

SUMMER TERM • EDITION 3

# SCHOOLS OF SANCTUARY NEWSLETTER

The Schools of Sanctuary Newsletter is released every term and shares examples of best practice across schools in the network.

Sign up to receive the newsletter straight to your email account [here](#). Please share stories, resources and ideas for future editions with Megan at [megan@uk.cityofsanctuary.org](mailto:megan@uk.cityofsanctuary.org).

## NEWS FROM THE SCHOOLS

### Stories of Sanctuary from Schools during Lockdown

With schools now re-opened for all, it is nonetheless important to recognise and celebrate the hard work of teachers and school staff who continued to promote sanctuary during very difficult circumstances.

Whilst children across the country were faced with the challenge of remote learning, students from sanctuary-seeking backgrounds were particularly disadvantaged, being more likely to lack access to ICT and internet and families often struggling to support their children's learning as a result of language barriers and a lack of familiarity with the UK education system. Despite these difficulties, many of the schools within our network rose to confront the challenges facing their students and their families..

*Shaw Hill Primary School* in Birmingham pro-actively sought to maintain constant communication with vulnerable families including those with limited English through bi-lingual mentors. In their weekly calls, the school took a holistic approach, recognising that the general welfare and health of families was just as important as the students' learning.

At *Colmers School*, also in Birmingham, staff developed a special EAL priority provision to prevent students' acquisition of English being hindered by the fact they were unable to socialise with their peers and the broader community as much as they usually can.



SEE PAGE 9 FOR THE WINNERS OF  
THE SUMMER SCHOOLS OF  
SANCTUARY COMPETITION



A SUBMISSION BY HANNA (9) FROM ABBEY RC PRIMARY SCHOOL FOR THE SUMMER ART COMPETITION

*Stories of Sanctuary continued...*

Other examples of great work include **Newman Catholic College's** (London) publication of a [literacy newsletter](#) with practical tips and suggestions of resources to help families continue to support their children's improvement in literacy.

Students at **Abbey RC Primary School** in Birmingham, used their time during home learning to write letters of welcome to those who had newly arrived to their local area. Alongside this, staff raised £1865.64 for the "Ration Challenge" campaign providing emergency food, hygiene kits and life-saving support for a refugee camp in Jordan.

In Sheffield, [a coalition of schools, local authority bodies and organisations, including the local City of Sanctuary group](#), are collaborating to develop a wide range of resources and support around migration and education. In lockdown this included a home learning magazine with different activities and recipes shared by people seeking sanctuary.

The SoS team know that these examples are but a few and many other schools have worked to promote sanctuary under very trying circumstances. We want to express our deep admiration and respect for all the teachers and school staff for their outstanding work during the pandemic.

## Welcome to the Schools of Sanctuary Network - New and Reaccredited members!

Despite the considerable pressure facing schools during the lockdown and with home learning, a number have continued to pursue and achieve accreditation and re-accreditation.

A huge congratulations to:

- **Stacey Primary School**, (Cardiff)
- **Adamsdown Primary School** (Cardiff)
- **Oasis Academy Connaught** (Bristol)
- **St Francis' Catholic Primary School** (Birmingham)

and well done **St Mary Redcliffe and Temple School** (Bristol) for completing your accreditation.

We'd also like to celebrate **Fircroft College** (Birmingham) for joining our new FE Colleges of Sanctuary Stream

If you are interested in the newly launched FE Colleges of Sanctuary Stream and want to learn more, please have a look [here](#).

The **Lumen Christ Multi-Academy Trust** in Birmingham has also recently announced its intention to support all eleven of its schools work towards the Schools of Sanctuary Award! Could your school be the flagship model for your academies trust? We would be happy to support you in these conversations - get in touch with us if of interest.



## Carry My Story - A Linking Programme in Kirklees, West Yorkshire

In Kirklees, West Yorkshire, a team of 3 education and community heritage specialists lead a school linking programme with over 30 schools called [Carry My Story](#). Following a process of exploring individual and group identity, the focus for this work has been the collecting and exchanging of personal and local stories. As a pupil said, *"You don't know who people really are or what they go through in their lives until you take time to listen to their stories."*

In 2017, as a pilot project, we introduced a group of refugees and asylum seekers to a school in Huddersfield, to share their life experiences and exchange stories with pupils. It was very powerful and elicited great empathy from the children, so that they wanted to go home and talk to their parents and families about the amazing, resilient and gifted people they had met. The children were challenging preconceptions and negative stereotypes even within their family networks.

Since then, with the generous help and support of Kirklees Council as well as [The Linking Network](#) who fund school linking nationally, every school group has met a refugee or asylum seeker and built a relationship with them. It begins with each person talking to our team about their story, making choices about what they would like to share, decorating a story box and making a tiny book to hold their story. These beautiful boxes are posted to schools and pupils have the pleasure of receiving a parcel and unwrapping the treasure inside.



The children and young people "carry" the story for some weeks with their teachers, collating questions they want to ask, researching the country and culture of the person whose story is shared.

The sanctuary seekers visit the school and pupils are able to ask pre-prepared questions, the depth of which continues to amaze us: *"What gave you the strength to leave your country?"*; *"How have you had to change your identity to live here?"* and from a 6 year old *"How do you stay happy without your family and friends around you?"*





## Carry My Story (continued)...

Children are excited to discover that amongst our group of sanctuary seekers is a biochemist, a chemical engineer, an international footballer, an expert beekeeper, teachers, musicians, a computer scientist, a vet, and an industrial manager.

Following the visits, the children begin to form a creative response to the shared stories that can be presented to parents and fellow pupils in schools during assemblies and with a wider audience at finale events. It is a time of creativity, pride, confidence, empathy, understanding, encouragement and real love. One refugee said *"Today we feel part of a big family. You have helped to create out first happy memory in the UK."*

In spite of the challenges of the past year due to the pandemic, the linking programme is continuing with 32 schools signed up and story boxes being sent out, as I write this article. Some schools are interested in becoming Schools of Sanctuary and we are working with Sanctuary Kirklees to make sure they are supported throughout this process. The benefits of the project have exceeded all expectations. At a time when our communities, our country and indeed the world seem ever more divisive and fractured, this work is more important and relevant than ever!

by Kim Strickson, Monica Deb and David Raven-Hill  
Carry My Story Team

Supported by Kirklees Council, [The Linking Network](#) and [Sanctuary Kirklees](#)

Click on the camera to see a video about the project



## Link to Learn: City of Sanctuary UK's Home Learning Support Project

Thanks to generous funding from the Barrow Cadbury Trust foundation, City of Sanctuary UK was able to run a home learning support project, Link to Learn, from January to March this year, to support families who are seeking sanctuary with remote learning during the national lockdown.

One component of the project, Homework Club, brought together 41 volunteer tutors and 42 families across the UK in weekly online sessions culminating in over 250 hours of tutoring. In Homework Club, a tutor provided individualised support with home learning materials sent by school to the family with whom they had been matched.

The Storybook Sessions were developed in partnership with Pilot Theatre and aimed to be an English language learning resource that was free and easily accessible to New to English families. The Sessions included an engaging pre-recorded storytelling from an actor from [Pilot Theatre](#) which was embedded between videos that first provided language scaffolding to enable families to access the story and then activities to extend and personalise the language content.

As a whole, Link to Learn intended to support families who were new to English continue to develop their language proficiency, while more broadly supporting disadvantaged families to understand and complete the work being sent by schools. These steps are vital to contributing to reducing the achievement gap for disadvantaged learners that has been exacerbated during lockdown.

CoS UK appreciates the participation of the various volunteer tutors and the support of Pilot Theatre for the success of this project. To learn more, see our project evaluation [here](#).



COMMUNITY  
FUND



Barrow  
Cadbury  
Trust



Do you have news from your school you want to share? Please get in touch.

Whether it's a small classroom based task, a whole school event or a school-led activity in the wider community, we want to hear about how you promote sanctuary in your school. Get in touch to let us know!

### Winter Edition: 10 Years of Schools of Sanctuary

For the next edition of the newsletter we want to celebrate ten years since the first Schools of Sanctuary. Did your school first get the award in 2015 or before? What has changed since then, how do you approach sanctuary today and why does it remain important to promote sanctuary in school? We would love to hear from teachers and students and recognise your continued commitment to the Schools of Sanctuary movement. Please get in touch with Megan at [megan@uk.cityofsanctuary.org](mailto:megan@uk.cityofsanctuary.org) for more information.

## Resources

### Lost Wor(l)ds

LostWor(l)ds is a fantastic website packed full with activity ideas and resources to promote multilingualism through a focus on nature and sustainability. With activities aimed at both multilingual and non-multilingual learners, the various activities can enable multilingual learners to use their language skills in school and more broadly raise awareness of the value of multilingualism amongst all learners. For more information, see [here](#).

### Anti-Racist School Award

Leeds Beckett University have recently launched the Anti-Racist School Award, a process in which schools are supported to develop a holistic to approach anti-racism in their school and recognised for their achievements. See more [here](#).

### NaTakallam (We talk)

NaTakallam offers displaced people across the Middle East and North Africa income opportunities to deliver language-based services. Most recently this includes language or cultural exchange programmes for schools in the UK and US led by conversation partners in the Middle East and North Africa. Scholarships are available. If interested in bring NaTakallam into your classroom see [here](#) and sign up [here](#).

### The Man Who Fell From the Sky

A short documentary outlining the remarkable true story of the most extreme journey ever made by a human being. In 2015 two men stowed away in the landing gear of a British Airways flight from Johannesburg to Heathrow. One of them fell to his death in Richmond - making worldwide headlines - but miraculously his companion survived an 11 hour flight with temperatures reaching -60C.



Film-maker, Richard Bentley, sets out to uncover who they are, how they got on the plane and why they decided to undertake such a dangerous and desperate mission, but faces obstacles as the authorities try to stop him from delving into this subject. His five year search for answers plays out against a global backdrop of the worst migrant crisis since World War Two and increasingly divisive attitudes towards immigration.

A great resource for secondary students and a starting point for discussions on how and why people make dangerous journeys to the UK and hostile border policies. We are working to develop related resources to support teaching so watch this space. Until then the documentary is available on [All4](#).

## CPD Opportunities

- **Babcock LPD:** [Closing the EAL Gap](#) (18/05 @ 9.30am)

Online training half-day event on teaching strategies to close the gap widened by remote learning.

- **The Bell Foundation:** [Teaching Assistants: working with learners using EAL](#) (19/05 @ 9.00am)

An online training event for TAs.

- **Oxford Brookes:** [Multilingual Learners: Every Teacher is a Language Teacher](#) (26/05 @ 9.30am)

A full day (free) online training for teachers to learn more about teaching in a bi/multilingual classroom.

- **The Bell Foundation:** [Supporting new arrivals who are New to English](#) (21/06 @ 9.00am)

An online training event for teachers.

- **Show Racism the Red Card:** [Promoting Equality and Tackling Racism in School](#)

An online teacher training course helping to raise awareness of racism in schools and how to deal with racist incidents.



## Topic of the Term

A point of reflection for schools.

### Inclusive Uniform Policies

School uniform is often considered central to promoting equality and cohesion in school - but with recent public controversies (see [here](#) and [here](#)), all schools should reflect on how inclusive their uniform policy for all students in the school community.

For female Muslim students, common uniform rules stipulating knee-length skirts or trousers, and requiring them to tuck in shirts, may oppose preferences for modest dress. Equally, in PE, instead of shorts and t-shirts, allowing jogging bottoms or layered t-shirts and long sleeve vests may make students feel more comfortable, whilst the option to wear white hijabs in summer can help students remain cool.

Black students also often face discrimination in uniform rules, with hair regulations particularly targeting Black hair styles. [The Halo Code](#) which can be adopted by schools, works to combat this by explicitly protecting those with natural hair and protective hairstyles associated with their racial, ethnic, and cultural identities.

In the push for inclusive education, ensuring that school uniform requirements are appropriate and respectful of all students is one aspect that has been long overlooked and yet must be addressed.

## Upcoming Events

Opportunities to engage

### Refugee Week in Schools

6th May @ 16.15

An online webinar held by Refugee Week and Schools of Sanctuary UK to inspire engagement with Refugee Week in schools. Including examples from schools across the UK. Join [here](#).

### Gypsy, Roma Traveller History Month - June

An opportunity to learn more about the GRT peoples, who continue to experience some of the highest levels of discrimination, and combat commonly held misconceptions. A post sharing resources soon to be added to the SoS website.

### A Day of Welcome - 11th June

An online event sharing ideas, resources and activities for different age ranges by Norfolk Schools of Sanctuary, Special activities available for schools in Norfolk, Essex and Cambridgeshire. More information [here](#).

### Refugee Week 14th - 20th June

A slew of events (available this year virtually) coordinated by Refugee Week leading up to World Refugee Day on the 20th June. More information [here](#).

### What is a School of Sanctuary? - 29th June @ 16.00

A recap of the process of becoming a School of Sanctuary and explanation of the Learn/Embed/Share criteria. This webinar will also include contributions from schools across the network and details from the new Resource pack! Register [here](#).

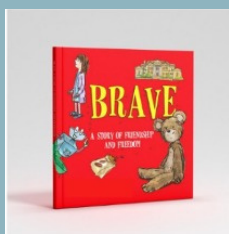
# Book Club

## Primary

"Brave" is a children's story book from the [Brave Bear Trust](#) which aims to appropriately engage children aged 8 to 10, with the very real issue of exploitation. The book is ideally to be read alongside a trusted adult to discuss a sensitive issue in a child-friendly way.

The book focuses on the experience of Bella, whose vulnerable mother is tricked into allowing her to be trafficked overseas. She is finally rescued from those who are exploiting her through the

intervention of her precious teddy Brave and a caring coffee roasting machine named Rory.



## Secondary

"This Book is Anti-Racist Journal" by Tiffany Jewell is a fantastic, accessible resource for starting to discuss anti-racism with secondary age students.



The companion to "This Book is Anti-Racist" which teaches readers about how racism manifests in today's societies, the journal includes 50 different engaging and creative activities, forming a toolkit for readers to learn, grow and act.

We suggest steadily working through this book in form time or during PSHE classes to help students reflect on antiracism and empowers them to act in effective and considered ways.

## For teachers and older teens...

"Dina Nayeri's "The Ungrateful Refugee" is a must read for more critical understandings of the diversity refugee experiences and the trope of the 'good refugee/immigrant'. In the book, Nayeri weaves together her own story of seeking asylum with those of others more recent journeys, and in doing so counters narratives of a 'swarm' of a immigrants with the personal stories of people who have overcome great odds to arrive in a place of safety, only to face hostility and pressure to adopt certain behaviours. A great starting point for discussions on inclusion, welcome and safety.



## COMPETITION CORNER

### Summer Edition Winners

#### Primary Winner



KEGAN,  
PAIGE, JAKE,  
DWAYNE, MAX,  
GRACE (KS2) AT  
WELSH HOUSE  
FARM PRIMARY  
SCHOOL

#### Secondary Winner



ANDREEA (14) AT  
COCKSHUT HILL  
SECONDARY  
SCHOOL

#### Some runners up



THOMAS (6) ABBEY RC  
PRIMARY SCHOOL

JAHNAYAH, MUSTAFA,  
DAVID (KS1), WELSH  
HOUSE FARM PRIMARY  
SCHOOL



KEY WORKER  
CHILDREN, ST CLARE'S  
PRIMARY



SAVERA, ST CLARE'S  
PRIMARY



#### Winter Edition Competition

In celebration of ten years of Schools of Sanctuary in September and linking to City of Sanctuary UK's week of Celebrating Sanctuary from the 19th-25th April, the competition for the next edition of the School of Sanctuary Event is to create a 30-60 second video explaining what sanctuary means to your school. The video can be live action or stop motion but if including images of children please ensure you have the consent of the parent/carers of all the children visible in the video.

Up to three submissions per school will be accepted and submissions will be judged on the ideas expressed and creativity of the video. There will be a winner for the primary and for the secondary categories. Winning videos will be shared via link in the next edition and via social media. To submit, send your video to [Megan@uk.cityofsanctuary.org](mailto:Megan@uk.cityofsanctuary.org) with the names and ages of students involved by the 12th July.

## Connect and Engage

### Schools of Sanctuary Website

http://



The Schools of Sanctuary [website](#) has a wealth of information and resources for those interested in becoming a School of Sanctuary and for those who have already been recognised to continue to learn and embed positive policies and practices. We're constantly updating so check back regularly for the latest. If you want to be notified of the latest updates, resources and events join our jisclist mailing list [here](#).

Want to know more about a certain topic or in need of a particular resource? Get in touch with Megan at [megan@uk.cityofsanctuary.org](mailto:megan@uk.cityofsanctuary.org) and we will see if we can share or develop something to help you.

### Connect with Schools of Sanctuary

Follow us on [Facebook](#) and our new [Twitter](#) account for the latest news, events, resources and to keep us informed about the your work promoting sanctuary!



### Connect with City of Sanctuary UK

Follow City of Sanctuary UK on [Facebook](#) and [Twitter](#) for news across the network and to learn more about working to make the UK a place of welcome, safety and respect.





Schools of  
**Sanctuary**