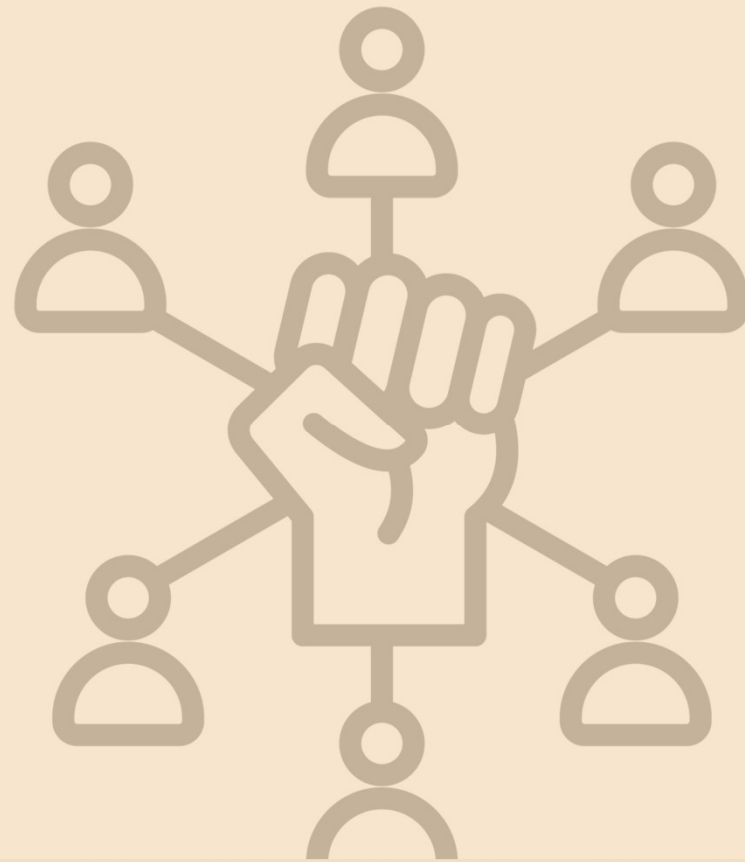


Somali Parent Empowerment Workshop



ESDEG
EDUCATION
AND SKILLS
DEVELOPMENT
GROUP





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About Us

Educational and Skills Development Group: ESDEG is a community-focused organisation that provides educational and developmental services, particularly in underserved communities.

ESDEG's primary goal is to empower individuals and families to achieve self-sufficiency through education, skills development, and social support.





About the Project

This is a pilot project, and the main aim is to improve the disproportionate exclusion rates of Somali students (especially boys) in the Ealing borough.

My aim is to tackle this issue through preventative measures, and one of the most important aspects of that is bridging the gap between Somali parents and the school. Having a positive, working relationship with the school will most certainly improve your child's experience as well as their progress.

It is never too late to create a positive relationship irrespective of how your experience has been thus far.

Behaviour Policy-WHAT?

A **behaviour policy** is a set of guidelines and rules established by a school to define **expectations for student conduct** and outline the procedures for promoting positive behaviour, addressing misconduct, and maintaining a safe, respectful learning environment. It usually includes the school's ethos, disciplinary measures, rewards systems, and strategies to support students' social and emotional development.

**Why you MUST read and
understand the behaviour
policy:**

**Meet Yusuf- a 14-year-old
boy in Y9**



Yusuf- a 14-year-old boy in Y9

- Yusuf was sometimes late to school.
- He often forgot to bring a pen.
- He didn't always tuck his shirt in.
- He frequently chewed gum in school.
- He regularly forgot to do his homework.
- He talked to his friends in lessons.



For the reasons above, Yusuf got a detention every week.

Yusuf's parents were called regularly and informed of his growing behaviour points.

Yusuf- a 14-year-old boy in Y9

- Yusuf's parents told him that his class teacher had called home because of his behaviour.
- Yusuf became frustrated with his negative experience of school and started to become defiant because he believed he was 'going to get a detention anyway'.
- **Eventually, Yusuf started missing his detentions because he was tired of always getting them.**



Yusuf- a 14-year-old boy in Y9

- Yusuf was put on report because of the number of behaviour points he accumulated.
- The school set up a meeting with Yusuf's parents because they were concerned with his behaviour.
- His parents attended the meeting, and they were shown the number of behaviour points Yusuf had.
- **The school warned that if Yusuf continued behaving the way he was, he could be excluded from school.**



Yusuf- a 14-year-old boy in Y9

- Yusuf's parents had a conversation with him and told him that he was at risk of being permanently excluded if he didn't change his behaviour.
- **Yusuf processed this information and thought there was no point in changing because the school wanted to exclude him anyway.**



Yusuf- a 14-year-old boy in Y9

- Consequently, Yusuf was often sent out of lessons for disruptive behaviour and defiance.
- He was put in the internal exclusion room regularly.
- When Yusuf was in lessons, he couldn't do the work because there were so many gaps in his learning.
- **Yusuf often lost focus and didn't complete his work, and because of this, he got more detentions and behaviour points.**



Yusuf- a 14-year-old boy in Y9

- Eventually, Yusuf's behaviour became **'unmanageable'** and the school informed his parents that he would either be managed moved or permanently excluded.
- **His parents accepted the managed move out of fear for his future, but his behavioral issues worsened at the new school until he was permanently excluded at the end of year 10.**
- **The data shows us that there is a link between permanent exclusions and a life of crime, and consequently, death.**



Yusuf- a 14-year-old boy in Y9

- ❑ Yusuf's story represents the experience of many black boys in the UK.
- ❑ Black Caribbean and Somali boys are disproportionately excluded from schools in the borough.
- ❑ Institutional racism and bias plays a significant role- advocating for your child as soon as possible is crucial.



WHAT you can do as a parent:

- KNOWLEDGE IS POWER:** read and understand the behaviour policy of your child's school. If you do not speak English, you can get the policy translated into Somali.
- Early intervention is key- you can often check your child's behaviour points. Ensure you understand WHY your child received those points.
- You have every right to request a meeting with your child's teacher/form tutor/year team if there are concerns about your child's growing behaviour points.
- Understand that the school WANTS to work with you to ensure your child progresses.**

Special Educational Needs and Disabilities (SEND)

There are times where the underlying issue is not a behavioral one, but a special need that has not been diagnosed or picked up. In school, the need may look like:

- Trouble concentrating or completing work
- Trouble regulating emotions
- Difficulty following instructions which is perceived as defiance

Special Educational Needs and Disabilities (SEND)

- Overcome the cultural taboo that exists within our community.**
- Early intervention is key. The sooner you accept your child to be assessed, the sooner your child can get the right support to help them progress.
- Work with the school's SENDCO to understand how you can support your child's needs at home.
- Springhallow Special School offer several parental workshops to help parents understand more about their child's needs.



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Thank you!