

General Guidance for Making a Pupil Feel Welcome

Survival Language

Teach a basic survival language, e.g. toilet, yes/no, please/thank you, hello. Perhaps a key ring with pictures of useful objects could be used to point to. Some pupils may be too shy to ask to go to the toilet. Try to send them at regular intervals to avoid embarrassing accidents. A picture or basic bilingual dictionary is useful.

The Pupil's Name

Listen to the pupil's name. Make sure everyone tries to pronounce it correctly. The pronunciation may not be obvious from the spelling.

Greetings

If possible, try to learn to say hello/goodbye in the child's first language. Perhaps the class could record greetings in other languages.

Settling In

Allow the pupil time to settle in. Let the pupil be silent if he/she wishes. Try to make sure the other pupils don't overwhelm him/her with help

Making a pupil feel welcome

Awareness

Inform the class that the newcomer will need support because they speak their own language and that this is a positive attribute.

Fostering a Positive Self-Image

If possible have books and pictures depicting positive aspects of the pupil's culture. Be careful to avoid Third World poverty stereotypes. Be sensitive to the pupil's needs - he/she may be homesick or may have left a war zone. Dual language books may be available from the library.

Organisation

Try to pair the pupil with a friendly articulate role model. The pupil will probably need help with the geography of the school building at least during the first week.

Pupil's Behaviour

Be aware that newly arrived pupils may express their insecurity within the new environment in a variety of ways - aggression, passivity, lack of cooperation, inappropriate behaviour, testing the boundaries.