



Conflict & War : support for educators

Wednesday 23rd March 2022
4.00pm – 5.15pm

@ESIInclusionTeam

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

How does war and conflict relate to rights?



When children, young people and adults are in a place where there is war or conflict, their human rights can be affected.

The following articles from the United Nations Convention on the Rights of the Child (UNCRC), and the Universal Declaration of Human Rights (UDHR) could be at risk – but there are also some that can provide help.

How does war and conflict relate to rights?



UNCRC - Risks

- **Article 3-** The best interests of the child must be a top priority in all things that affect children
- **Article 6** – Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential
- **Article 9** – Children must not be separated from their parents unless it in their best interests
- **Article 15** – Every child has the right to meet with other children and to join groups
- **Article 16** – Every child has the right to privacy
- **Article 24** – Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment
- **Article 28** – Every child has the right to education

How does war and conflict relate to rights?

UNCRC – articles that help

- **Article 22** – If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents
- **Article 38** – Governments must do everything they can to protect and care for children affected by war
- **Article 39** – Children neglected, abused, exploited or who are victims of war must receive special help to help them recover their health, dignity and self-respect

Supporting Children and Young People from Armed Forces Families.

The first duty of Government is the defence of the realm. Our Armed Forces fulfil that responsibility on behalf of the Government, sacrificing some civilian freedoms, facing danger and, sometimes, suffering serious injury or death as a result of their duty.

Families also play a vital role in supporting the operational effectiveness of our Armed Forces. In return, the whole nation has a moral obligation to the members of the Naval Service, the Army and the Royal Air Force, together with their families. They deserve our respect and support, and fair treatment.

[The Armed Forces Covenant and Veterans Annual Report 2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92541/20210306-armed-forces-covenant-annual-report-2021.pdf)

An Armed Forces child is a child with at least one parent who is currently serving, in the Reserves, or is a former member of the Armed Forces. The terms used for this are Regular, Reserves and Veterans (Ex-Service).

These children and young people are a hidden population and can be hard to identify but they are a significant minority, and we have a duty to get it right for them.

- There are currently just under 13,000 children and young people from Armed Forces families- this is an under representation.
- All 32 local authorities have Armed Forces families
- There is a SEEMis indicator
- There are a range of reasons why the numbers are lower.
- Siblings are not on the indicator

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Children and Young People from Armed Forces Families

Strengths

- Varied and rich lived experiences – different countries, languages and cultures
- Good social and communication skills – meeting new people frequently and making new friends
- Contributing to the school community e.g. welcoming others and providing peer support
- Developing relationships with adults
- Resilience levels - adapting to change
- Proud of their family profession and commitment
- Maturity – stepping up to challenges
- Sense of responsibility - supporting parents/carers and siblings

Feelings when parents/siblings are involved in Conflict and war

- Anxiety
- Loss
- Distressed behaviors
- Isolation – location
- Support within Armed Forces Community - location

Children and Young People from Armed Forces Families during times of conflict and war.

Find out more about COVID-19 support for Forces families, [click here](#)



[FAMILIES](#) [EDUCATORS](#) [ABOUT](#) [RESOURCES](#)

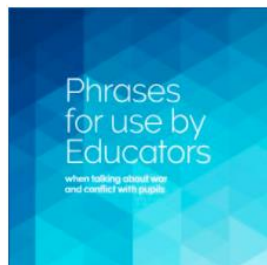
Resources: conflict & war

[SCOTTISH EDUCATION](#) [FINDING A SCHOOL](#) [ADDITIONAL SUPPORT NEEDS](#) [RESOURCES FOR FAMILIES](#)

[RESOURCES: CONFLICT & WAR](#)

This website has been designed as an introduction to the resources, information and organisations that are available to support Armed Forces families when they are posted to Scotland.

The links and documents below are relevant to Armed Forces Families during times of war and conflict making finding information and locating pertinent website material easier. If you know of any additional sources of information that you would like to see or think should be included please email [forceschildrenseducation](mailto:forceschildrenseducation@scot.nhs.uk), click here for more [general resources](#).



Conflict & War : Supporting children & young people from Forces families'

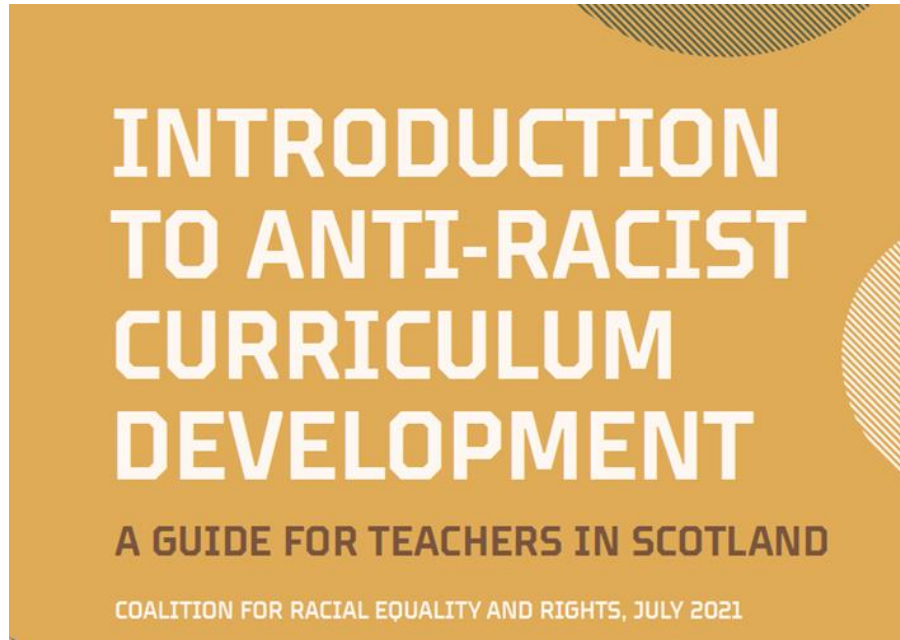
Welcome to the Conflict & War wakelet series for educators. This Wakelet is a collection of links to materials which can be used to support children and young people from Forces families. Please check which are available and suitable for use within your Local Authority as well as age and stage appropriateness

[Resources: conflict & war](#) | [Forces Children's Education](#) (forceschildrenseducation.org.uk)

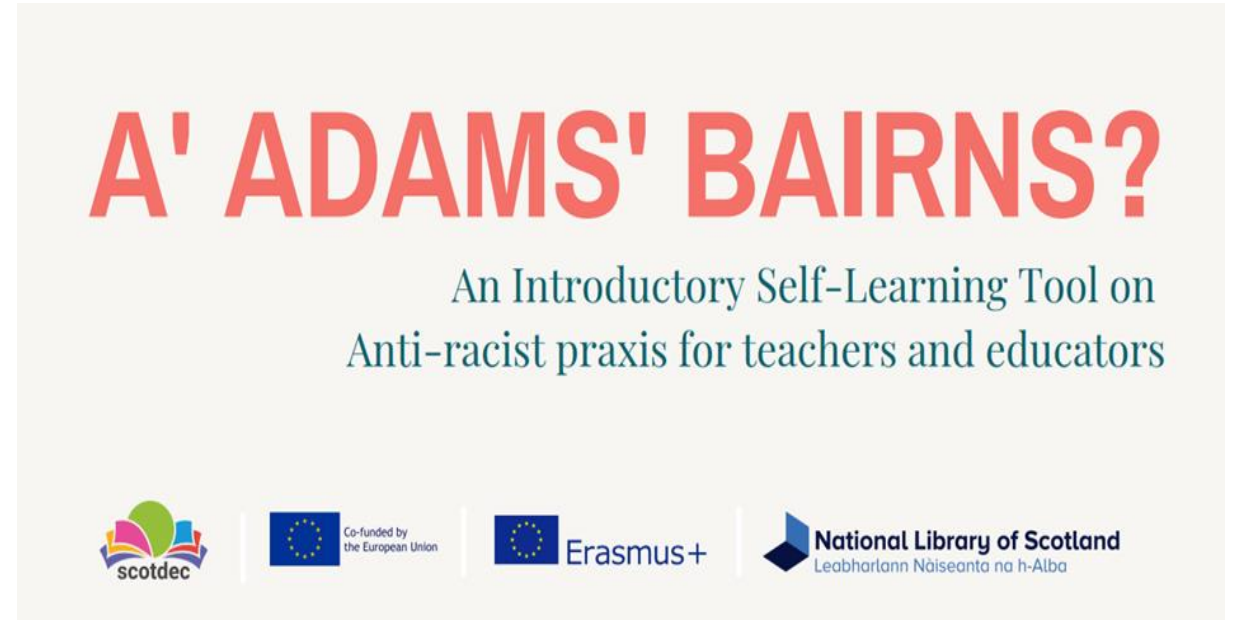
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Responding to racism:

Start early by taking a proactive, anti-racist approach



[Home](#) | [crer](#)



[Education Scotland, Coalition for Racial Equality and Rights & Scotdec launch new suite of Anti-racism support for staff – Scotdec](#)

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Promoting and developing race equality and anti-racist education: an overview

[Promoting race equality and anti-racist
education | Learning resources | National
Improvement Hub](#)

Professional Learning Upcoming webinars Get in touch

Search...

Promoting Race Equality and Anti-racist Education

Resource background ▾

Race equality in education ▾

Scotland's Curriculum ▾

Dealing effectively with racist bullying and racist incidents

Links to other work ▾

[Promoting Race Equality and Anti-racist Education
\(\[glowscotland.org.uk\]\(https://glowscotland.org.uk\)\)](#)

Becoming an anti-racist educator

This Professional Learning activity will help you;

- Reflect on what you already know about racism
- Develop your understanding of racism
- Relate this to Scottish education
- Identify next steps for becoming an anti-racist educator.

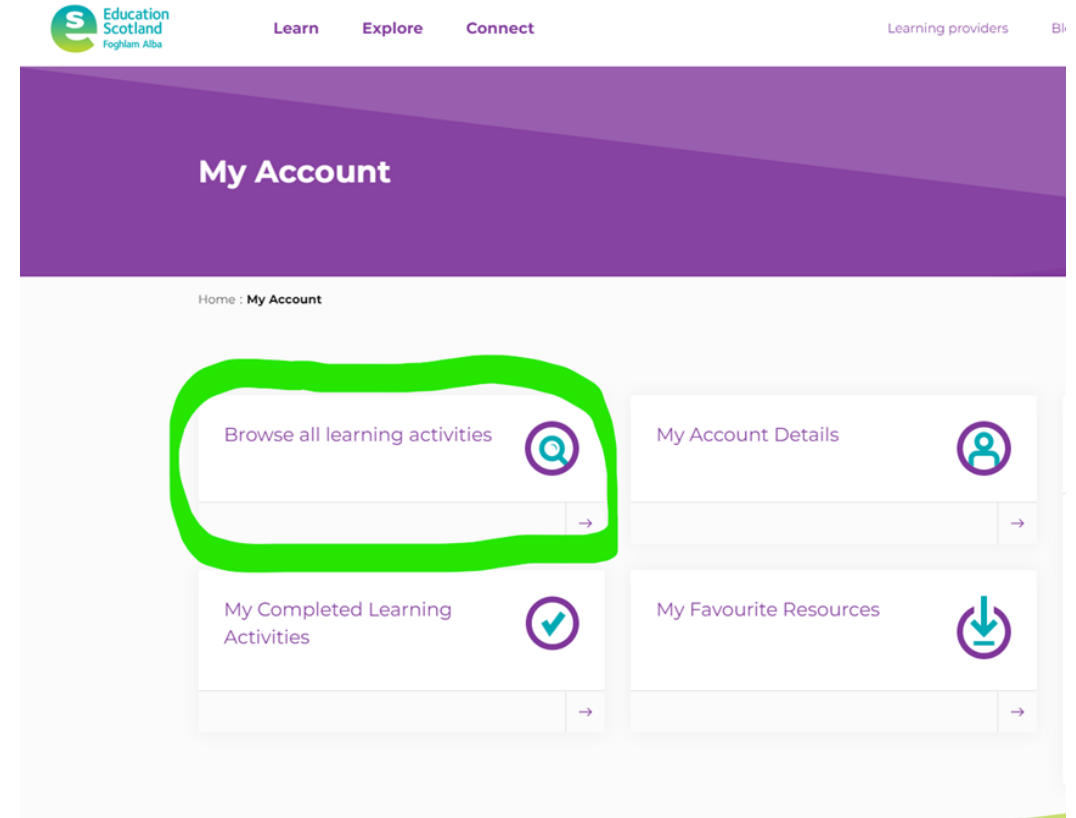
Talking about racism : steps to improve racial dialogue in education will help you;

- Reflect upon your previous conversations about racism
- Develop your understanding of the dynamics of racial dialogue
- Apply this to Scottish education

Racial Trauma : consequences of racial trauma on mental wellbeing will help you;

- Consider the impact of racism on mental wellbeing
- Develop your understanding of racial trauma
- Relate this to Scottish education and your school's health and wellbeing goals
- Identify next steps for anti-racist education

There are 3 anti-racist Professional Learning activities



[Education Scotland | Professional Learning and Leadership](#)

Breakout activity

1. In your setting what are learners asking in terms of what they are seeing and hearing on the news?
2. In your setting, what are the main concerns you have for your learners?
3. What steps have you already taken to support your learners who may be affected by the current situation?

What more do you need from us to help you support your learners?



What can you do?

- Make time and listen to what they have to say
- Stay calm
- Validate their feelings
- Reassure them they are safe
- Give them practical ways to help

[Teaching about conflict and war: Support for educators | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

[Conflict & War Wakelet](#)

- Supporting Health & Wellbeing
- Safeguarding
- Supporting children & young people from armed forces families'
- Info for parents and carers

[Being Me through adversity & trauma](#)

[Educational Psychology Service Hub - Talking to Children About the News \(google.com\)](#)

What is IDL?

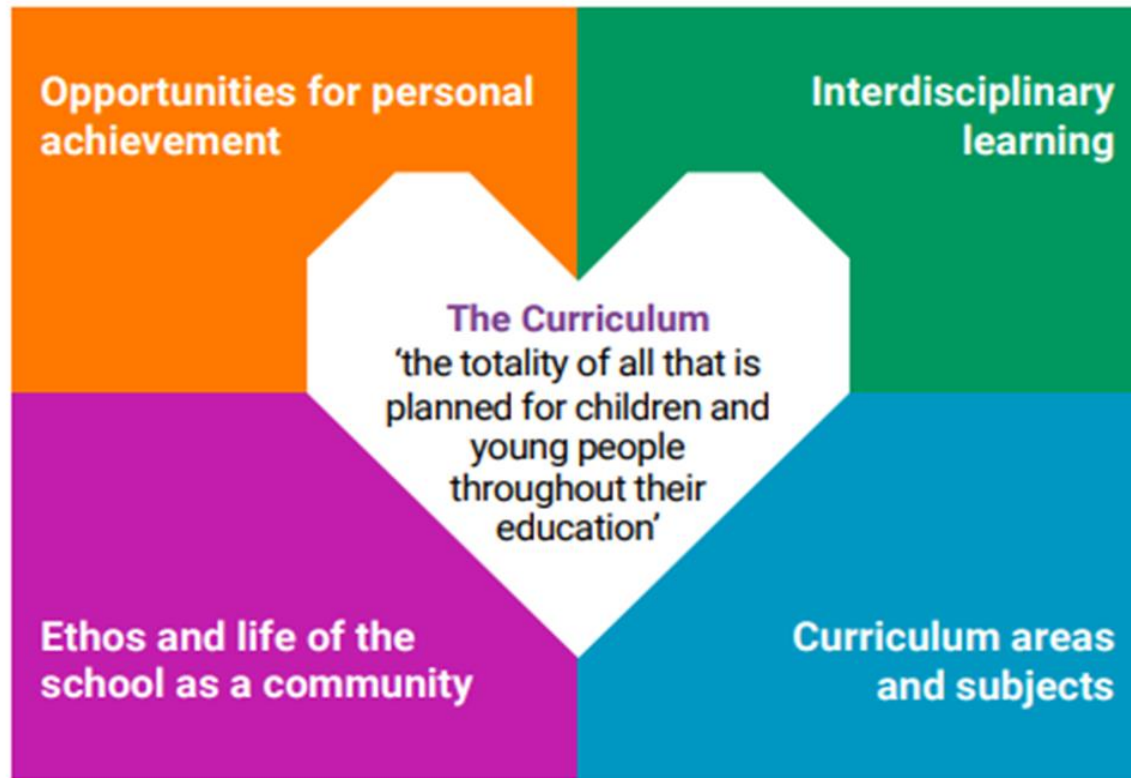
Interdisciplinary Learning is a planned experience that brings disciplines together in one coherent programme or project. The different disciplines plan and execute as one. These disciplines might fall within one curricular area (e.g. languages, the sciences) or between several curricular areas.

IDL enables children and young people to:

- learn new knowledge or skills, and develop new understanding of concepts;
- draw on prior knowledge, understanding and skills;
- transfer and apply that collective knowledge to new problems or other areas of learning.

[\(Interdisciplinary Learning: ambitious learning for an increasingly complex world, page 5\)](#)

Interdisciplinary Learning



The Four Capacities



Learning across the four contexts : *Conflict & War*

Opportunities for personal achievement

[Dynamic Youth Awards](#)
[Saltire Awards](#)
<https://www.socialenterprise.academy/scot/>
[Duke of Edinburgh \(DofE\)](#)

SQA: [Volunteering Skills \(S3-6\)](#)
<https://mcrpathways.org/>

- What support is currently available to support children and young people who have experienced trauma and/or Adverse Childhood Experiences?
- How are children and young people supported to develop inner strength and wellbeing?
- How do practitioners support children and young people to develop compassion, empathy and tolerance in their relationships with others?
- What procedures are in place in the school to accurately identify children and young people from Armed Service families?
- What supports are available to children and young people from Armed Services families?
- What supports are available to children and young people on both sides of any international conflict and what opportunities are there to promote inclusion and equity?
- What opportunities for social enterprise are there within your school community?
- Does the school have a culture and ethos that encouraged children and young people to embrace and explore positive relationships and their rights as set out by the [UNCRC](#)?
- How aware of practitioners of safeguarding processes and supporting children and young people who have experienced or are experiencing conflict and/or any subsequent disclosures
- How aware are practitioners of reporting and recording incidents of bullying including racial incidents?

Ethos and life of the school as a community

Interdisciplinary Learning

- What opportunities are there across curricular areas to explore conflict and how it is reported?
- What impact does seeing images of conflict and warfare impact on cyp's wellbeing?
- What opportunities are there within your schools community to provide links to family learning? For example, social enterprise projects, fundraising etc.
- What curricular opportunities are there to explore misinformation?
- Are children and young people encouraged to explore and debate a range of different perspectives?

The Curriculum
 'the totality of all that is planned for children and young people throughout their education'

Factual, inquisitive and supported classroom based discussions can provide an opportunities to challenging distressing misconceptions and reduce anxiety –provoking uncertainty.

What opportunities are there for interdisciplinary discussions based around war and conflict? Curricular areas may include: *Literacy; Religious & Moral Education; Social Studies; Health & Wellbeing; and Expressive Arts*

Curriculum areas and subjects

Evaluation

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKe9hbmV4WZmRlIQ0pTKkFB-RUOVY3QlFZTEtCREJMOEJOVIZRRk5SVklBMMy4u>

