

Including Children Affected by Migration



BeCSR - Being Safe and Secure On-line

Literature Review

C.3 How the literature review has shaped the BeCSR Programme

Introduction

The twenty first century has been characterised by an increasing number of children affected by migration, either through leaving their own country or by being left behind by families who have migrated. In 2015, almost 25% of 15 year olds in OECD countries and economies cited being foreign born or having one or both foreign born parents (OECD, 2018).

Many of the children and young people will have experienced war and conflict , with disrupted family life, education and poor economic conditions. This impacts in different and complex ways on the psychological well- being. At the same time there is no homogeneity in their experiences or the impact of their experiences. For many, the trauma of their experience can weaken their ability to thrive through education both academically and in their social and emotional development, increasing their vulnerabilities to a wide range of known threats and antisocial behaviours¹ towards all children. Education in their 'new' country has a central role in their integration and long- term outcomes. 'Institutional and social features' help to reduce the vulnerability of children affected by migration (OECD, 2018) in providing opportunity for positive adaptation and effective functioning. However, in some OECD countries and economies migrant children fare better than in others. This largely depends on how well the education systems support their integration, help them to overcome adversity and build their academic, social, emotional and motivational resilience (OECD,2018).

In reviewing the literature relating to children affected by migration, particularly within the context of cyber safety and responsibility, evidence points towards two key areas of focus: **individual development of resilience** and the **agency of the other (adults and peers)**.

The OECD (2018) develops the concept of resilience in the context of immigrant adolescents, highlighting the multifaceted nature of resilience with the following interrelated aspects:

Adversity- the process of migration for students and/or their parents and the hardships (social economic, cultural and others) as a result of leaving their country.

Adjustment- the positive adaptation, including academic, social , emotional and motivational.

¹ Garner and Gittins (2014): Reducing Violence against Children in Schools
Dimensions and trends in school-based bullying and violence

Vulnerability- the likelihood of acquiring the social, emotional, motivational and academic skills.

Risk and protective factors- refers to all the characteristics impacting on vulnerability and the extent to which immigrant adolescents are exposed to risk and protective factors and the impact this has on their outcomes (adapted from OECD, 2019: 32).

A small-scale study in the Gauteng Province of South Africa involving five orphans and vulnerable children (OVCs), all between the ages of 13 and 18 years and participating in a Future Families programme, highlights their development of pathways of resilience in adverse conditions. The five young people were identified for participation because of their ability to maintain positive adaptation and effective functioning in adversity. The researchers explored their resilience factors and how they developed them through drawings and discussion. Participants were asked to consider an adverse situation or event they had experienced, what they did and what were the outcomes. Findings showed that individuals employed effective avoidance and engagement strategies. They had developed the ability to make choices in the face of harm/ unsafe environments. In the school context this was reflected in ignoring hurtful comments from peers, withholding sensitive facts about themselves and not comparing themselves with other young people (who were not OVCs).

The researchers found that factors supporting resilience included supportive other learners (peers), teachers and the Future Families school programme (homework classes and psychosocial programmes). The research highlighted the transactional nature of individual and social surroundings and the centrality of relationships with others in building resilience (Berejena Mhongera and Lombard, 2020). **These findings point the way to building CAM (Children Affected by Migration) on-line resilience through SEL (Social and Emotional Learning).**

There is a proliferation of material available internationally that addresses cyber-bullying and has a direct relevance to CAM as much as any other group or sub-group of children and young people. On the broader issue of online violence towards children, there is growing awareness and activity to protect and safeguard².

This literature review has focused primarily on examples of effective practice in online safety and online safety programmes, social and emotional learning programmes employed with migrants/ refugees or those which particularly support the development of resilience and a consideration of the agency of the other (adults and peers) in children

² <https://www.end-violence.org/safe-online>

affected by migration; this latter area is considered through **strength based approaches** in the development of positive outcomes.

To ensure a consideration of relevant literature across academic, professional and grey literature, searches were carried out through online academic databases (university) and through Google. Search terms, which were used for each of the UK, USA, South Africa, Australia and New Zealand, included: SEL of migrant/refugee children; SEL focusing on resilience; effective SEL programmes, online safety for migrants, online safety programmes, risks for migrants online, risks for children online, risks for CAM online; cyberbullying, cyberbullying of migrants, resilience, strengths based approaches and systemic practice.

This review starts with literature relating to a **strengths-based approach**, which although not a new concept, is starting to emerge in the UK as a promising approach in education for human flourishing and development; and **a key means of supporting resilience**. This is followed by examples of online safety programmes or approaches (Europe and north America) which show positive aspects and or outcomes. The review is completed through a consideration of social and emotional learning programmes which have been employed with migrants/refugees and /or have a specific focus on resilience and/or have shown particularly positive outcomes.

Strength's Based Approach (asset-based approach)

Research in the area of resilience further opened the path for the movement from deficit models of practice to a strengths-based approach. Positive psychologists (Clonan et al., 2004) suggest schools can serve as the vehicle for promoting positive human development, moving away from endeavours to repair weaknesses and towards the development of positive qualities. They highlight the need for systematic approaches to forming positive developmental settings, which provide: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and, opportunities for skill building, and integration of family, school, and community efforts (Eccles & Gootman, 2002).

Noble and McGrath (2007), informed by the earlier work of Seligman (1998) offer a Positive Educational Practices (PEPS) Framework as an approach to whole school planning for schoolwide wellbeing. In summary it focuses on five key areas, which can be applied at individual, class or school level: social and emotional competency, positive emotions, positive relationships, engagement through strengths and a sense of meaning and purpose (Noble and McGrath, 2008).

As a philosophy of practice, the strengths approach is a way of working to overcome the challenges faced by the individual; **the approach helps**

the individual to identify his/her strengths to overcome the challenge. In essence it enables individuals to see the potential ('what might be') by focusing on trusting, meaningfulness, and relationships; empowering people to take a lead in their own care process; working in collaborative ways on mutually agreed upon goals; drawing upon the personal resources of motivation and hope and creating sustainable change through learning and experiential growth (Hammond and Zimmermann, 2012: 8).

In the UK, a strength's or asset based approach (often used interchangeably) finds its roots in social care (SCIE, 2018); although in the wider global context, the approach has been informed by research in the fields of psychology, education, organizational theory and behavior (Lopez and Louis, 2009). In adopting a strength rather than a deficit model in improving outcomes for individuals and communities, the approach focuses 'on what individuals and communities have and how they can work together. Rather than on what individuals don't have or can't do' (NICE,2020).

Although not a new concept, a strengths based approach to social care gained momentum in the UK following the Munro review of child protection (Munro, 2011), culminating in the Care Act 2014. The 2014 Act marked a major turning point in approaches to social care, with the requirement that local authorities consider a person's 'own strength's and capabilities' in achieving better outcomes, thus moving to a more collaborative approach to improvement.

In 2018, a strength's based approach was highlighted as one of the key features of effective programmes in the UK in the **Children's Social Care Innovation Programme** (DfE/ Spring Consortium, 2018); where it is defined as an approach which 'focuses on identifying families strengths as well as their difficulties, and supports the family to understand for themselves how they can use their strengths to overcome their difficulties' (DfE/ Spring Consortium, 2018: 9).

Although there are common features of a strengths based approach, it can be thought of as a philosophical approach to bring about change. As an approach in education, it is best understood as 'a philosophical stance and daily practice that shapes how an individual engages the teaching and learning process', where positive elements of pupil effort and achievement and human strengths are emphasized (Lopez and Louis, 2009).

In essence it provides a more positive way of exploring a problem, creating higher expectations and opens a path for development of personal attributes and skills (McCachen, 2005). In essence, for those in the field of social care or education, the key elements of a strengths based approach can be conceptualized by the following, where the

agency of all those involved and interaction/transaction with ‘the other’ is a central element of the approach:



Figure 1: Key elements of a strengths based approach

(Source: adapted from Department of Health and Social Care, 2019: 31)

Recent research highlights the **benefits of the approach with refugees** (Block et al, 2018), which may provide a more positive way of working with migrants in the future. Practice and research with migrants tends to focus on ‘treating’ the trauma they have experienced in their own country, which may not be the case for all of them. It can also include factors relating to the displacement process, cultural differences of the ‘new’ country and changes in socio-economic conditions. However, Shannon, Wieling, Simmelink-McCleary, & Becher (2015) suggest that **psychological changes in migrants should be viewed through the socio-economic and cultural lens of where the refugees have come from and where they have resettled**. The trauma of migration, like bullying, is a personal lived experience: the **ICAM programme stresses that one-size doesn’t fit all**.

Block et al.(2018) in their research amongst 79 adult refugees in Pittsburgh (predominantly Bhutanese and Iraqi), highlight the positiveness of a strengths based approach in helping refugees make friends, get information, become more independent, and feel better about life in America; in addition, the approach supported individuals in talking about their concerns and feeling a stronger sense of trust within their own community. The eight week programme, informed by and developed from the Centre for Torture and Trauma Survivors Clubhouse Model **trained para- professionals and peer educator leaders from within the refugee communities** and established specific aims; **reduce**

feelings of isolation; build community networks and improve feelings of empowerment within the community.

In education, Lopez and Louis (2009: 2) suggest that a 'strengths-based education begins with educators discovering what children and young people do best and developing and applying their strengths as they help students identify and apply their strengths in the learning process so that they can reach previously unattained levels of personal excellence'. Whilst there is little research in the UK on strengths based approaches in education, Australia, USA and New Zealand provide examples (see references).

Butler-Barnes et al. (2013) provide useful insights into **personal and cultural assets influencing academic persistence** among 220 African American adolescents (12-16 year olds) in the Midwest (USA), where racial discrimination in school is not uncommon. Amongst the group they identified different patterns of personal and cultural assets (i.e. private regard, self-efficacy and self-acceptance), explored the association of personal and cultural asset patterns on academic persistence and tested the potential of personal and cultural asset clusters to protect against the negative impact of discrimination experiences on their academic performance. Findings suggested that **those with higher personal and cultural assets at the outset, were less likely to feel/notice discrimination and were also more likely to show academic persistence**. The researchers concluded that their model reflected a promotive but not protective influence of adolescents' assets on their academic persistence.

Other useful references

Cornwall, G. (2018) Is strength based learning a 'magic bullet'? The Hechinger Report, New York: The Hechinger Report. Available at: <https://hechingerreport.org/strength-based-learningmagic-bullet/>
Schools developed on a strengths based approach: Arkansas' Delta School:

<https://www.thedeltaschool.org/> (strengths discovery-
<https://www.thedeltaschool.org/ourprograms/strengths-discovery>)

Communications Division for Early Childhood Strategy Division
Department of Education and
Early Childhood Development (2012) *Strength-based approach A guide to writing Transition Learning and Development Statements*, Melbourne: State of Victoria, Department for Education and Early Childhood Development. Available at:
<https://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf>

Online safety

Online safety is addressed in many countries with varying degrees of depth and effectiveness; and what is clear from the literature in Europe and north America is the piecemeal approach to the implementation of policy. This section considers the statistical backdrop, and some of the more prominent approaches taken by countries across Europe and north America.

The EU Kids Online Survey³ (2020), based on feedback from 25,000 children and young people aged 9-16 from 19 EU countries, yields much data of interest: for example, although the proportion of children reporting that they experienced an event that caused them concern or frightened them varied considerably from country to country, this proportion was smaller than the proportion reporting the reception of harmful content (such as sexting), indicating that not all online risks result in self-reported harm. Also extremely variable was the proportion of CYP who told no one about their experiences. In addition to telling someone, the children tried a range of strategies – closing the window or app, blocking a troublesome person and, for some, ignoring the problem or even feeling guilty about what had happened. Between 3% (Italy) and 35% (Poland) of children reported the problem online. Older children reported that hate messages were the most prevalent type of harmful content.

The European Commission has been active in promoting internet safety, with Safer Internet Centres set up across European Union countries; and the establishment of the Saferinternet4EU competition (Better Internet for Kids, 2018a). Prizes were won by: Gezinsbond and Child Focus (Belgium) for a Safety Online project providing tools and training for parents about the safe use of new media (Better Internet for Kids, 2018b); a teacher from Slovenia for her project Travelling around the Virtual World, which used creativity and games to promote positive online behavior (Better Internet for Kids, 2018c) and students from the Tichero high school in Greece for their App for children aged 10 years and up encouraging critical thinking and positive online behavior (Better Internet for Kids, 2018d).

Despite the positive initiatives, the implementation of policy across countries varies considerably, depending on their priorities, funding, emphasis on risk and the degree to which they elect to participate (O'Neill, 2014). Helsper et al. (2013) outline the level of risk for children and young people and levels of parental involvement across four clusters of European countries; where clusters are differentiated according to 'sexual content risk'. However, they highlight the uniform distribution

³ <http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kidsonline/eu-kids-online-2020>

across countries of children and young people who are bullied online and/or pass on personal data.

The four clusters include the Scandinavian countries (supported risky explorers), where children and young people are experienced internet users, encounter higher risk online, but are actively guided by their parents in internet use. Semi supported risky gamers, predominantly in Eastern European countries and risk exposure to high risk online, although usage tends to be more focused on games and parent attempts at support have been largely ineffective. In Western European countries, including the UK, children and young people are more protected by restrictions; in the UK, the government has recently published non-statutory safety guidance, supporting a whole school approach (DfE, 2019). The unprotected networkers, children and young people in Austria, Hungary, Lithuania and Slovenia, where home internet use is more recent than in other European countries, they encounter risk, but are less likely to engage with it; however, a key issue for the future is **increasing parental involvement in their children's internet practice** (Helsper et al., 2013).

Other researchers highlight the **importance of parent and community involvement in teaching about internet safety** (Mark and Nguyen, 2017). Others point to the specific roles and responsibilities of adults in internet use by children and young people (Mueller & Wood, 2012). In Hawaii, Mark and Nguyen (2017) designed and delivered a workshop for parents and educators with the aim of increasing internet safety education and to develop partnerships for internet user safety. Two workshops in 2012 of 32 and 19 participants aimed to: show how stakeholders can work together to prevent and manage cyber issues; encourage adults to keep up to date with technology trends; up-date adults on current legislation on how schools can deal with cyber issues and encourage adults to take a part in influencing school policies and practice regarding

Internet safety and ethics. Although it was a small scale project and the researchers acknowledge the limitations in generalizing, overall findings **indicated the need for collaboration between home and school in developing safety and ethical procedures for children and young people**; in addition, involving young people in the creation of internet rules helps them take ownership and develop accountability for their own actions (Mark and Nguyen, 2017).

In response to mass shootings at schools in the USA and other public venues, a number of communities have reappraised adolescent use of the internet and monitoring. The Broward County League of Cities introduced proactive monitoring of social media use along with protocols to identify threats and at-risk behaviors (Federal Commission on School Safety, 2018). In addition, materials on the prevention of cyberbullying have been distributed via the stop bullying government website, along

with an initiative 'Be Best' by the First Lady, which in part, addresses cyberbullying; the latter of which includes a useful guide for parents about being online (BeBest, 2018).

However, perhaps less surprisingly, those giving evidence to the Commission, **placed cyberbullying in the field of social rather than technological issues**; underlining the centrality of building school climates, normalizing pro-social behaviors (i.e., responsible digital citizenship), supporting student-led initiatives, and facilitating student resilience, with students having an adult to turn to if they are concerned. (Federal Commission on School Safety, 2018).

This again highlights the key role of adults in guiding, supporting, empowering students and building their strengths.

Initiatives in other communities and states across the USA include (adapted from Federal Commission on School Safety, 2018:25):

Sioux City Community School District investing in a multidimensional approach to tackling bullying and cyberbullying. This includes training staff, developing positive school ethos, implementing evidence based social and emotional learning, character education, mentor programmes for students and having clear anti-bullying policies (Gausman, 2018).

Seattle Public Schools is jointly piloting an intermediary approach with the iCanHelpLine, where online content is monitored and removed (Seattle Public Schools, 2017). Holladay (2010) discusses earlier initiatives by Seattle Public School District in the launching of a pilot curriculum to prevent cyberbullying; this included four elements: addressing misconceptions about digital behavior; building empathy and understanding; teaching online safety skills and giving young people strategies to reject digital abuse in their lives. The programme provided training for teachers and actively involved parents.

The Deer Park Independent School District uses a computer-and smartphone-based anonymous reporting system to receive reports on concerning behavior from students or parents; schools are then better placed to provide resources, including counsellors (Deer Park Independent School District, 2017).

This is similar to the *OK2SAY programme in Michigan*, which enables students to confidentially report tips on potential harm or criminal activities directed at schools, students, or school employees (Michigan Government, 2020).

Colorado schools use the Safe2Tell programme which provides a way for students, parents, school staff or members of the community to anonymously report concerns regarding their safety or the safety of others (SAFE2TELL, 2020).

Poughkeepsie High School NY and other schools across the state are employing the AT&T/ Siena Upstander Program, a peer-to-peer prevention initiative, where trained Siena College students provide workshops and tools for students and teachers against cyberbullying. The programme aims to create an "Upstander" culture to encourage students to speak up, notify an adult and/or interrupt the behavior when they witness cyberbullying; student ambassadors within the schools are identified (Schutzman, 2017).

Other useful references

A federal government website managed by the U.S. Department of Health and Human Services: <https://www.stopbullying.gov/>

Cyberbullying Research Centre. <https://www.cyberbullying.org/>

Ken Rigby. Net (2019) <http://www.kenrigby.net/Home>

Sioux City Community Schools (2018) Healthy and Supportive Learning Environments, Sioux. Available at:

<https://www.siouxcityschools.org/?s=Social+and+emotional+learning>

Social and emotional learning programmes

Whereas the roles of parents, carers, teachers and peers in creating robust external protective factors for CAM online are clear, children and young people tend to navigate the digital environment alone. To paraphrase Ian Acheson (2016) this is "ungoverned space", where sometimes sophisticated and stealthy social tools are used to enrol trap and otherwise entangle children and young people (in its most alarming forms, sexualised or criminal grooming and radicalisation). **Therefore the empowerment of individual CAM to navigate the digital world themselves in a safe and secure way is paramount, developing threat awareness, social and emotional resilience and pro-social approaches to interactions with others.**

A study by d'Haenens et al. (2013) specifically looked at coping and resilience on-line. Key findings were that when confronted with online bullying or sexting, children higher in self-efficacy employ more proactive coping strategies; but girls, younger children and children with psychological problems are more likely to remain passive or fatalistic. They concluded that online and offline vulnerability are interrelated. The so-called double jeopardy effect means that children with more psychological problems suffer more from online as well as offline risks. They not only face more difficulties managing their emotions, conduct and social behaviour 'in the real world', but are also more likely 'in the online world' to feel bothered and more intensely upset. This is a major consideration for children and young people traumatized by migration.

There are many effective SEL programmes, but few focus directly on resilience. The **Bounce**

Back! wellbeing and resilience programme, developed in Australia (Noble and McGrath, 2003) is one, informed by evidence from positive psychology. The programme aims to support the development of positive, pro-social, resilient classrooms and schools and to provide resources for school staff to develop resilient attitudes and behaviour in their pupils.

At the time of its development it was one of the earliest SEL programmes based on a positive approach; in 2018 it was republished for the third time. The programme has three levels of classroom materials for 8-13 year olds and uses the same 10 curriculum units (adapted to be age appropriate and mapped to the Curriculum). Units include: core values, social values, people bouncing back, courage, looking on the bright side, emotions, relationships, humour, being safe and success. Based on the core SEL competencies advocated by CASEL (2013) : **selfawareness, self-management, social awareness, relationship skills and responsible decision making**, the strengths of the programme lie in both its approach and content, following effective features of a SEL programme: sequenced, active learning, focused and explicit (Durlak et al., 2011).

Evaluations attest to its effectiveness (Axford et al., 2010). An evaluation with 16 primary schools in Perth and Kinross Scotland, where the programme was introduced in primary schools which elected to trial it in 2008; seven of the schools were in Perth City. The evaluation focused on: the impact of Bounce Back on the resilience of pupils; the impact on pupil sense of connectedness; the impact on the resilience and wellbeing of staff in schools using the programme and factors influencing the successful implementation of the programme as a whole school approach. Findings showed increases in pupil personal resilience attitudes, with positive effects on pupil confidence and social skills. Increases in pupil connectedness were also noted with positive effects on peer relationships, school ethos and teaching and learning. There were increases in use of resilience skills, with noted increases in mental wellbeing. Effective implementation of the programme as a whole school approach was seen as a key factor in its success. This included use of 'Bounce Back language' and staff modelling to pupils; staff believed the approach was supported by high quality, easy to use and teacher-friendly materials, with pupils finding the activities fun and engaging (Axford et al., 2010). An earlier pilot evaluation in eight schools with 11-12 year olds, showed that it was an effective programme for teaching students strategies for coping with negative events in their lives; where teachers reported an increase in their coping skills and their skills in counseling students (McGrath, 2000).

Australia has a number of school based early intervention programmes for pupils from refugee backgrounds. They aim to support their

resettlement needs: rebuilding a sense of safety, trust, connections and social and emotional skills (Foundation House, 2016).

The Rainbow Program for children in refugee families (9-12 year olds and their families).

The main aim of this programme offered to children on arrival is to make a positive contribution to their settlement. Delivered in schools or Centres, it is usually offered with the support of a counselling agency. The three components include: core children's component- acknowledges children's own understanding and personal skills and attributes in the resettlement process; parents component- which aims to establish parental links with the school and the child's learning and experiences of settlement and provides opportunity for parents to raise concerns and; professional development component- for teachers, to enable them to provide a supportive environment for refugees (Victorian Foundation for Survivors of Torture, 2002).

Kaleidoscope: Cultures and Identity programme (14-24 year olds)

This programme, for refugees already enrolled in school, is a six session group programme. It aims to: explore the impact of living in a new culture; remove barriers to social isolation, alienation and dislocation; build trust; promote self-esteem and identity and; integrate past experiences, to support a future vision. The programme is offered through three distinct components. The first addresses the restoration of trust and development of communication skills; the second addresses self-identity through discussion of past experiences and looking to the future and the third focuses on emotions enhancing those which promote well being and finding ways to deal with distressing emotions. Through group approaches and discussion, participants find out they are not alone; others also share some of their values and beliefs. Individuals are provided with opportunities to talk about their past, their present and views of the future. **Klassroom Kaleidoscope** is a 10 week programme for classrooms adapted from the culture and identity group programme (Victorian Foundation for Survivors of Torture, 2007).

A review of school based and out of school programmes in the UK aimed at enhancing social and emotional skill development during childhood and adolescence showed that only some have a positive impact on children and adolescent enhancement of competencies (Clarke et al., 2015).

These included the school based programmes of : PATHS, Friends, Zippy's Friends, UK Resilience, Lions Quest and Positive Action. These programmes were shown to have a strong impact on children and

adolescent social and emotional skill development including coping skills, self esteem, resilience, problem solving skills and empathy, with reduced symptoms of depression and anxiety (Clarke et al., 2015:5).

Lions Quest (5-18 year olds), developed by the Lions Club International Foundation in 1984, is based on the CASEL (2013) five core competencies. Employed in schools in more than 100 countries across the globe, the programme is implemented across four key areas: *free standing lessons* of one hour per week taught by teachers, counsellors or other staff; *integration into the wider school curriculum*; *teaching which uses positive instructional strategies* to create a relationship-centered learning community that is student centered, safe, engaging, cooperative, and well-managed and *develops a school wide team* with professional development opportunities. The programme for 14-18 year olds (high school) offers 16 SEL lessons at each grade level and a separate Service-learning Manual with 18 lessons (Lions Quest , 2019).

The programme aims to provide children and young people with essential skills to help them lead healthier life-styles, resist drug use, and develop a positive self-image. The third of the three programmes, for 14-18/19 year olds, gives adolescents opportunity for volunteerism and teaches them skills including conflict resolution. Lions Quest uses discussion, writing and reflection, where writing is used more than in other similar programmes; in addition, it has a particularly strong focus on parent and community engagement. Both are strengths of the programme.

A number of evaluations have been carried out on the programme, which generally show positive findings. And although the programme has been employed in schools with ethnically diverse populations, there is some criticism that materials should be more culturally appropriate (Jones et al., 2019). A recent evaluation (Jones et. Al. 2019) in two middle schools showed that school staff and students had positive views of the programme, where student activity parts of the programme enabled development of the student voice. 'Many teachers remarked that they appreciated Lions Quest as a "door opener" to conversations they would not otherwise have'.

Students liked the discussion opportunities and activities that 'felt relevant to their lives' and the opportunity to put themselves in that situation and consider how 'it feels'. However, some teachers felt that they had to adapt content to the culture of the school, where children face violence in their lives beyond the school gate.

Another effective programme, developed in the USA, **RULER**, is an evidence-based approach to teaching emotional intelligence, developed by the Yale Centre for Emotional Intelligence. It focuses on the five skills of emotional intelligence: recognizing, understanding, labeling, expressing and regulating emotions. The programme aims to create a positive emotional climate in the school and enhance the emotional intelligence of the pupils and adults involved; it is distinct from many other

programmes, in that it starts with the personal and professional leaning of the adults involved , who act as role models.

Nathanson et al., (2016) explore the evidence for its effectiveness and highlight the positive impact of the programme on emotional intelligence skill development and academic performance. **Over time, they suggest, the combination of enhanced individual skills and improved emotional climate leads to better outcomes: better attention, learning and memory, improved health and well-being, better relationships, more responsible decisionmaking, and improved academic performance.** Another evaluation in Spain showed improved teacher engagement in work (Castillo, Fernández-Berrocal, & Brackett, 2013). As with most programmes, Nathanson et al. (2016) highlight the need for fidelity in implementation (i.e. staff training) for better pupil and teacher outcomes.

In Europe, the **Hand in Hand: Social and Emotional Skills for Tolerant and Non-discriminative Societies** is seen as a promising programme (A Whole School Approach, EEPN, 2018, <http://handinhand.si/>)

The Hand in Hand programme, an Erasmus funded programme, across the four countries of Croatia, Denmark, Germany, Slovenia and Sweden, **aims** to support the development of inclusive societies by improving the social, emotional and *intercultural* competencies of students and school staff. Currently being developed (28-02-2017 - 27-02-2020) its **strength** lies in its whole school, collaborative approach (teachers, pupils, counsellors and the head teacher) to well-being and emotional intelligence.

Although field studies of impact are not yet available, a recent review of literature (Nielsen, 2019) employed the Hand in Hand framework to explore implementation and professional **competencies**. Her research identified five themes: aspects of social and emotional learning seem to be at the centre of intercultural/transcultural competences; school staff have a key role (as agents) in the implementation of SEI; successful implementation is about the interaction of the elements and professional learning over time; keeping a balance between adaptation and fidelity might work better through an adaptive curriculum emphasizing active components and are psychometric measures sensitive to the subtle changes related to SEI **competencies**.

Other useful references

ACT (2020) *Take Social and Emotional Learning Skills and Character Strength Assessment to the Next Level*, Available at:

<http://www.act.org/content/act/en/products-and-services/acttessera.html>

McGrath, H. and Noble T. (2018) (3rd Ed.) *Bounce Back, Year F-2*, Pearson. Available at:

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/SpecialNeeds/Social-EmotionalLearning/Bounce-Back/Samples/bouncebacksamples/bounce-back-year-f2-samples.pdf>

Weekes, T., Phelan, L., Macfarlane, S. and Pinson, J. (2011) Supporting successful learning for refugee students: The Classroom Connect project, *Issues in Educational Research*, vol. 2, no. 3: 310-329. Abstract available at : <https://research-portal.najah.edu/migrant/24492/>

UNESCO (2019) Education as healing: Addressing the trauma of displacement through social and emotional learning, *Policy Paper 38*, April. Available at:

https://unesdoc.unesco.org/ark:/48223/pf0000367812/PDF/367812eng.pdf.multi?fbclid=IwAR1Z_A2UITdoQYxypyYHsru1jts3S0om2fNgAD1LuTvINS4DRrbJVFYnSSIQ

C.3 Literature Review conclusions and summary

This literature review has shown that although there are effective programmes of SEL to support positive outcomes in children affected by migration and their safety online, there is still a short distance to travel in bringing learning and understanding together to develop an holistic programme to effectively address these project-specific issues.

We have attempted to summarise the key aspects of the BeCSR project, informed by this literature review (and referencing the existing ICAM materials) into two infographics that will be used in The Bubble online training materials for UK, and distributed for use with partner agencies across Europe.

Whereas the roles of parents, carers, teachers and peers in creating robust external protective factors for CAM online are clear, children and young people tend to navigate the digital environment alone.

To paraphrase Ian Acheson (2016) this is “ungoverned space”, where sometimes sophisticated and stealthy social tools are used to enrol trap and otherwise entangle children and young people (in its most alarming forms, sexualised or criminal grooming and radicalisation).

Therefore the empowerment of individual CAM to navigate the digital world *themselves* in a safe and secure way is paramount, developing threat awareness, social and emotional resilience and pro-social approaches to interactions with others.

**How often does your school community talk about pro-social behaviour?**

In many schools, there are clear rules and sanctions relating to bad behaviour, anti-social behaviour. But how do you talk about good behaviour, behaviours that are pro-social, behaviours that support others in the school community and beyond?