

Becoming a School of Sanctuary

There's no place like home...



More people are being forced to or choose to move from their home country to the UK.
How can we support and respect them, celebrating their value to our school communities?

Schools of Sanctuary





What is a School of Sanctuary?

A School of Sanctuary is a school that is committed to being a safe and welcoming place for all

It is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community.

It is a school that is proud to be a place of safety and inclusion for all.

It is a whole school ethos & feeling!

Why become a school of sanctuary?

'You can see the children's pride when they discuss the importance of our academy being a School of Sanctuary with any visitors to the academy and their focus to be at the heart of the community they are privileged to serve.'

Mrs Went, School of Sanctuary Lead at Outwood Primary Academy Greystone in Ripon North Yorkshire

'It really lowers your confidence when someone is not being nice to you, like you think, what have I done? Why is he [a teacher] not being nice to me? ..it makes you worry as well, like, why I'm not getting treated the same way as others.'

Jay, 18, Palestine, in the UK with family

'When I came here, I felt sad and I felt a bit scared as well. Now I am feeling so different. I feel so happy now.'

Mohammed, Syrian resettled in the UK attending Widden Primary, School of Sanctuary in Gloucester.



Website link – Ofsted & parents

There are three simple principles to being a School of Sanctuary:

Learn about what it means to be seeking sanctuary.

Take positive action to **embed** concepts of welcome, safety and inclusion within your school and the wider community.

Share your vision and achievements – be proud!

What are the Steps to Becoming a School of Sanctuary?



STEP ONE

Sign an organisation pledge of support, committing the school to acknowledge and support the CoS charter & organisational values.

STEP TWO

Connect to Schools of Sanctuary: Contact Schools of Sanctuary UK who will put you in touch with your Local Schools of Sanctuary Lead. This will be your SoS contact and they will offer advice, resources and see what partnering opportunities can be developed to support you through the application process. You should also register for the SoS national newsletter, the regular mailing list and follow us on Facebook and Twitter for the latest event and resources at national level.

STEP THREE

Review what your school already has in place or has done to date to meet the award criteria (consider using the [Schools of Sanctuary self-assessment tool](#) to help you) and make an action plan using the resource pack and website for inspiration.

STEP FOUR

Submit an [application](#) outlining your evidence of having met the criteria to your [Schools of Sanctuary contact](#). You can use this [application guide](#) to help you. They will follow up to organise an assessment visit or meeting where you should showcase your work and include opportunities for the assessors to discuss SoS with the leadership, pupils and teachers.

STEP FIVE

Once awarded, share the news on the school website, social media and through local news outlets. Continue to engage and share your activities in preparation for reaccreditation after three years.

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.			