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| **The School of Sanctuary Audit Tool**  This tool is to help schools in their achievement of the Schools of Sanctuary Award and outlines suggested ways to meet the minimum criteria. These criteria have been developed to support the goals of the Schools of Sanctuary programme and contribute to realising City of Sanctuary UK’s vision of welcome.  Please note: to achieve the School of Sanctuary award we *do not* expect schools to meet every suggestion in the audit but rather we want to see schools have been **reflective**, **collaborative** and **intentional** and this effort has helped the school to review and refine their practice. We suggest schools use the audit at the start of their journey and then review the audit again after a year/on submitting their award application to help identify existing strengths and possible areas for development. We recognise that schools come to the School of Sanctuary award from different contexts and no school will meet the criteria in the same way: we encourage schools to identify their needs and what can have the greatest positive impact on staff, learners and your community. Where possible, we expect schools to ‘*co-produce’* their Schools of Sanctuary efforts with their communities, particularly those with (forced) migration backgrounds and to centre their voices, feedback and contributions in your efforts.  The City of Sanctuary UK Vision  City of Sanctuary UK is a small refugee-sector charity that works to build a movement of welcome in the UK, standing in solidarity with people seeking sanctuary\*. Our vision is that the UK will be a place of welcome for all - and committed to justice and solidarity for people seeking sanctuary. *\*people seeking sanctuary refers to those who have been forced to flee their homes and have crossed international borders to seek safety.* [*See more here*](https://cityofsanctuary.org/2020/11/30/city-of-sanctuary-uk-guide-to-use-of-language/)*.*  The Schools of Sanctuary programme aims to achieve this by:   1. working with schools to raise awareness of the experiences of people seeking sanctuary and challenge misconceptions with learners, staff, governors, parent/carers and wider communities to build empathy; 2. helping schools to build up staff expertise in supporting new arrivals and adopt effective practice and provision to ensure children seeking sanctuary feel safe, a sense of belonging and are able to thrive in school; 3. and encouraging schools to connect and collaborate with local charities, organisations and institutions, and community groups to grow and strengthen our shared movement of welcome and solidarity with people seeking safety. | | | | |
| **LEARN about what it means to be seeking sanctuary** **and the issues surrounding forced migration.** | | | | |
| **1** | ***Criterion 1***: Staff Awareness Raising and Training: the school raises awareness about the experiences of people seeking safety in the UK amongst school staff and governors and builds staff expertise to effectively support new arrivals, particularly those seeking safety. | | | |
|  | **Understanding of School of Sanctuary** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 1.1 | All staff and governors are aware of what Schools of Sanctuary means and can explain its relevance and importance to your school. |  |  |  |
| 1.2 | Staff are involved in the audit/self-evaluation process and have been involved in identifying areas for improvement and actions. |  |  |  |
|  | **Staff awareness raising** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 1.3 | Teachers, non-teaching staff and governors, have been given specific opportunities to grow or update their own understanding of issues about seeking sanctuary in the UK and the experiences of those who are seeking safety. This may take place during a staff inset, after-school training or visit to a local refugee organisation. |  |  |  |
| 1.4 | There is a Sanctuary Noticeboard or Sanctuary Shelf in the staff room sharing resources to help staff understand updates and challenges in the UK’s immigration space and their impact on learners. |  |  |  |
| 1.5 | The Schools of Sanctuary newsletter with key immigration updates is circulated with staff. |  |  |  |
|  | **Staff professional development** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 1.6 | The school builds staff expertise to better support learners from (forced) migration backgrounds, by offering relevant staff training and professional development opportunities.  These areas may include:   * specifically supporting refugee and asylum-seeking children; * English as an Additional Language; * trauma-informed practice and supporting wellbeing; * equality, diversity and inclusion; * anti-racism; * unconscious bias; * cultural competencies; * poverty and its impact on children’s education; * educational progression and career opportunities for young people seeking safety; * multilingualism and creating language rich environments; * critical and meaningful approaches to teaching and learning about migration; * and more….   Training is consciously cascaded throughout the school and regularly reviewed and built on. |  |  |  |
| **2** | ***Criterion 2***: Student/pupil learning: the school develops learners’ understanding about (forced) migration and specifically the stories and experiences of people seeking sanctuary, including through curricular schemes of work across at least each age group/ key stage. | | | |
|  | **Understanding of School of Sanctuary** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 2.1 | All learners understand what a Schools of Sanctuary is and why it is important for your school. Learners can explain what sanctuary means to them and how your school fosters a culture of welcome. |  |  |  |
|  | **Curricular schemes of work** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 2.2 | The school integrates age-appropriate learning opportunities about the experiences of people seeking sanctuary in the curriculum to challenge misinformation and build empathy. Where possible, learning activities should be centred on people’s stories and voices to help children seen them as people first and foremost with whom they may share interests, hopes and dreams.  Other relevant topics may include:   * 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; * The challenges facing people seeking safety in the UK, for example:   + their rights and restrictions;   + community attitudes and cultural differences;   + access to services;   + barriers to family reunion;   + challenges to education and professional opportunities. * Case studies of people seeking sanctuary across different time periods, from different countries of origin and as a result of different conflicts/ types of persecution. |  |  |  |
| 2.3 | The school integrates age-appropriate learning opportunities relating to migration more widely in the curriculum to create awareness about the UK’s, your community’s and learners’ own relationships with migration both currently and/or historically. |  |  |  |
| 2.4 | Within the curriculum, the school integrates age-appropriate learning opportunities amongst learners of:   * the roots of prejudice and the impact of prejudice. * ways in which they can reduce prejudice and bias |  |  |  |
|  | **Additional Opportunities and Resources** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 2.5 | The school raises awareness about the experiences of people seeking sanctuary amongst learners during assemblies or form-time activities. |  |  |  |
| 2.6 | The school offers opportunities to hear the personal stories of people seeking sanctuary by inviting in speakers with lived experience where possible, or by using online videos and resources. |  |  |  |
| 2.7 | The school participates in one-off activities to delve into themes around migration and forced displacement in depth, such as visiting an exhibition about migration or watching a play. |  |  |  |
| 2.8 | The school invites in third-sector refugee organisations to learn about what they do and why. |  |  |  |
| 2.9 | The school has a bank of resources to help teachers talk about forced migration and people seeking sanctuary. |  |  |  |
| **EMBED concepts of welcome, safety and inclusion by taking action to create a safe and inclusive culture of welcome that benefits everybody, including anyone in their community seeking sanctuary.** | | | | |
| **3** | ***Criterion 3***: Supportive environment and practice: The school reviews, improves and embeds sustainable school provision and practice to effectively meet the needs of learners from (forced) migration backgrounds\* and foster a culture of belonging for all.  *\*If the school doesn’t have learners from (forced) migration backgrounds yet, we expect the school to demonstrate how it would ensure learners are effectively supported as/when they arrive.* | | | |
|  | **Creating sustainable provision and practice** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 3.1 | The school has a dedicated member of staff or team who is/are appropriately trained and resourced to oversee the provision and practice relating to supporting new arrivals and ensure ongoing improvement. |  |  |  |
| 3.2 | There is a regular (at least annual) review of provision, practice and staff training relating to new arrivals. This may be an annual standing agenda point on SLT and governor meetings. |  |  |  |
|  | **Arrival and admissions** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 3.3 | All asylum seekers or refugees have an enhanced induction, which includes:   * A planned induction process, including a pro forma used to collect relevant information about the child and the family; * A welcome pack, including information on local services: children centres, health care, emergency services, food banks, free uniform exchange forums etc; * Referral and support to register for free dental and medical care for children; * Loan of uniforms or sourcing alternatives ways of accessing the uniform for free; * Access to free transportation/bus passes, where relevant/ possible; * A Buddy/Young Interpreters scheme to foster supportive peer-to-peer relationships; * A clearly identified contact for children and their families; * Information on the UK education system(s) and how parents can support their children is shared; * Other relevant support and information. |  |  |  |
| 3.4 | Children seeking sanctuary who are currently in care are identified by the designated teacher for looked after children. |  |  |  |
| 3.5 | Schools are aware of additional funding/ resources (including FSM, uniform, transport and HAF) learners *may* be eligible for, including potential streams of funding for those on certain resettlement pathways, for children in care, and for newly arrived EAL learners). They make sure any additional funding received is allocated to address the specific challenges they experience. *Please note funding and resources for schools varies between local authorities.* |  |  |  |
|  | **Language Support** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 3.6 | An up-to-date EAL/multilingual policy is in place, known and used by staff. There is an appropriately resourced and trained EAL/Multilingualism Lead within school. EAL/Multilingual provision ensures that children:   * Are assessed using suitable language assessment tools for EAL/multilingual learners; * Have teachers who are aware of their language needs, ensure access to the full curriculum by meeting the, and create a language rich environment for all; * Have regular (ideally half-termly) assessment of English language acquisition to ensure that progress is tracked and they are given challenging bespoke targets to accelerate English proficiency progress; * If sets are used, ensure EAL/multilingual learners are placed in high-level sets to reflect aspirations and ensure access to advanced language; * Where necessary, have interventions which are personalised, time limited and are monitored to ensure accelerated progress. |  |  |  |
| 3.7 | The school encourages multilingualism through, for example:   * Encouragement of multilingual learners’ other languages through trans-languaging; * Teaching class/ form ‘greetings’ in the learners’ other languages; * Parent/carers are supported to understand the importance and benefits of promoting first/ other language maintenance; * Visibility of learners’ languages in schools; * Celebration of learners’ use of other languages, including recognising reading in other languages as part of book challenges; * And if an EYFS setting, the school participates in the Bookstart dual language programme. |  |  |  |
| 3.8 | A protocol is identified and is in place to ensure that professional interpreters and translation are used, where appropriate. For instance:   * 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. * Use interpreters in the classroom for new arrivals where possible/appropriate. |  |  |  |
|  | **Creating an Environment of Belonging** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 3.9 | The school is developing and implementing an anti-racist approach and policy and regularly reviews practice and impact. Use the [NEU’s antiracism charter,](https://neu.org.uk/anti-racism-charter) a framework for developing an anti-racist approach in school, for guidance and support and refer to relevant policies and frameworks for the devolved nations. |  |  |  |
| 3.10 | The school ensure there is a system in place to support children who are suffering from trauma and is building a trauma-informed school environment. The school looks at other ways to promote wellbeing in school. |  |  |  |
| 3.11 | The school identifies extra-curricular opportunities of relevance and interest to the learner and facilitates their participation in these activities both in school and outside via local refugee community organisations, youth services and arts and sports organisations. |  |  |  |
| 3.12 | The school has resources, books, displays and items in the classroom and throughout the school which reflect diversity and are in home languages. |  |  |  |
| 3.13 | The school actively supports children and families to know how to keep themselves safe from harm (including from racist bullying/behaviours) in school and in the community. |  |  |  |
|  | **Holistic Wrap-Around Care and Support** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 3.14 | The school ensures that parents and carers are aware of local organisations that could help them with their specific needs (language, housing, general well-being, etc.) |  |  |  |
| 3.15 | The school knows how to support children and families in the asylum system and those who are at risk of or who are going to be deported. |  |  |  |
| 3.16 | The school hosts regular coffee mornings and/or has established a Parent Ambassadors/ Parent Champions scheme to ensure parent/carers’ voices are heard. |  |  |  |
| 3.17 | The school monitors parental participation to ensure that parent/carers seeking sanctuary are able to participate and identify ways to support enhanced engagement. |  |  |  |
| 3.18 | The school identifies ways in which parent/carers seeking safety can volunteer in schools. (For instance as volunteer classroom assistant, parent ambassador/champion or governor). |  |  |  |
| **4** | ***Criterion 4***: Community celebration: The school recognises and participates in Refugee Week and other relevant celebratory events to connect with the wider movement of welcome and stand in solidarity with people seeking safety. | | | |
|  | **Refugee Week Activities** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 4.1 | The school uses Refugee Week to delve into issues around forced displacement in depth and/or recognise and celebrate the contributions of people seeking sanctuary in the UK and your local community. |  |  |  |
| 4.2 | The school uses Refugee Week to stand in solidarity with people seeking sanctuary: either by raising awareness amongst the wider community, fundraising/donating and/or volunteering or standing up for refugee rights. |  |  |  |
| 4.3 | The school connects and collaborates with the wider sanctuary network to celebrate Refugee Week. |  |  |  |
|  | **Other Annual/Regular Events** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 4.4 | The school takes the opportunity to celebrate other relevant annual events such as Black History Month, Gypsy, Roma, Traveller History Month, International Migrants’ Day, International Day for the Elimination of Racial Discrimination, International Day of Tolerance, exploring relevant themes to help learners appreciate diversity, develop their awareness of power and discrimination and become more compassionate and conscious global citizens. |  |  |  |
| **5** | ***Criterion 5***: Learner voice and leadership: The school enables learner voice and leadership of the school’s sanctuary activities and seeks to develop learners as ethically informed changemakers. | | | |
|  | **Learner Leadership of the Schools of Sanctuary Journey** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 5.1 | Learners are aware of the school’s commitment to Schools of Sanctuary and contribute to the development and evaluation of the school in relation to this. |  |  |  |
| 5.2 | A learner group is developed or existing learner voice groups are used to advise and consult on the schools’ efforts to be a place of welcome and a School of Sanctuary. Ensure that learner voice represents learners with (forced) migration backgrounds. |  |  |  |
| 5.3 | Ensure learners have opportunities to lead sanctuary efforts such as organising events or fundraising efforts, auditing school books or displays for representation, leading assemblies on sanctuary themes, etc. |  |  |  |
|  | **Developing Ethically Informed and Active Global Changemakers** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 5.4 | Offer opportunities for learners to develop their understanding of democracy, parliament and representation. Help learners develop their awareness of the ways in which they can have their voice heard inside and outside of school on the things that are of importance to them. |  |  |  |
| 5.5 | Develop learners’ leadership skills in areas such as public-speaking, debating, event organisation, letter writing, campaigning etc, as age-appropriate. |  |  |  |
|  | **SHARE our vision of welcome proudly to build and strengthen our movement.** | | | |
| **6** | ***Criterion 6:*** Public commitment: The school proudly shares its commitment to sanctuary in school and with its community by…  (a) Signing the City of Sanctuary UK supporting organisation pledge  (b) Sharing its commitment and how it upholds it with the school community i) in a public school space, ii) on the website, iii) at other possible opportunities. | | | |
|  |  | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 6.1 | Sign the supporting organisation pledge, share your pledge with the wider school community and display your supporting organisation logo. |  |  |  |
| 6.2 | Outline your commitment to becoming a School of Sanctuary and what you are doing to achieve this on your school website. |  |  |  |
| 6.3 | Provide up to date information via newsletters, social media and on your website about Schools of Sanctuary and your work towards accreditation. |  |  |  |
| 6.4 | 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 |  |  |  |
| **7** | ***Criterion 7***: Community outreach and partnerships: The school works collaboratively to extend welcome beyond the school gates by participating in activities that stand in solidarity with people seeking sanctuary and/or grow or strengthen our movement of welcome. | | | |
|  | **Building welcome in the wider community** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 7.1 | The school shares learning about the experiences of people seeking sanctuary with parent/carers and the wider community and invites them to participate in welcoming activities. |  |  |  |
| 7.2 | The school partners with other local organisations like libraries, theatre groups, councils and faith settings to share learning about the experiences of people seeking sanctuary or collaborate on welcoming activities. |  |  |  |
| 7.3 | The school proudly shares positive stories about their welcoming activities and the ways people seeking sanctuary have enriched their (school) community in local forums or media outlets. *\*Please think carefully about your school and local context and how to ensure everyone remains safe when engaging with the media, particularly those seeking sanctuary.* |  |  |  |
|  | **Standing in solidarity with people seeking sanctuary** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 7.4 | The school is connected to local refugee supporting organisations and/or the local City of Sanctuary group and looks at ways to support their efforts and activities. |  |  |  |
| 7.5 | If possible, the school makes job or volunteering opportunities available to local people seeking sanctuary and/or offers facilities such as playing fields or hall space to local refugee charities when not in use. |  |  |  |
| 7.6 | The school participates in collective efforts to stand in solidarity with people seeking sanctuary and advocate for leading kindness, compassion and welcome, where relevant. |  |  |  |
| **8** | ***Criterion 8****: Sanctuary Network and Engagement*: The school engages with and supports wider sanctuary networks, including Schools of Sanctuary, to enhance and ensure the sustainability of our efforts. | | | |
|  | **Connect and Engage with the Network** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 8.1 | Work collaboratively with other schools who are seeking School of Sanctuary recognition, via Schools of Sanctuary hubs in your area, or other networks. This may include:   * Arranging joint visits or projects with other schools; * Sharing resources developed or expertise with schools in the network; * Contributing to the wider Schools of Sanctuary network, by sharing case studies; |  |  |  |
|  | Collaborate with other local organisations/institutions in the City of Sanctuary network such as councils, libraries, museums, colleges, universities and more. This could include:   * Collaborating on a public event or exhibition to build understanding about welcome and sanctuary in your community. * Developing a joint project to offer enhanced support to learners seeking sanctuary. |  |  |  |
| 8.3 | Engage with the activities and efforts shared in the Schools of Sanctuary newsletter and via social media and the mailing list. |  |  |  |
|  | **Support and Sustain the Network** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| 8.4 | Donate or develop fundraising activities for Schools of Sanctuary and/or the local City of Sanctuary group to help secure the sustainability of the stream. |  |  |  |
| 8.5 | Offer to mentor another school that is interested in the award. |  |  |  |
| 8.6 | Participate in the appraisal process of another school’s application. |  |  |  |

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|  | **Please identify how people seeking sanctuary have been involved in helping you achieve these principles** | | | |
|  | **Co-production of the School of Sanctuary Journey with People Seeking Sanctuary** | **Initial**  **RAG\*** | **Evidence/notes & actions to take** | **Review**  **RAG\*** |
| A | New arrivals are consulted on their thoughts of their induction processes, their first days and weeks at school and ongoing school experiences to shape school improvement. For example, the school organises annual focus groups with in-year new arrivals. |  |  |  |
| B | Children who have arrived new to the school/UK are invited to join a ‘Welcoming Committee’ to develop and implement the school’s welcoming activities and approach. |  |  |  |
| C | Parent/carers with lived experience of (forced) migration are specifically consulted on school practice and asked how the school can improve, ideally at the start of your School of Sanctuary journey. Consider working with external partners, where possible, to facilitate these tailored consultations/workshops. Enable parent/carers to lead activities and efforts where relevant and if interested. |  |  |  |
| D | Parent/carers with lived experience of (forced) migration are enabled, supported and encouraged to participate in parent governance structures, such as acting as a Parent Governor or participating in Parent-Teacher Groups. |  |  |  |
| E | The school contacts the local refugee organisation to ask for insight into how parent/carers seeking sanctuary feel about school practice and ask for suggestions on how to improve. |  |  |  |
| F | *If the school does not have any children from (forced) migration backgrounds or a local refugee charity nearby*, schools can use online resources such as videos, podcasts, reports, etc which include the voices and stories of children/people seeking sanctuary to shape their activities and efforts. For example, the school’s charitable/social action activities are shaped by watching a video of someone sharing the challenges they experience seeking safety in the UK, or listening to a child’s story of starting a new school influences which areas of school practice to prioritise. |  |  |  |

**Date of initial self-assessment:**

**Review date:**