A School of Sanctuary is a school that is committed to being a safe and welcoming place for all children including migrants and refugees.
In 2022, we were very proud to become the first School of Sanctuary in Suffolk!
We are thrilled to announce that we are the first School of Sanctuary in Suffolk. This award recognises the work that we do to promote inclusivity and amplify the fact that we believe that diversity is a strength. A School of Sanctuary is a school that is committed to being a safe and welcoming place for all including migrants and refugees. Multiculturalism and equality are at the heart of our curriculum and we value the importance of representation across all subjects. We believe that every child should see themselves represented within the books that they read and we also value the importance of using literature to expose the children to a host of nationalities, family dynamics and religions.

Pupils in our school strive to include everyone, no matter where they are from, or what their circumstances are. We teach our children about the difficulties that people experience around the world which builds empathy and understanding. We embrace books that break stereotypes and address misconceptions to ensure that when pupils leave our school, they have a broad understanding of the wider world as well as their own culture and identity.
We surveyed our school community to see which languages are being spoken at home. We think there are 10 languages being spoken across the school. Lots of families also told us about how their grandparents have migrated to the UK. Teachers are working hard to ensure that the children see themselves, their culture and their family history represented within our school curriculum.
We created a central display in our school hall to showcase our School of Sanctuary work.
School Trips
Year 6 visited Cambridge Eco Mosque

They learnt about the Silk Road migration routes within a museum situated within the mosque. The children were able to explore this special building and were able to ask questions to their Muslim tour guide.
We will be kind to you
Everyone will care for you
Lovely people will treat you fairly
Come and play a game with me
Open arms will cuddle you
My friends will be nice to you
Everyone will support you
Hazel Class read Shukria’s poem about how she was forcibly displaced due to war. She struggled to feel at home in her country. Hazel Class used this poem as inspiration for their own poetry. They wrote poems about how the Windrush generation might have felt when they first arrived in England. One of these poems can be read on the next slide.

Healing Classrooms Training

Miss Kay and Mrs Renwick attended training led by the International Rescue Committee. They have used ideas shared within the training to ensure that the classrooms at Wood Ley are places of healing, safety and sanctuary for all pupils.
Windrush Poem

Last year, I climbed exotic fruit trees, 
This year, I clamber blood-red double decker busses, 
Death traps which move before I’ve taken my seat, 
I find a seat and feel dozens of eyes glaring at me, 
People stop and ask me questions 

Couldn’t you have made a better life in Jamaica? 
Isn’t it time you went home? 
Where are you really from? 
I feel a hand on my dreadlocks 

Racism: we can’t put a plaster over this gaping wound 
When will they understand that these questions are xenophobic? 
Why can’t they look into my eyes and see my pain? 
My heart is bruised, aching and sore. 
Missing my homeland 

In Jamaica, my community shouted, “hello”, “wah gwann” on every street corner, 
In this urban jungle, people turn away when I greet them, 
The Mother Country promised to welcome me with open arms, 
Employment and accommodation would be plentiful they said 

Empty promises. 

Clapham Tunnels: my new home 
A burrow which belongs in the past 
A derelict bombing shelter: my new home 
Back home, Calypsonian music flooded the streets, 
Now all I hear is the 

Thud 

Thud of raindrops 
Last year, I demolished succulent mangoes and fried plantain, 
Spicy Pepper Pot Soup danced around my taste buds, 
In this new land, every plate is beige, beige, beige… 
Beige porridge 
Beige potatoes 
Beige bread 
Not exactly flavoursome 
Last year, the sun stroked my face 

This year, the only warmth comes from my cheeks burning when they stare 
A permanent picture has been painted in the sky 
Bleak clouds that refuse to allow the sun to show its face 
Sam King paved a way for my voice to be heard 
For my culture to be celebrated 
The first black mayor of Southwark 
And the founder of the Notting Hill Carnival 
After we disembarked the Empire Windrush, 
We helped to rebuild the infrastructure after the war, 
Migrants are now the beating heart of the NHS 

Communities now rejoice annually 
During Windrush Day 
When we vocalise that we are welcome here 
This is our home 
History will repeat itself 
If we don’t drown out dehumanising views 
We shouldn’t have to fight to express that our lives matter 
So show solidarity to unite our community 
I was a songbird whose wings had been ripped off 
Now I fly freely because I have finally found my nest 

By Ruben, Natalie, Ethan, Oliver M, Brooke and Alfie 
Year 6
Exploring Poetry in UKS2
‘Refugees’ Poem
by Brian Bilston

They have no need of our help
So do not tell me
These haggard faces could belong to you or me
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(now read from bottom to top)

Wood Ley children “are accepting of individual differences and are keen for everyone to be involved in the life of the school”
Ofsted report, 2021
Brian Bilston’s poem ‘Refugees’ initially feels xenophobic. The author describes persecuted people as being ‘scroungers’ and ‘layabouts’. In my opinion, this language is dehumanising. Refugees are assets to our community; they are not burdens to our society. Diversity is a strength within our society. We benefit from migration and other culture’s contributions on a daily basis. Our diets are dynamic, our number system is based on Arabic numerals and we are dependent on the medical contributions of people outside our country’s borders. Despite this, refugees have often endured horrific trauma. We don’t just open our doors because they could make outstanding contributions. **We show solidarity and kindness because it is the right thing to do.**

Frasier, Year 6
Wood Ley Primary School, 2022
Afghan Kite Poetry

“I dream of a time when the only
camps are holiday camps,
And poverty-ridden refugee camps
are only read about in history
books”

“I dream of a time when the only
blades are blades of grass”
Afghan Kite Poetry

“I dream of a time when illiteracy rates plummet”

“I dream of a time when xenophobia is only read about in history books”
“I long for a time when everyone can walk the world freely”

Our school values tree
“I hope for a time when the only chains are paper chains, When the only camps are holiday camps, When the only tanks are tanks of water, And when the Taliban are only mentioned when they give freedom to women in Afghanistan”

“I dream of a time when parents don’t have to put their parents in boats because they are safer than the land”
“Let refugees in your home,
Some are all alone!
They just want a home,
Some had to walk to swim,
Yursra saved 20 people
She did refugees proud
And got a roar from the crowd”

Yursra Mardini Poetry
Beech Class
Oliver S
“In Syria, bombs fall like rain,
It is not safe for them,
Try to give them a home,
Some are all alone,
Just think of all that pain,
Put all that pain away
Throw it down the drain
Just like tears and fears
So her dream would come true
Of being a super crew
Just a girl
Just a teen
At the Olympics in 2016
She is strong and a swimming teen”
Afghanistan

I beg for a time
When the only camps are holiday camps
When refugee camps are only read about in history books
When the only barrels are barrels of wine
When the only bangs are pretty fireworks
Illuminating Kabul during Nowruz

I wish for a time
When illiteracy rates plummet
When wonderful women’s education soars
When we listen to women once more
I dream of a time when all girls can access education.

“I learnt that Afghanistan is more than a warzone. The culture is interesting and the country is full of people with dreams of a brighter future.”

By Lily
Sanctuary Tapestry
“I long for a time when poverty is only read about in History books”

“No one puts their child in a boat unless it is safer than the land”
“If you needed to run, I would be the sun to light your way”

“In the dark, I’ll light your way”
Thank you to Rebecca, from Suffolk Refugee Support, for presenting our School of Sanctuary award to us in a special assembly. Rebecca told the children about the vital work that her team does in Ipswich to support refugees.
Ivy Scott, Windrush Research and Exhibition Lead and Derrick Thomas, an Ipswich Windrush Elder visited the Year 6 children who had recently read ‘Windrush Child’ by Benjamin Zephaniah. Derrick is such an inspirational person so he was asked to carry the Olympic torch in 2012. The children were surprised to hear about the racism that Derrick experienced when he first came to the UK. The children presented their Windrush poem that they wrote collaboratively in their English lesson to the visitors. They were so touched by their words and have requested to display the poem in an exhibition in Ipswich to mark the 75\textsuperscript{th} anniversary of the Windrush generation coming to the UK.

“You can’t invite people and then chase them back home!” Derrick Thomas

We enjoyed trying plantain!
We met Peter Lantos (a Hungarian Holocaust survivor) virtually. We were very saddened to hear about how he lost 21 members of his family in concentration camps.

Peter was awarded the British Empire Medal in 2020 for 'services to Holocaust education and awareness'. He is one of the last of the generation of survivors and has recently published a children's book which will serve as a testimony to his experience.
Mrs Aslan read ‘The Room on the Broom’ in Turkish to KS1. The children enjoyed trying Turkish delight and pomegranate juice.
We met Ian Eagleton, author and teacher, virtually to celebrate LGBTQ+ History Month. Ian’s children’s books feature LGBTQ+ protagonists.
Ian told us about The Stonewall Inn which is in New York. It is the site of the Stonewall rebellion of 1969, which is widely considered to be the single most important event leading to the gay liberation movement and the modern fight for LGBT rights in the United States. The LGBTQ+ community stayed true to themselves which inspired many trailblazers and change makers.
Even here in the UK it was a crime to be gay until 1967! A piece of legislation called Section 28 banned places like schools and libraries from "promoting homosexuality". This meant that school teachers were effectively banned from talking or educating people about homosexuality. Homosexuality is when a person has a relationship with someone of the same gender. We discovered multiple books on our classroom bookshelf which would have been banned from classrooms prior to 2003. The law was unclear about what "promoting" gay relationships meant, so many teachers were scared to talk about homosexuality, even to help their students, in case they were breaking the law.

It meant that children and young people growing up in the 90s (including our teachers) didn’t see or hear about same-sex relationships, whether that was in books or in lessons. The lack of acceptance in everyday society meant that homosexual people felt isolated. It also meant homophobic views were made worse and gay people were very frequently bullied and tormented.
As a School of Sanctuary, we thought about the people who are persecuted for their sexuality across the world in 2023. We know that people from the LGBTQ+ community have the legal right to claim asylum under Article 14 of the Universal Declaration of Human Rights which states that everyone has the right to seek asylum and live a life free from persecution.
LKS2 Indian Dance Workshop
Community Exhibition
The children made welcome cards for Afghan refugees who have recently resettled in Suffolk. These cards are displayed centrally at Suffolk Refugee Support’s office in Ipswich. They are also given to newly-arrived refugees to show them that they are welcome in our county.
In Foundation Stage, the children have been reading a book called ‘There’s a Boy Just Like Me’ by Frasier Cox. The author, who has autism, wrote this book when he was just 9 years old. It amplifies the fact that despite different cultures, we should all be treated with respect. It reminds readers that in finding common ground, we can all find hope in the friendships we make. The children were so inspired by this story. They wrote friendship poems after discussing what it means to be a kind and considerate person. The children also spoke about how they would welcome a refugee if they were to visit or join their class.
Foundation Stage
How would you welcome a refugee in your class?

"It's nice to make people laugh," said Merwyn.

"If they don't have any friends to play with, let them play with you," Jack kindly said.

"If your friends are hurt, give them a cuddle," said Isabella.
The children wrote welcoming words on spoons to add to their friendship recipe.
The children were invited to contribute recipes to our school cookbook. The book amplifies the diversity of dishes that the children have at home. Food reminds us that diversity is important most people benefit from foods from other cultures on a daily basis.

Did you know?

M&S was founded by a refugee called Michael Marks who was a Polish Jew. Patak’s is a UK bran of Indian-style curry pastes, sauces and spices. It was founded in 1957 by husband-and-wife team Gujarati-British entrepreneur Lakshmishankar Pathak and Shanta Pathak who come to Britain as refugees from Kenya.
Little Miss and Mr Kind to Refugees

Cedar Class wrote their own books based on the 'Little Miss' and 'Mr Men' series. Their books highlight how to show kindness and solidarity to refugees in our communities.
He had to leave his country because it was unsafe to stay.

Little Miss Kind to Refugees says she would love to be friends.

Cedar Class have written their own Little Miss or Mr Men books.

Little Miss worry is worried that the smiling person won't want to be her friend, but Little Miss Kind to Refugees says she would love to be friends.
Little Miss Refugee is frightened when she goes to school because she doesn’t understand the language.

Everyone helps Little Miss Refugee to learn the new language. She feels happier.

Their Mr., or Little Miss Kind to Refugees stories, highlight how we can all try and help refugees.
International Women’s Day

Poplar Class have been amplifying famous refugee’s stories. They learnt about the amazing contributions that migrants and refugees have made. They designed and made a fabulous dress to display their research.
We keep the children updated about conflicts around the world. We also teach them about how to protect themselves from news that might upset them within their computing curriculum.
If you need a friend, come and join our game.

If you need a family, we will take you in.

Be happy.

WELCOME REFUGEES

If you were new in school, we would show you the way.

Welcome: Hope gaidin = turkish
Welcome: Morabon = Arabic
Welcome: Kaluga = Russian
Welcome: Irresi = Italian
Welcome: Weling = Hawaiian
Welcome: Mar sind = multilin
Welcome: Haljins = multilin

If you are feeling alone, the arms of the class will be around you.
Maple Class have been learning about animal migrations in their Science lessons.
“All around the world, animals are moving from one place to another, making regular journeys called migrations. But why do they make these amazing and often dangerous journeys?”
Emperor penguins have to travel 14,000 km to find fish and they can dive to 500 m to catch fish. They can have up to 6 babies.

Christmas Island crabs

**THE RED SWARM**

Every year Christmas Island is the site of an incredible migration. At the start of the rainy season, millions of red crabs make their way to the sea to lay their eggs. The crabs spend most of the year in the forest feeding and hiding from predators. The young crabs emerge from the sea and start their walkback to the forest. Crabs work in huge swarms, crabs can be orange, pink or red.

Monarch butterflies

Monarch butterflies fly from Canada, and the mountains of Mexico to high in the mountains of Mexico, Mexico, Mexico...
We’ve been repurposing outdated maps. The children have been learning about countries which have changed names and the reasons for this. They’ve also been comparing outdated maps with modern maps to see how borders have changed over time.
The Refugee Olympic Team
We have been exploring these key questions:

What is a refugee?
What is the difference between a migrant and a refugee?
What do refugees look like? Can you tell?
What difficulties do refugees face?
Where do refugees come from?
What stereotypes do some people have about refugees?
Can you tell me about conflicts that are happening now?
Can you tell me about a past conflict which forced people to migrate?
What can be done to support refugees?
What would you do to support a newly-arrived refugee at our school?
The children have learnt about past and current conflicts. They have explored how forced displacement has devastated communities across the world.
REFUGEE!

A Refugee is a person who is forced to leave their home due to conflict or persecution.

Turkey is the biggest destination country in the world for refugees.

The situation is worse in Syria, where the conflict has dragged on for years.

Syria's neighbors have taken in hundreds of thousands of refugees.

It's hard to imagine living in a world where you have to leave your home because of war.

Some people have been forced to flee their homes multiple times.

Among those refugees is...
Fundraising and Grants
We raised £534.62 for the victims of the Turkish and Syrian earthquakes.
We dressed in the colours of the Turkish and Syrian flags to show solidarity to the victims of the earthquake. We sold second-hand books and cakes to raise money.
The charity that we have been fundraising for (Choose Love)
Support the White Helmets. White Helmets volunteers saved almost 3,000 people from the destruction caused by the earthquake in Turkiye and Syria. Now they start the next phase of their emergency response: recovery and rehabilitation.

Our teachers also have a snack box in the staffroom. If they choose a snack, they donate money towards Suffolk Refugee Support.
We are very grateful to have received a grant from the Local Authority. This grant will provide a Yoto machine for each class and an abundance of story cards. A Yoto machine is a screen free device which plays audio stories. We think these devices will be extremely beneficial to all of our pupils but hope that they will also provide additional modelling of the English language through storytelling for our EAL pupils.

We have also been awarded money to fund additional devices and blank story cards. We hope to engage migrants and refugees in our community to record dual language stories. We hope that this School of Sanctuary project will benefit refugee children across Suffolk who will be able to borrow the devices through our scheme when it is established in order to enjoy a story in their home language.
Raising Awareness
Christmas Tree Festival

We made solidarity-themed Christmas decorations and displayed them in St Peter and St Mary’s Church in Stowmarket during their Christmas Tree Festival.
We set up a trail in Stowmarket. Local businesses displayed posters to show solidarity to our local refugee community.
Goodbye Turkey, Hello Turkiye!

Year 6 were surprised to hear Turkiye being referred to by its redundant name on Newsround. The children decided to write informative letters in an attempt to encourage the news channel to pronounce the country’s name accurately.

They enjoyed trying Turkish delight while writing their letters!
The children learnt to playground game called Jozbazzi. The play leaders have received additional training about games that are popular in other countries.
Why was the World Cup Controversial?
The people who worked on the stadiums for the World Cup in Qatar were mostly from outside of the country. Roughly 30,000 people from countries such as India, Bangladesh, Nepal and the Philippines built seven new stadiums from scratch, as well as new hotels and roads in the country.
Qatar's labour laws known as the 'kafala system' allow businesses or business owners in Qatar to take workers' passports and stop them leaving the country. Human Rights organisations such as Amnesty International say that as a result, since 2010, hundreds of thousands of these workers have faced human rights abuses and exploitation in difficult working conditions with little pay. The children explored the benefits and controversy surrounding this event. When we watched a match in school, we recognised lots of players with refugee backgrounds living their dreams.
We invited parents and staff from Suffolk schools to view our exhibition. We were very grateful to everyone who bought books and cakes at these events. The money raised will go towards the victims of the earthquakes that have devastated communities in Turkiye and Syria.

Miss Kay delivered a presentation to Suffolk schools and the Local Authority to showcase the work that we have been doing,

“Thank you for providing us with so many ideas which will help us to diversify our curriculum in our own school. We love that every child sees their culture represented at Wood Ley. What a great display you have put together!”

Feedback from a Deputy Headteacher working in Suffolk
Our EAL ambassadors created fantastic presentations to share their amazing knowledge about countries that they are connected to in the world.
We’ve increased the number of books and resources that we have in other languages. Can you spot the copy of the Gruffalo in Scots and Super Potato in Turkish?
“I would welcome a refugee by playing with them. I would welcome a refugee by ‘letting them’ come to my house.”
Curriculum Updates
KS1 read a story called 'Beegu'. They thought that she might have feelings similar to how a refugee might feel when they first arrive in a new country.
Year 5 learn about Gypsies, Travelers and the Roma community. They talk about traditions, history, culture and stereotypes that some people have about these communities. They also discuss nomadic lifestyles and migration routes taken. They explore books written by Richard O’Neill who is from the GRT community.
Year 6 have been learning about the Trail of Tears: the forced migration of Native American Tribes during colonisation. They have access to a bespoke vocabulary vault which can be used as a reference throughout this area of study.
Acer Class have been reading a book called ‘Kankush’ which tells the true story of a Syrian family who lose their cat while trying to seek sanctuary. Remarkably, they are reunited despite the fact that they live in different countries.

Acer Class have been plotting the route that Kankush and his family made on a map.
Cherry Class have also been learning about the Windrush. They were saddened to hear that Floella wasn’t always treated with kindness when she first arrived in England. They decided they would have welcomed Floella if she had joined their class.

“Come and play with us Floella. You can be our friend Floella!”
Year 6 painted this fantastic mural after reading Windrush Child by Benjamin Zephaniah. The book encouraged them to explore racism further by discussing institutional racism. This unit of study also highlights the incredible contributions that the Windrush community have made to the UK.
The children have access to a bespoke booklet to use as a reference throughout this topic.
Year 6 have been learning about the history of Afghanistan. They were surprised to learn about the ongoing conflicts are realised that many refugees spend decades living in refugee camps. Many refugees in Afghanistan are internally displaced within their country and the host countries with the highest numbers of displaced people tend to be in surrounding countries.
The children read Rose Blanche and Anne Frank to learn about the impact that WWII had on children in different countries. They visited the Anne Frank House virtually using a VR headset.
The children have been blogging about the books they have been reading on an app called 'Padlet'. As a School of Sanctuary, we are thrilled to see so many of the pupils writing about books which feature refugee protagonists.
**The Boy Who Didn't Want to Die**

The boy who didn't want to die, Ethan

I have just finished this at my nanny's and in my opinion, it is really well thought out by Peter Lantos. I'm just happy we got to meet him because when we grow up, we won't really have any survivors from the holocaust so it was nice to have that opportunity. I rate this book 5/5.

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**Brooke - Malala Yousafzai**

BEST book!

This story is about a Muslim girl that was born in Mingora, Pakistan, her father was determined she would have the opportunity that boys had to go to school. She loved getting an education. When girls where no longer allowed to go to school, Malala spoke out and it made her a target for violence. I loved this book it was amazing it's a 9.5/10 from me.

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**After the War**

Alfie

This book is about a very important part of history that people should know about. People should know about the horrific atrocities that Nazi Germany committed to people. The protagonist in this novel of history are Yossi, Leo and Mordecai. They survived a concentration camp. In summer 1945 the three Holocaust survivors try and hopefully are able to recover. I think the author, whose name is Tom Palmer, is trying to amplify this.

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**Amazing Muslims Who Changed the World**

Natalie, Amazing Muslims who changed the world

This book is about many Muslims who change our world. You can read about both men and women. Some people are athletes, pirates, queens and scientists. It is full of stunning illustrations. Maybe you can find your new hero if you read it.

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**When Stars Are Scattered by Theo**

This book is about 2 boys who live in a refugee camp in Kenya after fleeing from Somalia. Omar, the older one, has to look after Hassan as he has a disability and only ever says one word: hooyo. I would really recommend it. It is a rollercoaster of emotions and it shows people how life is in a refugee camp.
Our Bespoke English Curriculum

Foundation Sanctuary Books

KS1 Sanctuary Books

LKS2 Sanctuary Books

UKS2 Sanctuary Books
We are working with Suffolk Archives who have developed a fantastic scheme of learning which amplifies the stories of Jewish refugees who settled in Newmarket. We are excited about embedding local stories of migration within our curriculum. As part of the project, we have access to Historical records which the children use as part of a historical enquiry.
We’ve been analysing data and statistics linked to refugees and countries around the world. We created our own pie charts to showcase some of these facts visually.

**MATHS**

Around half of the world’s 26 million refugees are **under the age of 18**

In 2019, 68% of the world’s refugees came from **just five countries**: Syria, Venezuela, Afghanistan, South Sudan and Myanmar

85% of the world’s refugees are accommodated in **developing countries**
If you could say hello in these eight languages, you could greet over half of the world’s population in their first language!

We’ve been greeting our teachers during registration in different languages.