

Schools of Sanctuary Summary HBTSR

We are delighted that you have chosen to consider becoming a school of Sanctuary. The process can seem rather bureaucratic but HBTSR are keen to help. We have an arms length appraisal process but different members who are happy to help with completing the application. We hope this summary of what's involved is helpful.

Application process

<https://cdn.cityofsanctuary.org/uploads/sites/159/2023/02/Final-Schools-of-Sanctuary-Application-Guidance-Note-FEB-22-1.pdf>

1. Sign the organisational pledge

This says that you want to work towards or be recognised as a School of Sanctuary, a 'safe and welcoming' school.

<https://cityofsanctuary.org/get-involved/sign-an-organisation-pledge/>

The pledge is here

<https://data.cityofsanctuary.org/sign-an-organisation-pledge>

Consider a donation [this could be done by pupils fund-raising]

<https://www.totalgiving.co.uk/appeal/schoolsofsanctuarypledges/donate>

2

A referral will be sent to HBTSR so we can help you with the application and ultimately help, with others, to decide upon the award.

3 do an audit of what is already in place and what might need to be worked upon.

[https://view.officeapps.live.com/op/view.aspx?](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2022%2F09%2FSoS-Audit-Tool-V7.docx&wdOrigin=BROWSELINK)

[src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2022%2F09%2FSoS-Audit-Tool-V7.docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2022%2F09%2FSoS-Audit-Tool-V7.docx&wdOrigin=BROWSELINK)

This can then be used to help fill in the application form.

If gaps are identified then the **resources pack** may give ideas

<https://schools.cityofsanctuary.org/resources>

3 b Start a drop box, online folder, file or powerpoint or similar to keep photos, links to files, lessons or things that can be used as evidence. Link these to the details in the application,

4 The application form.

[https://view.officeapps.live.com/op/view.aspx?](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2021%2F12%2FApplication-for-SoS-Award-November-2021.doc&wdOrigin=BROWSELINK)

[src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2021%2F12%2FApplication-for-SoS-Award-November-2021.doc&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2021%2F12%2FApplication-for-SoS-Award-November-2021.doc&wdOrigin=BROWSELINK)

Share this form with others in school and aim to summarise what you have in place, put evidence and details into your file/drop box /powerpoint etc.

The form can seem daunting but HBTSR has some people who can help with this.

There are also **example applications**

<https://schools.cityofsanctuary.org/resources/example-applications>.

Section 2 needs to have some examples of Curricular activities and extra curricular activities that link to learning about seeking sanctuary across the whole school community.

Eg From 2 example applications

Key Stage 2 Curricular

- Literacy: Talk for writing unit around a poem written by a member of staff 'I'm Not Stupid' about the experience of a child from Ukraine.
- Art: Art Passport created to introduce pupils to a wide range of artists from different walks of life.
- Refugee week activity: Doves decorated in the style of artist Nima Javan.
- Art: New unit planned for September 2023 focus on migration and the portrayal of refugees.
- History: The Vikings
- Geography: Our World in the Future.
- 'Journey' topic looking at The Windrush, Why Vera Shaufeld became a refugee and kinder transport.
- Class text 'Letters from the Lighthouse' by Emma Carroll.
- Assembly - Words Matter explaining terminology surrounding displaced people. Watched 'Our Story' animation by M6 Theatre, created by children in Rochdale. Explored the word 'Refuge' in relation to the term refugee.

Extra-curricular activities

- Assembly: The Boy who never gave up' Emmanuel Taban, resilience and acceptance.

Or -----

From a high school

Geography

In Key Stage 3 Geography, pupils look at how war has a negative impact on development and can lead to migration. At Key Stage 4, the pupils discuss forced migration and they have the opportunity to evaluate the impacts of migration on British society (*slides 7 - 9*).

History

- In Year 10, pupils look at immigration to the USA and focus on aspects of discrimination faced by those seeking sanctuary. This links into Jim Crow Laws in relation to housing, leisure jobs and the rise of the KKK.

Learning for Life and Work - Citizenship

KS3 pupils look at diversity and inclusion. In year 8, pupils look at the makeup of our school community (*slide 10*) looking at ethnicity and religion. They look at the movement of refugees to the UK and explore the reasons why people have had to seek refuge – political reasons, war, socio-cultural reasons and religious reasons. In year 9, pupils look at the characteristics of a healthy democracy including being tolerant towards different groups including migrants and those seeking asylum.

Whole school assemblies

- There have been numerous assemblies linked to diversity and inclusion. These presentations have looked at events such as Holocaust Memorial day, the death of 6 millions Jews and their migration throughout time to find refuge. We have also discussed issues around Black lives matter and how we have a multi-cultural society in the UK as many people from different religious, ethnic and cultural backgrounds have come to the UK as it is seen as a place of liberty and sanctuary for many including Asylum Seekers and Refugees.

Assembly introducing School of Sanctuary

As part of our pastoral theme on Diversity and Inclusion, we have introduced SoS throughout our assemblies for all year groups. We looked at the treacherous journey that some people take to reach the shores of the UK. We discussed the positive impact of many refugees who became contributors to our economy and society – people like Mo Farrah, Dua Lipa and Freddie Mercury. Finally, we looked at how refugees in our school have enriched our school community (*slide 5*).

Diversity week

- Our school has run a diversity week for the past number of years and it has been very successful. This helps support the idea of welcome and inclusion in our school community (*slide 11*).

And section 3 will have details of how new pupils are welcomed, anti bullying policies and practices, inclusion, diversity and equality practices, and how this will be continued or built upon.

The whole application form should be no longer than 8 pages! There will be your evidence file to back up the statements or summary.

5 If you feel that you are ready you can share your application with HBTSR who can either take this to the full appraisal panel and arrange a visit to talk with staff and pupils about the application and make a recommendation to City of Sanctuary OR you can share the application and have feedback on what else is needed before the appraisal takes place.

AD 23/10/23