Reviewer's report

Title: School Factors Related to the Emotional Wellbeing and Resettlement Outcomes of Students from Refugee Backgrounds: Protocol for a Systematic Review

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Reviewer: Nigar Khawaja

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School Factors Related to the Emotional Wellbeing and Resettlement Outcomes of Students from Refugee Backgrounds: Protocol for a Systematic Review

The authors are applauded for addressing an important gap in the existing literature. Political upheaval and war has pushed people out of their homelands. Many seek refuge in Western countries. Cultural diversity is on an increase in the schools in the Western countries. We are seeing an increase in the number of children from refugee backgrounds entering school systems. Children spend a substantial amount of time at school. Therefore, schools can pay an important role in the health and wellbeing of children from the refuge background.

Strengths of the protocol

The authors have justified the aim of the review effectively. The concepts examined are interesting and the outcome will be valuable for researchers and practitioners.

Methodology: PRISMA principles are proposed and methodology is rigorous. Multiple steps proposed to short list the studies are effective. Population is defined clearly. Design of the studies, which will be shortlisted, is pointed out. Setting is defined. Information sources are adequate and grey literature is included. Robust measures are proposed to determine the quality of the short listed studies. Search terms fall in three categories. Studies selected will be reviewed by independent raters and ambiguities will be discussed and resolved. In my view the qualitative synthesis proposed by the authors will be appropriate.

Suggestions

The authors refer to "school climate" and "school environment". Later these terms are defined as "Institutional norms, values, and expectations that support people feeling socially, emotionally and physically safe". Authors elaborate this notion as a safe place with clear rules, respect or diversity and a school system that prevents bullying and foster health relationships. Later on
page 8 school climate is operationalized as "school belongingness, school connectedness, teacher-student relationship, teacher-parent relationship, teaching style, school leadership, class size, attendance, bullying, peer relationships, school safety, diversity, cultural attitude, parent engagement."

My concern is the shift in the definition of school climate from page 4 to 8. Further, I am wondering is such a broader definition would hinder the process.

Further, some of the factors would be beneficial for all students (we know a lot about these factors). I would advise the authors to focus more on specific factors that would advantage the children from refugee background

Wellbeing is defined as "mental health, acculturation, adjustment, subjective wellbeing and happiness". Again, the definition is broad and I am concerned about its impact on the process of the review.

In the introduction the authors focus on children from refugee background. Later they indicate that studies examining the school's relationship with the parents will be included as well. Considering that the definition is already very broad, my suggestion would be to focus on children only. To my understanding studies focusing on parents can act as a data for another review.

In summary, the goal of the review is valuable. Procedure adopted to short list the studies is effective. My only concern is related to the broad interpretation of "school climate

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