**Application Review Form**

*To be completed by the Local Lead and appraisal team*

| **Application Information** |
| --- |
| School Name: | Bourne School | Lead Contact: | Anne Flude |
| Date application submitted: |  05/05/22 | Date application resubmitted (if applicable): | N/A |
| Date of application review: | 27/5/22 (ST) | Date awarded: |  |

| **Overview of Application Feedback** |
| --- |
| Bourne School’s application clearly reflects a school living the ethos of sanctuary and working hard to make sure that students feel supported, welcomed and represented in school. The school’s efforts clearly demonstrate a commitment to developing staff and student understanding of the experiences of people seeking sanctuary and connecting the school with the wider community, both through innovative approaches to parent/carer engagement and developing close and supportive relationships with local refugee support organisations. We are also impressed with the school’s various provisions and practices to meet the needs of their diverse student community.In order to be recognised as a School of Sanctuary the school needs to reference CPD opportunities that have been offered/ delivered for staff to further develop expertise in the relevant areas (such as: EAL/ trauma-informed practice/ cultural competency / antiracism/ refugee education specific course). This can have happened in the past year, but ideally the school should mention plans to develop this in the coming academic year too - does anyone have relevant CPD mentioned in their performance management? Has the EAL team been assigned to deliver training in upcoming inset days? Are you taking advantage and sharing with staff relevant training offered by the Bell Foundation or REUK? After being awarded, we suggest the school draws on the additional feedback and suggestions mentioned in this feedback form to guide plans over the next few years and develop practice and provision. We should also seek to discuss options for supporting a future Sussex network of Schools of Sanctuary. The school should also consider ways to explore the diversity of experiences of people seeking sanctuary in the UK, hearing their stories from their own voices, whilst looking to share what they have learnt and the vision of welcome with parts of the local community that are not already connected with the refugee sector - as the centre of our communities, schools have a powerful reach to involve those otherwise not engaged or interested in the sanctuary networks.  |

| **Application Review** |
| --- |
| **LEARN CRITERIA** |
| ***Criterion 1: Training and education opportunities are provided for school staff & management on refugee, asylum and migration issues.*** |
| **Evidence and Examples from the School:** |
| 1. Staff have had multiple opportunities to develop their understanding of the asylum process by attending sessions with the Sanctuary Lead at school and a representative of a nearby refugee-support organisation. These sessions have tackled both use of language and terminology but also the experiences of people in the asylum process in the UK and challenges they face. Really comprehensive!
2. The application references a number of specialist staff who work together within the inclusion team.
3. Extensive EAL provision in the school has resulted in comprehensive training for staff on this subject; they also enjoy close partnering with local LA EAL staff and have a dedicated room for EAL.
 |
| **Areas for Development/Suggested Next Steps:** |
| * Interested to know what other aspects you hope to cover in the asylum-awareness raising sessions for staff. Really very impressive provision.
* What CPD opportunities are provided/ taken by the specialist teams of staff mentioned (EAL/learning mentors/ CBT practitioner/ School Counsellor)? What opportunities are taken for these staff to share their specialist knowledge with the rest of staff - is there staff training session on EAL/ trauma-informed practice/ antiracism etc? Do any members of staff have CPD in relevant areas referenced within their performance management? Have any staff attended relevant events/ webinars.
 |
| ***Criterion 2: Evidence of refugee/asylum/migration learning activities are included into school life and at least one example in the curriculum, across the key stages.*** |
| **Evidence and Examples from the School:** |
| 1. Assemblies: what is the meaning of sanctuary with an external speaker from a refugee-support organisation. Assemblies have included what is a SoS and the meaning of this for the school. Notable sensitivity was taken to support a new Ukrainian pupil in the course of most recent assemblies.
2. Curriculum: clearly mapped through each year group and drawing on subject areas such as English, PSHE, RE and history. We were really impressed with how storybooks were used as a foundation to jump into a greater exploration of sanctuary and migration themes. Very clearly presented.
 |
| **Areas for Development/Suggested Next Steps:** |
| * What opportunities have students had to hear from people with lived experience/ explore the diversity of experiences of people seeking sanctuary?
 |
| **EMBED CRITERIA** |
| ***Criterion 3: The School must demonstrate how it has embedded the concept of welcome and inclusion in the school.*** |
| **Evidence and Examples from the School:** |
| 1. Language/ Diversity Representation around school, languages embed within school life - book selections and register answering.
2. Bilingual Support Officers.
3. Learning Garden - love this framing of a place where learning can flourish. Very positive and empowering
4. Comprehensive schools admissions/new arrivals process that is well thought out
5. School of Sanctuary will be mentioned in the ABC of Bourne School pack
6. The School has established a fantastic ‘Linked Up’ project which aims to connect parent/carers, particularly those who share languages in coffee meetings and the playground.
7. The school has an equalities and anti-bullying policy.
8. The ethos of the schools as stated on the website links closely to its SoS work
 |
| **Areas for Development/Suggested Next Steps:** |
| * We would be interested to know if the Linked Up project helps to connect newly arrived/migrant families with non-migrant families and help build these kinds of connections and networks of solidarity. Is this something you could develop? Can you think of ways this could be enabled?
* Have you considered developing an EAL/Multilingual policy which aims to put into words the vision of your school with regards to supporting and empowering multilingual learners? This can help to identify areas of improvement and also what capacity/ resources/ training needs to go to who and where.
 |
| **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.** |
| **Evidence and Examples from the School:** |
| 1. The school celebrates numerous annual celebrations including Black History Month, LGBTQI month and religious holidays.
2. The school’s Refugee Week plans are focused around the theme of healing and will involve a task of making a heart, breaking it and putting it back together. Students’ will also do a task around recognising their own resilience and supporting their transition into the next academic year. A really thoughtful, practical and considerate idea - we are impressed.
 |
| **Areas for Development/Suggested Next Steps:** |
| * Love the Refugee Week theme - could the hearts be decorated in orange to link to the Together with Refugees symbol? This would be a really powerful visual we would love to share!
* Another idea around the theme of healing would be donating and collating self-care packs that can be donated to a local refugee support organisation to be gifted to the people with whom they work. This would ensure your activities for Refugee Week have a practical act of support and solidarity for people with lived experience. Perhaps each pack could include a healed orange heart with a message of solidarity from students?
 |
| **Criterion 5: Commitment to supporting age-appropriate active pupil voice on sanctuary and welcome/welcoming activities in the school** |
| **Evidence and Examples from the School:** |
| 1. The school has a buddy system which puts students in a position of leadership in building sanctuary for new peers.
2. The school has plans to further develop the buddy system and work with the school council to take ownership of the school’s ongoing drive around sanctuary.
3. The school is planning to help students develop as young leaders and their first activity will be to write to their local MP and councillor to tell them about their School of Sanctuary journey, what they have learnt and why they think it is important. This is a wonderful way to support students to become active citizens.
 |
| **Areas for Development/Suggested Next Steps:** |
| * In your letters, why not invite your MP/Local Councillor to your school’s (upcoming!) School of Sanctuary award ceremony?
* Perhaps encourage students to develop their fundraising ideas for local refugee support charities as a way to further extend welcome.
 |
| **SHARE CRITERIA** |
| ***Criterion 6: A public commitment to the City of Sanctuary vision of welcome, including the endorsement of City of Sanctuary charter which can be done via signing the City of Sanctuary organisation pledge. This pledge should be included on the school’s website and in a public space in the school.*** |
| **Evidence and Examples from the School:** |
| 1. *Check they have signed the organisational pledge* [*here*](https://data.cityofsanctuary.org/supporting-organisations) *(NB: This is required)*
2. The school has signed the supporting organisation pledge and displayed it on the school website.
 |
| **Areas for Development/Suggested Next Steps:** |
| * Why not have a ‘Sanctuary Board’ in school where you display a fact a half term about asylum, your school’s pledge as a SoS, the latest activities you have done around sanctuary and ask students to answer a different question every term/ share their thoughts?
 |
| ***Criterion 7: The school publicly highlights its activities in support of welcome and inclusion. This can include social media/website posts, school newsletter updates or attending regional activities or meetings but should also reflect its efforts to share welcome beyond the school gates and engage with the wider community. NB. Once a school has achieved a sanctuary award, we expect schools to include the Schools of Sanctuary logo and a link to the Schools of Sanctuary web page on their website*** |
| **Evidence and Examples from the School:** |
| 1. The school is working to share its efforts with parents/carers and the wider community. They do this primarily on the Friends of Bourne School Facebook page and via sharing flyers in the playground and by email.
 |
| **Areas for Development/Suggested Next Steps:** |
| * We would love to know how you can involve parents/carers via the Linked Up coffee mornings, inviting parents in for awareness-raising assemblies etc. This could be a best practice which gets shared across the wider SoS network.
* Moving forward opportunities to share art work or creative pieces around sanctuary themes in local libraries/ museums/ galleries are other great opportunities to share with the wider community its efforts on welcome.
* Your school should also consider alternative ways to support people seeking sanctuary in the community - can you volunteer/ fundraise/ develop support packages/ offer school space for activities for local refugee support organisations?
 |
| ***Criterion 8: Commitment to on-going engagement with the Schools of Sanctuary stream.***  |
| **Evidence and Examples from the School:** |
| 1. The school is keen to support other schools in the local area to become Schools of Sanctuary by offering training and resources.
 |
| **Areas for Development/Suggested Next Steps:** |
| * Perhaps it is worth building a team in Sussex to support the development of a local network and manage local appraisal processes: perhaps the Sanctuary Lead, someone from NetworX and the EAL team? If you could facilitate a meeting to discuss this, it would be fantastic!
* If you are able to share some photos with us of the Refugee Week art piece that would be wonderful to share across the network on social media.
 |