

Schools of Sanctuary Self-Assessment Tool

| Audit Tool | | | | | |
|-------------------|---|---|-----------------|-------------------|-------------------|
| 1 | LEARN about what it means to be seeking sanctuary <i>Criterion 1:</i> Training and education opportunities are provided for school staff & management on refugee, asylum and migration issues. <i>Criterion 2:</i> Evidence of refugee/asylum/migration learning activities are included into school life and at least one example in the curriculum, across the key stages. | | | | |
| | Staff development | | RAG* | Evidence | Next Steps |
| | 1.1 | All staff and governors are aware of what Schools of Sanctuary means. Staff are involved in working towards accreditation. Staff are aware of issues surrounding seeking sanctuary. | | | |
| | 1.2 | Staff are involved in the self-evaluation process. | | | |
| 1.3 | All staff and governors are aware of their duty and have had access to professional development opportunities related to the Equality Act, (2010) and how to recognised, report and respond to prejudicial behaviour, including racism. | | | | |
| Curriculum | | RAG | Evidence | Next Steps | |
| 1.4 | Create awareness amongst students, teachers, school support and office staff, SLT and governors about: <ul style="list-style-type: none"> - Why people become refugees, for example: where refugees come from, the differences between refugees and asylum seekers and other migrants; - why some refugees come to the UK and to your city, why refugees and asylum -seekers need protection. | | | | |
| 1.5 | Create age appropriate awareness amongst students of: <ul style="list-style-type: none"> - the roots of prejudice and the impact of prejudice. - Ways in which they can reduce prejudice and bias | | | | |
| Resources | | RAG | Evidence | Next Steps | |
| 1.6 | Awareness raising sessions based on using personal stories have been organised in school. | | | | |

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| 1.7 | An opportunity to meet refugees and asylum seekers is provided. | | | |
| 1.8 | Age-appropriate resources to explore refugee issues within curriculum time. | | | |
| 1.8 | An up-to-date EAL policy (or equivalent) is in place and is used by staff. | | | |
| 1.9 | Teaching staff are aware of where to find appropriate resources to talk about asylum seekers and refugees. | | | |
| 2 | EMBED concepts of welcome, safety and inclusion by taking action <i>Criterion 3:</i> The School must demonstrate how it has embedded the concept of welcome and inclusion in the school. Ideally, this should be linked to the School's Improvement /Development Plan and made clear in policy documents and induction processes. <i>Criterion 4:</i> Recognition of/participation in the annual Refugee Week or other annual/regular celebratory events which highlight the contribution of people seeking sanctuary and migrants to the UK. <i>Criterion 5:</i> Commitment to supporting age-appropriate active pupil voice on sanctuary and welcome/welcoming activities in the school. | | | |
| | Create a welcoming environment | RAG | Evidence | Next Steps |
| 2.1 | All asylum seekers or refugees have an enhanced induction, which includes: <ul style="list-style-type: none"> - A planned induction programme; - A welcome pack, including information on local services: children centres etc; - Schools need to make sure that parents are aware of the free dental and medical care for children, schools are to make sure that they are checking, following up and supporting families with registration where possible (includes New Arrivals); - Loan of uniforms or sourcing alternatives ways of accessing the uniform; - Ensuring a Buddy or Young Interpreters system is in place that also meets the needs of children with EAL; - An identified contact for children and their families. | | | |
| 2.1a | Ensure that school actively supports children and families to know how to keep themselves safe from harm, (including racist bullying/behaviours). This includes the | | | |

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| | protocol for reporting in school, but also out of school. Contact details of local community safety team are shared and an explanation of their role. | | | |
| 2.2 | <p>Encourage first language maintenance through, for example:</p> <ul style="list-style-type: none"> - Encouragement of new arrivals' use of first language - Teaching class/ form 'greetings' in the new arrivals' first language. - Carers of Unaccompanied Asylum Seeking Children (UASC) and children from refugee/asylum seeking families are supported to understand the importance and benefits of promoting first language maintenance. | | | |
| 2.3 | <p>EAL provision ensures that children:</p> <ul style="list-style-type: none"> - Are assessed using appropriate language assessment tools for EAL pupils - Have teachers who are aware of their language needs and ensure access to the full curriculum by meeting the language needs (teaching staff know how to create a language rich environment for all); - Have half termly assessment of level of language acquisition to ensure that they are given challenging bespoke targets to accelerate progress; - Where necessary, have interventions which are personalised, time limited and are monitored to ensure accelerated progress. | | | |
| 2.4 | EAL provision ensures that parents and carers are aware of local organisations that could help them with their specific needs (language, housing, general well-being, etc.) | | | |
| 2.5 | Ensure there is a system in place to support children who are suffering from trauma. | | | |
| 2.6 | School has identified a way in which they can support children and young people who are at risk of or who are going to be deported. | | | |
| 2.7 | A protocol is identified and is in place to ensure that professional interpreters are used, where appropriate. For instance: | | | |

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| | <ul style="list-style-type: none"> - Use interpreters to support parental access (children or 'friends' are not used to interpret when confidential information is discussed). - Multi- agency meetings (including those called by external agencies) have interpreters present, where needed. | | | |
| 2.8 | Have resources in the classroom which reflect cultural diversity and are in home language. | | | |
| 2.9 | EYFS- participate in Bookstart dual language programme. | | | |
| 2.10 | Ensure that pupil voice represents asylum seeker and refugee pupils. | | | |
| 2.11 | Look into the Parent Ambassadors/ Parent Champions or other schemes to allow for the community voices to be heard. | | | |
| 2.12 | Pupils are aware of School's commitment to Schools of Sanctuary and contribute to the development and evaluation of the school in relation to this. | | | |
| 2.13 | UASC and those children from asylum seeking/ refugee families, who are in care, are identified by the designated teacher for looked after children and provision reflects their linguistic and cultural diversity and additional challenges experienced by the identified learners. Funding allocation also reflects this additional need. | | | |
| | Incorporate concepts into curricular and extra-curricular activities. | RAG | Evidence | Next Steps |
| 2.14 | Identify extra-curricular opportunities which will support social engagement and development of language skills. | | | |
| 2.15 | Ensure access to a range of extra-curricular activities, via school or via local refugee community organisations and youth services. | | | |
| 2.16 | Involve refugees and asylum seekers in the day to day life of school. | | | |
| 2.17 | Encourage positive action (for example supporting a local refugee charity). | | | |
| | Involve refugees and asylum seekers in the day to day life of the school. | RAG | Evidence | Next Steps |
| NB: Be aware that children in school may not wish to identify themselves as asylum seekers or refugees. | | | | |

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| 2.18 | Encourage parents of asylum seeker children and young people to participate in school life. | | | |
| 2.19 | Monitor parental participation, to ensure that vulnerable parents are able to participate. Where this is not the case identify ways to support enhanced engagement. | | | |
| 2.20 | Identify ways in which asylum seeker parents can volunteer in schools. (For instance as volunteer classroom assistant, parent ambassador, parent champion). | | | |
| 3 | <p>SHARE your vision and achievements</p> <p>Criterion 6: A public commitment to the City of Sanctuary vision of welcome, include the endorsement of City of Sanctuary charter which can be done via signing the City of Sanctuary organisation pledge.</p> <p>Criterion 7: The school publicly highlights its activities in support of welcome and inclusion.</p> <p>Criterion 8: Commitment to on-going engagement with the Schools of Sanctuary stream. This may include sharing resources, ideas and achievements via the school's website or the national City of Sanctuary website, and/or with other local/regional schools.</p> | RAG | Evidence | Next Steps |
| 3.1 | <p>Work collaboratively with other schools who are seeking School of Sanctuary status, via Schools of Sanctuary hubs in your area or via EAL/ BME networks. Additional ways of collaborative approaches could be:</p> <ul style="list-style-type: none"> - Arrange joint visits or projects with other schools; - Hold exhibition/ performance around the sanctuary theme; - Contribute to wider Schools' of Sanctuary network, through contributing case studies. - Share your achievements with your local council to celebrate the initiative | | | |
| 3.2 | Identify your commitment to becoming a School of Sanctuary on your school website. | | | |

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| 3.3 | Provide up to date information via newsletters and on your website about Schools of Sanctuary and your work towards accreditation. | | | |
| 3.4 | Showcase your work with parents and the local community. | | | |
| 3.5 | Parents are aware of what School of Sanctuary means. | | | |
| 3.6 | Celebrate receipt of your School of Sanctuary award through engagement with local media, with a view to further promoting a positive message of inclusive practice. | | | |

Date of initial self-assessment:

Review date:

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