentage	0	0	12	31	57
5. How well do you think you do in exams?	1	2	3	4	5
Percentage	6	0	12	25	57
6. Have you made friends at school?	1	2	3	4	5
Percentage	0	0	0	12	88
7. There are lots of different groups of people in your school. Do they get on together?	1	2	3	4	5
Percentage	5	19	38	19	19

Appendix 1.3 Responses from parents/carers of refugee children and young people

	Not at all				Very much
1. Think back to your first experience of UK schools. Were they different from what you expected?	1	2	3	4	5
Percentage	0	8	8	50	34
	Not at all				Very much
2. Do you feel comfortable in the school?	1	2	3	4	5
Percentage	0	0	8	0	92
	Not at all				Very much
3. How much do you feel you belong to the school community?	1	2	3	4	5
Percentage	0	0	8	25	67
	Not at all				Very much
4. There are lots of different groups of people in the school. Do they get on together?	1	2	3	4	5
Percentage	10	0	60	10	20
	Not at all				Very much
5. How good do you think the education is at school?	1	2	3	4	5
Percentage	0	0	0	28	72

Appendix 2. Questionnaires

Appendix 2.1 Questionnaire for refugee children and young people

Project/school:

Teacher/adult present (optional): Class/year group/age:

	Not at all				Very much
1. How are schools in the UK different from schools in your own country?	1	2	3	4	5

Comments:..... How are they different?
.....

2. When you had just arrived in the UK how safe did you feel in school?	1	2	3	4	5
--	---	---	---	---	---

Comments:..... What things make you feel safe?
.....

3. When you had just arrived in the UK how happy did you feel?	1	2	3	4	5
---	---	---	---	---	---

Comments:..... What things made you feel happy?
.....

4. How much do you feel you belong in your school community?	1	2	3	4	5
---	---	---	---	---	---

Comments:..... What things made you feel you belong?
.....

5. How good do you think the education is?	1	2	3	4	5
---	---	---	---	---	---

Comments:..... What things make the education good?

.....

6. How well do you think you do in exams? 1 2 3 4 5

Comments:..... What things would help you to do well?

.....

7. Have you made friends at school? 1 2 3 4 5

Comments:..... Who are your friends?

.....

8. There are lots of different groups of people in your school. Do they get on together? 1 2 3 4 5

Comments:..... What things would help so that they get on better?

.....

9. Think of one thing or one person that made a real difference to you in school in the UK or in another country. Tell us why.

.....

10. Is there one thing that has really helped you succeed at school?

.....

Do you have any other comments?

.....

Appendix 2.2 Questionnaire for 'host' children and young people

Project/school:

Teacher/adult present (optional): Class/year group/age:

	Not at all				Very much
1. How safe do you feel in school?	1	2	3	4	5

Comments:What things make you feel safe?

.....

2. How happy do you feel in school?	1	2	3	4	5
--	---	---	---	---	---

Comments:What things make you feel happy?

.....

3. How much do you feel you belong in your school community?	1	2	3	4	5
---	---	---	---	---	---

Comments:What things made you feel you belong?

.....

4. How good do you think the education is in your school?	1	2	3	4	5
--	---	---	---	---	---

Comments:What things make the education good?

.....

5. How well do you think you do in exams?	1	2	3	4	5
--	---	---	---	---	---

Comments:What things would help you to do well?

.....

6. Have you made friends at school? 1 2 3 4 5

Comments: Who are your friends?

.....

7. There are lots of different groups of people in your school. Do they get on together? 1 2 3 4 5

Comments: What things would help so that they get on better?

.....

8. Think of one thing or one person that made a real difference to you in school in the UK. Tell us why.

.....

9. Is there one thing that has really helped you succeed at school?

.....

Do you have any other comments?

.....

Appendix 2.3 Questionnaire for parents/carers of refugee children and young people

Project/school:

Name (optional): Age (optional):

	Not at all				Very much
	1	2	3	4	5
1. Think back to your first experience of UK schools. Were they different from what you expected?					

Comments: How are they different from what you expected?

.....

2. Today, are your feelings different? What are your reasons?

Comments:

.....

3. Do you feel comfortable in the school?	1	2	3	4	5
--	---	---	---	---	---

Comments: What has helped you to **feel comfortable** in the school?

.....

What makes it **difficult**?

.....

4. How much do you feel you belong in the school community?	1	2	3	4	5
--	---	---	---	---	---

Comments: What things made you feel you belong?

.....

