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|  | **Audit Tool**  *This tool is to help schools identify existing areas of good practice and areas in need of development that can be referenced within their School of Sanctuary application to demonstrate how they meet the minimum criteria.* | | | |
| **LEARN about what it means to be seeking sanctuary** **and the issues surrounding forced migration.** | | | | |
| **1** | ***Criterion 1***: Training and education opportunities are provided for school staff & management on refugee, asylum and migration issues. | | | |
|  | **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. |  |  |  |
| 1.4 | Staff have opportunities have opportunities to develop their professional expertise in better supporting students from forced migration backgrounds. This might involve training on EAL pedagogies, trauma-informed practice, unconscious bias, cultural competencies, further education and career opportunities for people seeking safety, multilingualism, reflective approaches to learning about migration and more. |  |  |  |
| **2** | ***Criterion 2***: Evidence of refugee/asylum/migration learning activities are included into school life and at least one example in the curriculum, across each key stage. | | | |
|  | **Understanding of School of Sanctuary** |  |  |  |
| 2.1 | All staff, governors, students and parent/carers understand what a Schools of Sanctuary is and why it’s important for your school. Students can explain what sanctuary means to them. |  |  |  |
|  | **Curriculum** | **RAG** | **Evidence** | **Next Steps** |
| 2.2 | Create awareness amongst students, teachers, school support and office staff, SLT and governors about:   * 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. |  |  |  |
| 2.3 | Create age-appropriate awareness amongst students of:   * the roots of prejudice and the impact of prejudice. * Ways in which they can reduce prejudice and bias |  |  |  |
| 2.4 | Develop a wider understanding of migration in global, national or local contexts and historical or current timeframes amongst staff and students. |  |  |  |
|  | **Additional Opportunities and Resources** | **RAG** | **Evidence** | **Next Steps** |
| 2.5 | Awareness raising sessions based on using personal stories have been organised in school. |  |  |  |
| 2.6 | An opportunity to meet refugees and asylum seekers is provided and/or hear the stories of people seeking sanctuary using online videos and resources. |  |  |  |
| 2.7 | One-off events and activities are developed to delve into themes around migration and forced displacement in depth. |  |  |  |
| 2.8 | The school invites in third-sector refugee organisations to learn about what they do and why. |  |  |  |
| 2.9 | Teaching staff are aware of where to find appropriate resources to talk about asylum seekers and refugees. |  |  |  |
| **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***: 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. | | | |
|  | **Create a welcoming environment** | **RAG** | **Evidence** | **Next Steps** |
| 3.1 | All asylum seekers or refugees have an enhanced induction, which includes:   * 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. |  |  |  |
| 3.2 | Ensure that school actively supports children and families to know how to keep themselves safe from harm, (including racist bullying/behaviours). This includes the 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. |  |  |  |
| 3.3 | Encourage first language maintenance through, for example:   * 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. |  |  |  |
| 3.4 | An up-to-date EAL policy (or equivalent) is in place and is used by staff.  EAL provision ensures that children:   * 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. |  |  |  |
| 3.5 | 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.) |  |  |  |
| 3.6 | Ensure there is a system in place to support children who are suffering from trauma. |  |  |  |
| 3.7 | 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. |  |  |  |
| 3.8 | A protocol is identified and is in place to ensure that professional interpreters 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. |  |  |  |
| 3.9 | Have resources in the classroom which reflect cultural diversity and are in home languages. |  |  |  |
| 3.10 | EYFS - participate in the Bookstart dual language programme. |  |  |  |
| 3.11 | Look into the Parent Ambassadors/ Parent Champions or other schemes to allow for the community voices to be heard. |  |  |  |
| 3.12 | 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. |  |  |  |
| 3.13 | Separated children 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** |
| 3.14 | Identify extra-curricular opportunities which will support social engagement and development of language skills. |  |  |  |
| 3.15 | Ensure access to a range of extra-curricular activities, via school or via local refugee community organisations and youth services. |  |  |  |
| 3.16 | Involve refugees and asylum seekers in the day to day life of school. |  |  |  |
| 3.17 | 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.** | | | |  |
| 3.18 | Encourage parents of asylum seeker children and young people to participate in school life. |  |  |  |
| 3.19 | Monitor parental participation, to ensure that vulnerable parents are able to participate. Where this is not the case identify ways to support enhanced engagement. |  |  |  |
| 3.20 | Identify ways in which asylum seeker parents can volunteer in schools. (For instance as volunteer classroom assistant, parent ambassador, parent champion). |  |  |  |
| **4** | ***Criterion 4***: 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. | | | |
|  | **Refugee Week Activities** | **RAG** | **Evidence** | **Next Steps** |
| 4.1 | Use 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 | Use 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 | Connect and collaborate with the wider sanctuary network to celebrate Refugee Week. |  |  |  |
|  | **Other Annual/Regular Events** | **RAG** | **Evidence** | **Next Steps** |
| 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 students appreciate diversity, develop their awareness of power and discrimination and become more compassionate and conscious global citizens. |  |  |  |
| **5** | ***Criterion 5***: Commitment to supporting age-appropriate active pupil voiceon sanctuary and welcome/welcoming activities in the school. | | | |
|  | **Student Inclusion in the Schools of Sanctuary Journey** | **RAG** | **Evidence** | **Next Steps** |
| 5.1 | Develop a student group/ leverage existing student voice groups to advise and consult on the schools’ efforts to be a place of welcome and a School of Sanctuary. Ensure that pupil voice represents asylum seeker and refugee pupils. |  |  |  |
| 5.2 | Establish frameworks to ensure new arrivals can share their thoughts on their induction processes and first days and weeks at school to drive school improvement. |  |  |  |
| 5.3 | Ensure students have opportunities to lead sanctuary efforts such as organising events, auditing school books/ displays for representation, leading assemblies on sanctuary themes etc. |  |  |  |
|  | **Developing Ethically-Informed and Active Global Citizens** | **RAG** | **Evidence** | **Next Steps** |
| 5.4 | Offer opportunities for students to develop their understanding of democracy, parliament and representation. Help students develop their awareness of the ways in which they can have their voice heard both inside and outside of school on the things that are of importance to them and how to contact those who make decisions on their behalf, such as their MP. |  |  |  |
| 5.6 | Develop students’ leadership skills in areas such as public-speaking, debating, event organisation, letter writing etc. |  |  |  |
|  | **SHARE your vision and achievements** | | | |
| **6** | ***Criterion 6:*** A public commitment to the City of Sanctuary vision of welcome, include the endorsement of [City of Sanctuary charter](https://cityofsanctuary.org/about/) which can be done via signing the City of Sanctuary [organisation pledge](https://cityofsanctuary.org/get-involved/sign-an-organisation-pledge/). | | | |
| 6.1 | Sign the supporting organisation pledge, share your pledge with the wider school community and display your supporting organisation logo. |  |  |  |
| 6.2 | Identify your commitment to becoming a School of Sanctuary on your school website. |  |  |  |
| **7** | ***Criterion 7***: The school publicly highlights its activities in support of welcome and inclusion and works to extend welcome beyond the school gates. | | | |
|  | **Sharing activities and the vision of welcome** | **RAG** | **Evidence** | **Next Steps** |
| 7.1 | Provide up to date information via newsletters and on your website about Schools of Sanctuary and your work towards accreditation. |  |  |  |
| 7.2 | Showcase your work with parents and the local community. |  |  |  |
| 7.3 | 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 |  |  |  |
|  | **Spreading welcome in the wider community** | **RAG** | **Evidence** | **Next Steps** |
| 7.4 | Opportunities are developed to raise awareness around migration issues with parent/carers and the wider school community. |  |  |  |
| 7.5 | The school engages and collaborates with the local City of Sanctuary group and/or other local refugee organisations. The school looks at ways to support their efforts and activities. |  |  |  |
| **8** | ***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. | | | |
|  | **Connect and Engage with the Network** | **RAG** | **Evidence** | **Next Steps** |
| 8.1 | Work collaboratively with other schools who are seeking School of Sanctuary recognition, via Schools of Sanctuary hubs in your area or via EAL/ BME networks. Additional ways of collaborative approaches could be:   * Arrange joint visits or projects with other schools; * Hold exhibition/ performance around the sanctuary theme; * Contribute to the wider Schools of Sanctuary network, through contributing case studies; * Share resources developed (such as lesson plans, powerpoints, workshops and more) with the Schools of Sanctuary Team to share on the website; * Share your achievements with your local council to celebrate the initiative; * Collaborate with other sanctuary awarded organisations (theatres, libraries, shops, etc). |  |  |  |
| 8.2 | 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** | **RAG** | **Evidence** | **Next Steps** |
| 8.3 | Donate or lead fundraising activities for Schools of Sanctuary and/or the local City of Sanctuary group or partner organisation to help secure the sustainability of the stream. |  |  |  |
| 8.4 | Offer to mentor another school that is interested in the award. |  |  |  |
| 8.5 | Participate in the appraisal process of another school’s application. |  |  |  |

Date of initial self-assessment:

Review date: