



# Schools of Sanctuary



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## Resource Pack

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# Welcome to Schools of Sanctuary

We want to live in a world where every child feels safe and accepted regardless of what they believe, where they are from or what they look like; a world where cultural diversity is valued and celebrated. Schools of Sanctuary is an initiative aiming to make this vision a reality.

We have put together this resource pack to encourage you to become a recognised School of Sanctuary. It sets out how you can do this, what you will need to consider, and offers suggestions on how to develop intercultural skills and thinking within the existing curricula.

By becoming a School of Sanctuary, you will be fostering a culture of welcome and inclusion in your school and community. You will be offering refuge to those who need it and you will be equipping pupils and students with intercultural skills and the ability to have compassion in what is, for many, a turbulent world.

We hope you will join us. Your school can inspire the people and places around you to become safer, more welcoming and more inclusive for anyone seeking sanctuary.



To discover more of our resources, or to read about the experiences of other Schools of Sanctuary, visit [cityofsanctuary.org/schools](https://cityofsanctuary.org/schools)

# What is a School of Sanctuary?

## A School of Sanctuary:

- is a space for those whose lives may be in danger in their own country, who have troubles at home or are just looking for a space where they can feel safe. It is committed to being a safe and welcoming place for anyone seeking sanctuary;
- helps pupils, students, staff and the wider community to understand what it means to be seeking sanctuary and extends a welcome to everyone as equal, valued members of the school and the community. It is a school that is proud to be a place of safety and inclusion for all;
- considers intercultural awareness through learning experiences and skills being developed across the curriculum; and
- develops intercultural awareness through the gradual acquisition of intercultural skills. These skills improve communication and promote understanding across cultures.



Think  
About

who may be seeking sanctuary in your school and wider communities?

Pupils with a special need?

New arrivals?

Parents?

?

?



# How do we become a School of Sanctuary?

To become a recognised School of Sanctuary, you will need to adopt our three principles – Learn, Action and Share. To document how you have put them into practice, you will have to prepare a portfolio and submit it to us for review.

## 1



### Learn

- what it means to be seeking sanctuary;
- how to promote positive attitudes to make everyone feel welcomed and valued as individuals and as part of a group; and
- how to develop intercultural skills to raise intercultural awareness throughout the curriculum.

## 2



### Action

- to embed concepts of welcome, safety and inclusion within your school and the wider community and feel proud of being a place of safety and inclusion for all;
- to celebrate diversity within your school and its wider communities and to explore similarities and differences between your own and other cultures; and
- to provide opportunities to develop intercultural skills at school and classroom level.

## 3



### Share

- your planning and organisation with pupils, students, staff, parents and wider communities;
- your vision and achievements within your school, your wider communities and further afield;
- your school's good practice with other schools; and
- your Schools of Sanctuary award with pride.



Think  
About

the cultures within your school and communities and how you can share them with others.

# Getting started: What do we need to consider?

- Read and understand the three Schools of Sanctuary principles (Page 5).
- You may wish to use an audit to reflect on what you are doing already and think about what you could do in the future.
- Consider who could be responsible for planning and facilitating. For example, pupils or students may wish to organise an event themselves or invite a visitor to talk about their culture and traditions.
- Who else could be involved? For example, pupils, students, staff, Board of Governors, parents, other schools in your communities.
- Reflect on the cultural diversity in your school and communities. How could you provide opportunities to share it?
- What areas in the curriculum would allow you to include aspects of sanctuary and promote inclusion of other cultures, faiths and traditions?
- Prioritise the ideas that you would like to focus on; you may wish to draw up an action plan.
- How will you collect evidence to show you are achieving the three Schools of Sanctuary principles? For example, online resources, photographs, notes of meetings, recorded feedback and evaluations.
- How will you share your ideas and achievements with others?
- Once you have collated your evidence in a portfolio (see Page 24), submit your school's application to your local City of Sanctuary group\*. We will assess the portfolio and maybe suggest some ways you could further improve your school's bid to become a School of Sanctuary.
- When you achieve School of Sanctuary status, why not plan a celebration event and award presentation to celebrate and share your success!

\* To find out contact details for your local City of Sanctuary group, go to the back page of this resource pack, or check our website: [ireland.cityofsanctuary.org](http://ireland.cityofsanctuary.org)



Think  
About

the process of becoming a School of Sanctuary.

# Getting started: Where are we now?

Look at your School Development Plan. Does it need an inclusion focus?

You may find it useful to use our sample audit to reflect on some things that you already do and to consider what areas you may want to develop.<sup>1</sup>

Download your sample audit form from the link below:

[www.newlinkhere.com/page](http://www.newlinkhere.com/page)



This can be filled out electronically or you can print it out and fill it in.

## Think About

areas of priority to develop. Consider learning experiences and skills being developed across the Primary and Post Primary curricula.



## Sample Audit Form

Audit of provision for Newcomer Pupils: Primary

School: \_\_\_\_\_

Date: \_\_\_\_\_

Tick the relevant statements below

Area of Provision	Who does this?*	Additional Information
<b>Physical environment</b> <b>Do you have:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> clear visual signs for the office and reception areas?</li> <li><input type="checkbox"/> a welcoming, inclusive and intercultural reception area?</li> <li><input type="checkbox"/> displays on walls throughout the school reflecting other faiths, cultures and languages?</li> <li><input type="checkbox"/> materials in classrooms and the library reflecting other cultures, faiths and languages e.g. dual language and nonfiction books?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SM</li> <li><input type="checkbox"/> SC</li> <li><input type="checkbox"/> CT</li> <li><input type="checkbox"/> CA</li> <li><input type="checkbox"/> LST</li> <li><input type="checkbox"/> OS</li> <li><input type="checkbox"/> Pupils</li> </ul>	
<b>Ethos of inclusion and diversity</b> <b>Have you:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> examined policies for inclusivity?</li> <li><input type="checkbox"/> clear, easily understood welcome procedures for all?</li> <li><input type="checkbox"/> procedures in place to cope with behaviours and language that conflict with an inclusive ethos?</li> <li><input type="checkbox"/> opportunities for pupils to learn about and share cultural experiences across the curriculum?</li> <li><input type="checkbox"/> opportunities for the promotion / celebration of all languages and cultures in the school and community?</li> <li><input type="checkbox"/> opportunities for staff to deepen their knowledge of other languages and cultures?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SM</li> <li><input type="checkbox"/> SC</li> <li><input type="checkbox"/> CT</li> <li><input type="checkbox"/> CA</li> <li><input type="checkbox"/> LST</li> <li><input type="checkbox"/> OS</li> <li><input type="checkbox"/> Pupils</li> </ul>	
<b>Ethos of inclusion and diversity</b> <b>Do you:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> use a detailed data capture form for background information?</li> <li><input type="checkbox"/> organise a follow-up meeting with an interpreter if necessary?</li> <li><input type="checkbox"/> explain school procedures and routines?</li> <li><input type="checkbox"/> explain how the school communicates with parents, including use of interpreters and translated letters if needed?</li> <li><input type="checkbox"/> have procedures in place for use of translated letters and interpreters, such as who is responsible for these?</li> <li><input type="checkbox"/> explain how parents can communicate with school?</li> <li><input type="checkbox"/> have a list of key people in the school and introduce parents to these people?</li> <li><input type="checkbox"/> explain how and why P / T meetings are arranged?</li> <li><input type="checkbox"/> explain the curriculum in brief?</li> <li><input type="checkbox"/> provide translations or explanations of main school policies?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SM</li> <li><input type="checkbox"/> SC</li> <li><input type="checkbox"/> CT</li> <li><input type="checkbox"/> CA</li> <li><input type="checkbox"/> LST</li> <li><input type="checkbox"/> OS</li> <li><input type="checkbox"/> Pupils</li> </ul>	

<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition PP7-9  
Toolkit for Diversity in the Post Primary School PP6-8

# Linking to the Primary Curriculum

Think about how the Schools of Sanctuary principles could link into learning experiences across the Primary Curriculum.

## Language & Literacy

### Talking and Listening

- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.
- Participate in class and group discussions for a variety of curricular purposes.

## Language & Literacy

### Reading

- Read, explore, understand and use a wide range of traditional and digital texts.

### Writing

- Express thoughts, feelings and opinions in imaginative and factual writing.

## World Around Us

### Interdependence

- How pupils and others interact in the world. Consider topics such as 'All About Me'

### Change over time

- Positive change and how we have a responsibility to make an active contribution. Consider topics such as Famine and Conflict.

## Religious Education

- Celebrate your own sense of identity.
- Develop empathy and tolerance towards others and show respect for other cultures.
- Respect similarities and differences by learning about diversity of religions and other cultures.
- Consider intercultural skills.

## Personal Development & Mutual Understanding

- Develop an awareness of the experiences, lives and cultures of people in the wider world.
- Examine and explore their own and others' feelings and emotions.
- Recognise how injustice and inequality affect people's lives.
- Consider the rights and responsibilities of members of the community.

## Arts

### Drama

- Explore a range of cultural and human issues in a safe environment by participating in dramatic activity and sharing ideas with others.

## ICT

### Explore

- Find, choose, use information; use digital tools to investigate and solve problems.

### Exchange/Evaluate

- Share ideas digitally. Reflect on process and outcome.


### Express/Exhibit

- Create, develop and present ideas to showcase work digitally.

## World Around Us

### Movement and Energy

- Positive and negative consequences of movement and its impact on people, places and interdependence. Consider such topics as Journeys, World War II, Emigration.



Think About  
learning experiences  
across the Primary  
Curriculum<sup>1</sup>

<sup>1</sup> Northern Ireland Primary Curriculum. Available at: [www.ccea.org.uk/curriculum/key\\_stage\\_1\\_2](http://www.ccea.org.uk/curriculum/key_stage_1_2)



# Linking to the Post Primary Curriculum

Think about how the Schools of Sanctuary principles could link into skills being developed across the Post Primary Curriculum.

## English/Media Education

- Explore and respond to the emotions of others as encountered in literature, the media, moving image and peer discussion.
- Explore how different cultures and beliefs are reflected in a range of communication methods.
- Explore issues related to economic awareness.

## Music

- Compose music which expresses their own personal responses to themes and issues.
- Explore issues related to education for sustainable development.

## Physical Education

- Explore issues related to cultural understanding.

## Drama

- Explore and respond to the views and feelings of others.
- Explore how drama reflects and gives insight into a range of cultures.
- Explore the effects of media and ICT.

## Geography

- Explore issues related to mutual understanding.
- Explore how we can play a role in helping to promote a fairer world for all.
- Investigate the impact of conflict between social, economic and environmental needs both locally and globally.

## Local/Global Citizenship

- Investigate ways of managing conflict and promoting community relations and reconciliation.
- Investigate local and global scenarios where human rights have been seriously infringed.
- Investigate how and why some people may experience inequality and social exclusion on the basis of their material circumstances in local and global contexts.

## Local/Global Citizenship

- Explore the work of organisations that aim to promote equality and social justice.
- Investigate various ways to participate in school and society.
- Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.

## Art and Design


- Make an informed and critical response to a social or environmental issue.
- Explore the diversity of various cultures that are expressed through A&D.
- Explore issues related to Ethical Awareness.

## Technology & Design

- Design cost-effective and appropriate solutions to meet the specific needs of diverse local and global groups.

## Religious Education

- Develop a range of skills to promote sensitivity and empathy when discussing religious and moral issues.
- Investigate how choices can be influenced by prejudice and sectarianism and ways in which reconciliation can be achieved through dialogue, outreach and action.
- Explore how the religious beliefs, practices and lifestyles of people of world faiths have influenced the development of various cultural traditions.
- Explore the role of charities in modern society.



Think About  
skills being developed  
across the Post  
Primary Curriculum<sup>1</sup>

## History

- Explore how history has affected students' personal identity, culture and lifestyle.
- Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions.
- Investigate the impact of significant events and ideas of the 20th century on the world.
- Investigate critical issues in history or historical figures who have behaved ethically or unethically.

<sup>1</sup> Northern Ireland Post Primary Curriculum. Available at: [www.ccea.org.uk/curriculum/key\\_stage\\_3](http://www.ccea.org.uk/curriculum/key_stage_3)

# Moving forward: Action Plan



## Think About

planning. You may find it useful to use your audit, your curriculum areas and the sample action plan to prioritise areas that your school would like to target.<sup>1</sup>

*This can be filled out electronically or you can print it out and fill it in.*

Download your **sample action plan** form from the link below:

[www.newlinkhere.com/page](http://www.newlinkhere.com/page)

## Sample Action Plan

School: \_\_\_\_\_

Timescale: \_\_\_\_\_

What is in place already?	
What do we want to put in place?	
Who will be involved?	
Resources needed	
When do we intend to have this done?	

<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition PP7-9  
Toolkit for Diversity in the Post Primary School PP6-8

# Learn Some Suggestions



## Think About

raising awareness  
in pupils, staff and  
parents about:

- What sanctuary means and who may be seeking it.
- Challenges that people seeking sanctuary may face.
- The difference between asylum-seekers, refugees and other migrants.
- How injustice and inequality may affect people's lives.
- The rights and responsibilities of members of the community.
- How we may address the needs of vulnerable pupils and their families.
- How we may welcome everyone into our schools and communities.
- Sharing diversities and cultures that can enrich our classrooms, schools and communities through curricular and extra-curricular activities.

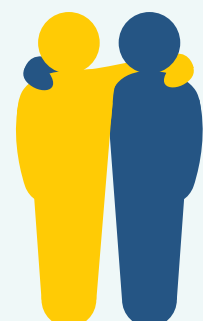


## Think About

our cultures and  
developing  
intercultural skills.<sup>1</sup>

Culture may be defined as a system of beliefs and values shared by a particular group of people. Pupils and their families bring different cultural beliefs and values into our schools and communities. To enable us to interact effectively, in ways that are acceptable to everyone, we need to develop a range of intercultural skills.

Developing intercultural skills may help pupils to be more aware of their own individuality and to reflect on how they and others interact within our communities. Pupils may also reflect on what responsibility they have to make an active contribution towards positive change in our world.



<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition PP125-129

# Learn about... developing intercultural skills



Think  
About

providing opportunities at whole school and classroom levels.

## Tolerance

This is the ability to accept when things are not clear and to be able to deal positively with the situation.

## Respect for Others

This is the ability to be curious and open to other cultures and to appreciate similarities and differences to our own.

## Adaptability

This is the ability to adapt your behaviour depending on different situations.

## Empathy

This is the ability to understand what people think and how they feel in different situations.



What are  
Intercultural  
Skills?<sup>1</sup>

## Communication

This is the ability to speak to people from other cultural backgrounds in a way in which they can understand.

## Discovery

This is the ability to find out about a culture and their ways and to use this information to help you to communicate.

<sup>1</sup> Adapted from the Council of Europe: Autobiography of Intercultural Encounters  
Available at: [www.coe.int/t/dg4/autobiography/default\\_en.asp](http://www.coe.int/t/dg4/autobiography/default_en.asp)

# Learn about... conflict



## Think About

conflict in a  
refugee crisis.

Conflict in countries around the world has led to unprecedented numbers of people leaving their homes. Some have fled to neighbouring countries but many have had to make long and dangerous journeys across land and sea. Many people have lost all their possessions and some have lost their lives in order to reach safety.



You may wish  
to find out more  
about a current  
refugee crisis by  
using a variety  
of media.



## Think About

conflict in your  
own history.

People who left Northern Ireland during the height of 'The Troubles' may share similar feelings of displacement and isolation. Many people had to leave their homes because they feared for their lives. Some people left because of the lack of good jobs. Consider exploring the thematic History Unit 'Growing up in Northern Ireland'.<sup>1</sup> Further back in time, consider topics such as 'The Irish Famine' or 'World War II'. Pupils may wish to consider how injustice and inequality affects people's lives. They may consider the rights and responsibilities of members of different communities and how they may help vulnerable people. Pupils will develop insights into society and other cultures, our interdependence and the need for mutual understanding and respect.



### History says, don't hope

On this side of the grave.  
But then, once in a lifetime  
The longed-for tidal wave  
Of justice can rise up.  
And hope and history  
rhyme.<sup>2</sup>

**Seamus Heaney**

<sup>1</sup> Northern Ireland Post Primary Curriculum. Available at: [www.nicurriculum.org.uk/connected\\_learning/thematic\\_units/citizenship/](http://www.nicurriculum.org.uk/connected_learning/thematic_units/citizenship/)

<sup>2</sup> Extract from 'The Cure at Troy' by Seamus Heaney

# Learn about... who may be seeking sanctuary



Think About  
some definitions.



**An asylum-seeker** is someone who has asked the Government for refugee status and is waiting to hear the outcome of their application. They are allowed to stay whilst they are waiting. They are not allowed to work and often have very little money to live on.<sup>1</sup>

**A refugee** is a person who '...owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country...'.<sup>2</sup> Someone with refugee status has leave to remain and the right to work or to claim benefits.

**An unaccompanied child** arrives in a country by themselves. They may stay with extended family members, be placed with a foster family or be put in a children's home.

**A displaced person** is someone who has been forced to leave their job and home often due to armed conflict. Natural disasters, famine, development and economic changes may also be a cause of displacement.

**A migrant** is someone who has moved to another country for many different reasons. Economic migrants move to find work or better living conditions.<sup>1</sup>

**A newcomer pupil** is a pupil who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher.<sup>3</sup>



Think About

others who may be  
seeking sanctuary.

<sup>1</sup> The United Nations Refugee Agency. Available at: [www.unhcr.ie/education/learn-a-fact-about-refugees](http://www.unhcr.ie/education/learn-a-fact-about-refugees)

<sup>2</sup> 1951 United Nations Refugee Convention, Article 1. Available at: [www.refugeelaidinformation.org/1951-convention](http://www.refugeelaidinformation.org/1951-convention)

<sup>3</sup> Department of Education Northern Ireland. Available at: [www.education-ni.gov.uk/articles/newcomers](http://www.education-ni.gov.uk/articles/newcomers)

# Learn about... possible challenges



## Language

Trying to understand a different language may be difficult and access to English classes may be limited.



## Financial support

Some families, such as asylum seekers, get less money than those on social benefits which means they live below the poverty line.



## Accommodation

Some families may have to share with people they do not know and sometimes have to share a room. Some may have to move to a different town or city and change schools.



## Trauma

Some pupils and their families may have symptoms of trauma, such as asylum-seekers and refugees. These may include depression, flashbacks and memory loss. Some people may have left family behind in their home country and may be worried about their safety. Others may face prejudice and hate crimes in this country.



## Destitution

Some families can find themselves without anywhere to live and without any form of financial support. They may rely on friends and charities or may end up sleeping on the streets and looking for food in bins.

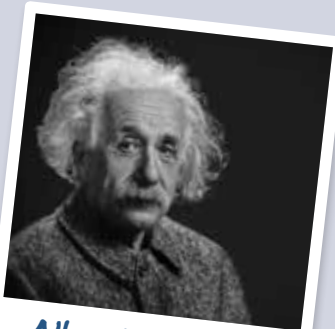


Think  
About

other challenges people seeking sanctuary may have. Consider rights and responsibilities in school and in your communities. Consider learning more about human rights education for children.<sup>1</sup>

<sup>1</sup> Compasito Manual on Human Rights Education. Available at: [www.eycb.coe.int/compasito](http://www.eycb.coe.int/compasito)

# Learn about... contributions of refugees



Albert Einstein

**Albert Einstein** fled Germany in 1933. His cottage was raided by the Nazis, his books were burnt and his name was on a list of targets for assassination. He lived in Belgium, England and America. He is considered as the father of modern physics.



Alek Wek

**Alek Wek** fled Sudan as a young child and found safety in London. In 2007 she published a book about her journey from refugee to supermodel. She became a United Nations Human Rights Council (UNHCR) goodwill ambassador in 2013 and she speaks about issues that asylum-seekers and refugees have today.

M&S  
EST. 1884

**Michael Marks**, one of the founders of the 'Marks & Spencer' shops, was a Polish refugee fleeing from the Russian Empire. In 1884, he opened a market stall in Leeds, England, with the slogan 'don't ask the price, it's a penny.' Ten years later, he went into partnership with Thomas Spencer and the shop that we know today was born.



'Mo' Farah

**'Mo' Farah** fled Somalia when he was eight years old, leaving his twin brother behind. His PE teacher recognised his running talent and Mo started training. He became a long distance runner and has nine global titles.



## Think About

other famous people who have made contributions to your communities. Consider positive change and how we have a responsibility to make an active contribution.



# Learn about... how a new pupil may feel



"I had to come here. It wasn't a choice. I had to... I knew nobody, I was just indoors all the time... If you stay alone, just with other refugees then obviously you're not going to learn much."

"The most thing that helps me is when my teachers be friendly. That is so nice."<sup>1</sup>

"I was really shy, really shy because I didn't know what to do, what to say... I couldn't understand what they're saying."

"I was sad because I left my friends, my grand parents, uncles, all of them."

"My favourite subject is Maths because there's not much language in Maths."



**Think About**  
the family  
background.



- Families may have had to move around a lot and away from extended family members and friends.
- Some families may not want to disclose personal details, such as their immigration status, for fear of a negative reaction.
- They may worry about money for a uniform, PE kit, food for snacks, school meals and school trips.

- Past experiences of school may vary. Some pupils may have had a very good education but may have had to flee suddenly. Others may have missed months or years of education because of war.

**Details of family backgrounds may be broached by having an initial parent teacher meeting and by using a detailed data capture form.<sup>2</sup> Having this information in the early days allows the teacher to cater for the pupil's needs more effectively.**

<sup>1</sup> Inspirations Refugee Kids

Available at: [www.YouTube.com/watch?v=2N3ndNyuU2k](http://www.YouTube.com/watch?v=2N3ndNyuU2k) | [www.archive.teachfind.com/ttv/](http://www.archive.teachfind.com/ttv/) | [www.teachers.tv/videos/refugee-kids.html](http://www.teachers.tv/videos/refugee-kids.html)

<sup>2</sup> Toolkit for Diversity in the Primary School, Revised Edition PP20-22

# Action

## Some Suggestions



Think About  
your school.



- Review your school's policies to ensure inclusion.
- Create displays that welcome all families and celebrate diversity within your school.
- Find out the home language/s of the parents and if an interpreter is needed. Do not use another child to interpret.
- Have an initial meeting with the parents; you may wish to use a data capture form to gather information about the new pupil.<sup>1</sup>
- Place the pupil in a class appropriate to their chronological age.<sup>1</sup>
- Develop a welcome book using visuals and simple, clear language to communicate key information.<sup>1</sup>
- Create a welcome pack for new pupils and their families with information such as school closures and local amenities in the community.
- Prepare buddies, perhaps a bi-lingual one further up the school and an English speaking one in the pupil's class.
- Ensure that the playground is a safe and secure place. Buddies may volunteer here too.
- Have multi-lingual books in pupils' home languages.
- Consider staff resources and how they may be used to support pupils, especially for those who may be suffering from trauma or struggling to cope.



- Consider after school clubs that would provide opportunities for the pupil to make new friends and learn English in an informal setting.

<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition P10-26

# Action in the classroom



- Create **multi-lingual signs and labels** for different areas.

## Classroom 課堂

- Create **multi-lingual displays** reflecting other languages, cultures and faiths with positive role models.<sup>1</sup>
- Have a **'language of the month'** or ask pupils to teach phrases in their home languages to their peers.<sup>2</sup>
- Arrange for the pupil to have a **tour of the school** to show places like toilets, dining hall and reception.<sup>1</sup>



- Discuss the importance of welcoming, safety and inclusion in class for all pupils to **draw up a Class Charter**. Keep language clear and simple and add visuals.



- Plan activities for the first few weeks to **teach basic classroom language**. Use fans and visuals if appropriate.
- Lend a **uniform and PE kit** to a new pupil or find out if he/she is entitled to new ones.



- Have access to a **bi-lingual or clear picture dictionary**.
- **Have a chill-out or quiet area** where a new pupil can take a short break.<sup>1</sup>



- **Allow 6-8 weeks for the pupil to settle in** before monitoring progress.<sup>1</sup>



- Consider how you may include **aspects of your pupils' culture, tradition and faith into your planning**.



<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition PP27-42

<sup>2</sup> Newbury Park Primary School. Available at: [www.newburyparkschool.net/langofmonth/](http://www.newburyparkschool.net/langofmonth/)

# Action

## what pupils could do



- Learn to say 'hello' in the pupil's home language. A smile is an international language and a friendly face will foster a welcoming ethos.



- Ask someone new to sit next to you. Volunteer to be their buddy to help them settle in. Offer to show them around the school.

- Create a book or video to tell new pupils and their families about your school or class.<sup>1</sup>



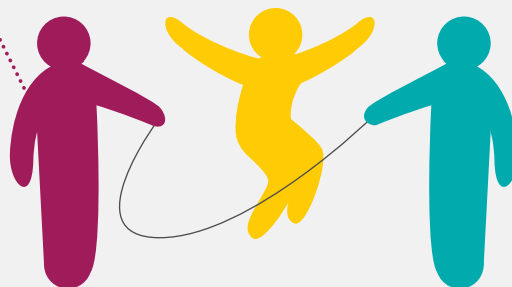
- Learn about another country. Find out what food they like eating and what they like doing. Share things that are different and the same as you.
- Teach playground rhymes and songs to all your friends. Make sure new pupils are included.

- If someone does not speak English very well, ask if they need help. Show them what they have to do. Make sure they are included in your group work.

- Tell a teacher if someone is being bullied or if you are worried that they are having trouble settling in.



- Play games together. A newcomer needs time to listen to English before speaking it. Can you think of different ways that you can communicate?



Think  
About

a simple act  
of welcome.<sup>2</sup>

<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition P30

<sup>2</sup> Ideas available at: [www.simpleacts.org.uk/](http://www.simpleacts.org.uk/)

# Action settling in



Trying to adjust to a new school and new friends when you speak little or no English can be very challenging. Provide opportunities for pupils to listen, speak, read and write English in whole class, group and paired situations. Allow pupils to use their home language to aid comprehension when appropriate.

- Rules and routines provide clarity and security for all pupils. Consider drawing up a Class Charter. Rules and routines need to be explained, modelled, constantly rehearsed, encouraged and praised.
- Sit new pupils beside good language models and initially with a same language peer if appropriate.
- A pupil with little or no English may demonstrate understanding by drawing, labelling, matching and/or picture sequencing.
- Play games that involve small group interaction and a minimum knowledge of language such as 'Snakes and Ladders', 'Kim's Game' and 'Snap'.
- Songs or raps may introduce pupils to accent, intonation, the rhythm and rhyme of English. They will enjoy songs with actions and clapping to support learning.
- Consider making booklets such as 'All about Me', 'My School', 'My Family' to help the pupil learn basic words and phrases.
- Identify the key language of a story or text and pre-teach it using a range of activities to familiarise pupils and students with this language.
- Making a Home School Journal provides the pupil and parents with the key language that will be covered in class. It encourages parental engagement in the pupil's learning; parents may write a note to the teacher and vice versa.
- Circle Time provides an informal setting for pupils to listen and share thoughts and new ideas.



**Think About**  
settling in.<sup>1</sup>



<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition P47-85

# Share Some Suggestions

Celebrate what you have achieved within school and share your good practice with pupils, parents, your community and other schools.



## Think About

how to share.

- Create links with other schools, perhaps with different cultural make-ups; arrange joint projects or visits.
- Offer ideas and suggestions to other schools who want to become a School of Sanctuary too.
- Plan a special assembly or hold an event showcasing the work you have done, inviting parents and people from your local communities.
- Encourage pupils to record their experiences to display in school and to publish on the school website. Write about your work on a teachers' forum.
- Have an art exhibition or a musical performance on the sanctuary theme.
- On your school website or on apps, provide opportunities for people to comment on your vision and achievements.
- Reflect on how the actions you have taken could be further developed. Pupils may voice their opinions through your School Council Representatives.
- Display your award with pride and celebrate!



# Review, Reflect, Evaluate



## Think About

the questions below that underpin the Schools of Sanctuary award process. Have you demonstrated the three principles of Learn, Action and Share?

### Staff involvement/ awareness

How were staff made aware of what School of Sanctuary means? How were staff involved in work towards the different principles? How was staff awareness of the issues surrounding sanctuary increased?

### Active pupil voice

How were pupils involved in decisions about the work for each of the principles?

### Covering a wide age range

What age range did the activities cover? What plans are there to cover a broader age range in the future?

### Self-evaluation

How do teachers feel that the school has met the principles?

### Parental involvement

How were parents made aware of what School of Sanctuary means? How were parents involved in work? Were attempts made to increase parents' awareness?

### Future commitment

How has the school demonstrated a sustainable commitment to sanctuary? What evidence is there that this commitment will continue after the award is granted? How have you and will you share your good practice?

### Feedback from children

How has feedback from pupils been taken into account? How have pupils' feelings and attitudes changed?



*You may not have an answer to all these questions, but there needs to be a commitment to the three principles and to on-going improvement.*



Review your action plan to see if your targets have been met. Gather evidence about the process of becoming a School of Sanctuary. You may wish to use this information to plan for further development and to share with other schools.

# Preparing your portfolio: What evidence do we need to submit?

When you feel that your school has met the three principles below, collect your evidence in a portfolio; include your audit and action plan if you wish. Every school is different and so each portfolio will look different. Here are some suggestions of evidence you could submit:

## 1



### Learn

- Feedback from pupils or staff that attended an awareness-raising session.
- A copy of a presentation delivered to pupils or staff.
- Work completed by pupils or students.
- Minutes from staff or governors' meetings where Schools of Sanctuary has been mentioned.

## 2



### Action

- Photographs of a welcoming school environment.
- Policies that include welcome and inclusion.
- Feedback from pupils about activities completed.
- Examples of work completed by pupils as part of curricular or extra-curricular activities.

## 3

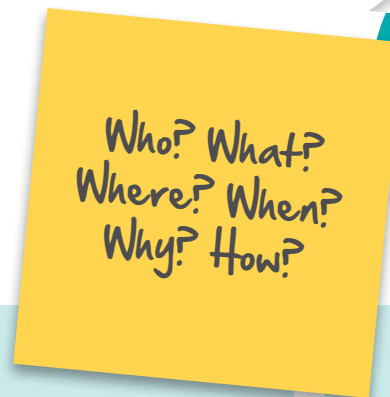


### Share

- A newsletter or link to your school website sharing work that you have done.
- Minutes from meetings where you have shared information with other schools.
- Photographs of a celebration event.
- Sharing lesson ideas or other materials with City of Sanctuary or other schools.
- Acting as a contact for other schools.



# Suggested Resources



## Think About

planning stories with characters seeking sanctuary such as Paddington Bear, Snow White or The Three Little Pigs.

Consider what the characters think and feel, who helps them and how to keep safe in the future. Pupils will explore their own and others' feelings and emotions and how to keep safe.



## Think About

planning healthy snacks from around the world.

Consider what snacks are healthy in different countries. Make a fruit and vegetable platter for snack-time. Discuss the colour, texture and taste of known and new snacks. Pupils will explore how to take care of their bodies through healthy eating.

## Think About

a travelling teddy bear.

Pupils take turns to take Teddy home and take photographs in different places doing different activities. Pupils talk about where Teddy has been and what he has been doing. Pupils will have a greater awareness of other people and places and what they like doing.<sup>1</sup>

## Think About

making little people.

Pupils make puppets to explore similarities, differences and emotions. They use clean, empty rolls and photographs or pictures to make up people. Ask questions about what is different and the same, such as hair, eye colour, feelings. Pupils may use their puppets to tell a story or in Circle Time to explore feelings or to explain something that has happened. Pupils will have a greater awareness of themselves and how to respond to others.<sup>1</sup>



<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition

# Suggested Resources



ages  
**6-8**

Who? What?  
Where? When?  
Why? How?

## Think About

Carly's story.

Watch her story on YouTube.<sup>1</sup> Consider how she feels, the dangers she faces and why different characters turn her away. How could the characters have behaved differently? Pupils will examine and explore their own and others' feelings and explore how to keep safe.



## Think About

learning a song.

'One World to Share' sung by pupils in Teresa's Primary School.<sup>2</sup> Pupils will think about themselves and how they relate to others.

## Think About

raising awareness of other cultures and languages.

Learn a few words and phrases in another language to promote a greater awareness of other languages and cultures. Pupils may learn about a different country and language each month or on a celebration day such as Chinese New Year.<sup>4</sup> Pupils will be aware of the diversity and languages of people around the world.

## Think About

making a community tree.

Gather photographs of your local community and family today and in the past. Invite someone into school to talk about their life today and in the past. Pupils collate interesting facts on a poster to talk about and share with others. How could they make their community better?<sup>3</sup> Pupils will be aware of change over time and how they have a responsibility to make an active contribution to the community.

<sup>1</sup> Carly's Story Available at: [www.YouTube.com/watch?v=oF1HGfg2bSo](http://www.YouTube.com/watch?v=oF1HGfg2bSo)

<sup>2</sup> 'One World to Share' by Caroline Hoile. Available at: [www.grumpysheep.com/shop/product/44/xsone-world-to-share-a-song-for-refugee-week](http://www.grumpysheep.com/shop/product/44/xsone-world-to-share-a-song-for-refugee-week)

<sup>3</sup> Toolkit for Diversity in the Primary School, Revised Edition P132

<sup>4</sup> Newbury Park Primary School Available at: [www.newburyparkschool.net/langofmonth/](http://www.newburyparkschool.net/langofmonth/)

# Suggested Resources



## Think About

making identity cards.

Pupils reflect on what is important to them in terms of people, places, foods, celebrations, books and things they have at home. They make up an identity card and then ask and record two other pupils' important things. Pupils share one interesting thing that they found out about with each other.<sup>1</sup> Pupils will recognise similarities and differences between different people and cultures such as food, places and celebrations.



*Ages for resources are for guidance only as they may have strong and emotive themes.*

**ages  
8-11**

## Think About

'Boys don't Cry and Girls are Smarter.'

Pupils discuss gender equality and promote tolerance of others' viewpoints. Write out four cards - 'I agree'; 'I don't know'; 'I am still thinking'; 'I disagree'. Display them in four corners of a room.

A pupil reads out a statement and pupils walk to the corner that reflects their viewpoint. After discussion of their choices, some pupils may move to another corner.<sup>2</sup> Pupils will consider the rights and responsibilities of members of the community.

## Think About

other faiths and cultures.

'Ways of Seeing II' provides teachers and pupils with resources and frameworks that explore diverse faiths and cultures.<sup>3</sup> Pupils will recognise that people have different beliefs that shape the way they live.

## Think About

journeys and emigration.

Watch BBC 2's 'Seeking Refuge' animated stories such as 'Navid's journey from Iran', 'Hamid's journey from Eritrea' or 'Rachel's journey from a country in Eurasia'.<sup>4</sup> Discuss why they had to leave their countries and how this made them feel. Pupils will recognise how injustice and inequality affect people's lives.

<sup>1</sup> Toolkit for Diversity in the Primary School, Revised Edition P130

<sup>2</sup> A Manual on Human Rights Education for Children, 2nd edition, P82. Available at: [www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf](http://www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf)

<sup>3</sup> 'Ways of Seeing II' book and CD. Available at [www.eani.org.uk/ids](http://www.eani.org.uk/ids)

<sup>4</sup> BBC 2's 'Seeking Refuge' series. Available at: [www.bbc.co.uk/programmes/b01k7c4q/clips](http://www.bbc.co.uk/programmes/b01k7c4q/clips). Image no attribution required.

# Suggested Resources

ages  
**11-14**

## Oxfam Education, 'Syria: A Children's Crisis?'

Information about the Syrian conflict with lesson plans and possible action to take. Available at: [www.oxfam.org.uk/education/resources/syria](http://www.oxfam.org.uk/education/resources/syria)

## Oxfam Education, 'Developing Rights'

Resources for exploring rights with lesson plans and background information. Available at: [www.oxfam.org.uk/education/resources/developing-rights](http://www.oxfam.org.uk/education/resources/developing-rights)

## UNHCR Game, 'Against All Odds'

Online game, experience what it is like to be a refugee, escape war and conflict, seek safety and start a new life abroad. Available at: [www.playagainstallodds.com](http://www.playagainstallodds.com)  
Teachers' Guide available at [www.playagainstallodds.ca/teachersupervision/us/index\\_uk.html](http://www.playagainstallodds.ca/teachersupervision/us/index_uk.html)



Ages for resources are for guidance only as they may have strong and emotive themes.

## 'Refugee Boy' by Benjamin Zephaniah

The story of Alem, a young boy forced to live in London whilst his parents face separation from their son and from each other at the time of the Ethiopian-Eritrean war.<sup>1</sup>

## 'Bog Child' by Siobhan Dowd

Fergus finds a child's body in the peat bog during the 'Troubles'. He dreams of going to college but his brother is in prison and due to go on hunger strike. He dreams about the child and imagines how her life might have been. Students may wish to explore rights and responsibilities or the role of religious beliefs in coping with conflict and terror.<sup>2</sup>

## 'Faraway Home' by Marilyn Taylor

In 1938, Nazi troops march into Vienna and Karl and his sister Rosa, young Jews, are forced to leave their family. After frightening experiences and a harrowing journey, they find a haven at a refugee farm at Millisle, County Down. They meet Judy, a reluctant volunteer from Dublin, and Peewee Crawford and his family, evacuees from Belfast's Shankill.<sup>3</sup>

<sup>1</sup> Y8 Small Island Read 2007 Activity Pack. Available at: [www.teachers.org.uk/files/refugeeboy.pdf](http://www.teachers.org.uk/files/refugeeboy.pdf)

<sup>2</sup> KS3 'English with Media Education Novel Quests Activities. Available at: [www.ccea.org.uk/curriculum/key\\_stage\\_3/areas\\_learning/english\\_media\\_education](http://www.ccea.org.uk/curriculum/key_stage_3/areas_learning/english_media_education)

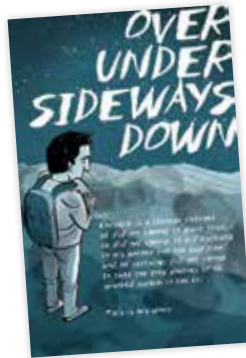
<sup>3</sup> Down County Museum Activities. Available at: [www.downcountymuseum.com/Learning/Refuge/The\\_Childrens\\_s\\_Stories/Bobbie\\_s\\_Story.aspx](http://www.downcountymuseum.com/Learning/Refuge/The_Childrens_s_Stories/Bobbie_s_Story.aspx)

# Suggested Resources

ages  
**14-16**

## Amnesty International, 'Classroom to Community'

Eight educational resources to better understand the refugee crisis including interactive activities, comic book stories and a board game. Available at: [www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/](http://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/)



A comic book about a teenage refugee called Ebrahim

Ages for resources are for guidance only as they may have strong and emotive themes.



## 'By the Sea' by Abdulrazak Gurnah

On a late November afternoon, Saleh Omar arrives at Gatwick Airport from Zanzibar, a far away island in the Indian Ocean. With him he has a small bag in which there lies his most precious possession - a mahogany box containing incense. He used to own a furniture shop, have a house and be a husband and father. Now he is an asylum seeker from paradise; silence his only protection.



## Think About

similarities and differences.

Provide opportunities to explore how religious beliefs, practices and lifestyles of people of world faiths have influenced the development of various cultural traditions. Use the lesson ideas in 'Ways of Seeing' to explore religious similarities and differences. What is a talisman and what is it used for? Students explore talismans from different faiths and create their own talismans.<sup>1</sup>



## Think About

the latest news.

Research the topic of people seeking sanctuary today using different media. Analyse the range of information, opinions and statistics available. Consider how data can be used to influence, persuade or prove a point. Choose sources that you consider to be balanced and trustworthy to create a balanced report on the topic. Share with others.

<sup>1</sup> 'Ways of Seeing' book. Available at: [www.eani.org.uk/ids](http://www.eani.org.uk/ids)

# Suggested Resources

## Save the Children, 'Most shocking second a day'

Watch a clip on YouTube to provide opportunities to discuss challenges facing countries in conflict.

Search *Save the Children*, 'Most shocking second a day' on YouTube.

## 'A Long Way Gone: The True Story of a Child Soldier' by Ishmael Beah

The true story of Ishmael Beah and how, at the age of twelve in Sierra Leone, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By 13, he'd been picked up by the government army, and Beah, at heart a gentle boy, found he was capable of truly terrible acts.

ages  
**16-18**

Ages for resources are for guidance only as they may have strong and emotive themes.



## Think About

what your school and your community may do to help.

Consider ideas that you can do to help refugees. Available at: [www.enarireland.org/take-action](http://www.enarireland.org/take-action)



## Think About

having a debate.

Students volunteer for different roles such as asylum-seekers, politician, journalist, members of the public, charity worker. Decide on a question to be debated such as, 'Is our country a soft touch for asylum?' Give students time to research their positions and prepare their arguments. Organise a debate.

## Think About

your own identity and being part of a group.

Students move in small groups to discuss the social groups that they are involved in, such as, family, school, sports club, music, ICT club. Each student highlights their most important group and students stand up when their 'group' is called out. Students will be aware of things they have in common and things they don't. Students discuss the meaning of social exclusion and togetherness and suggest ways in which they can be more inclusive.<sup>1</sup>

<sup>1</sup> Toolkit for Diversity in the Post Primary School P118. Available at: [www.eani.org.uk/ids](http://www.eani.org.uk/ids)

# Other Resources

## UNICEF, 'In Search of Safety – a teaching resource'

A resource with learning activities within the context of children's rights and migration through history. Available at: [www.unicef.org.uk/rights-respecting-schools/resources/refugee-crisis-europe](http://www.unicef.org.uk/rights-respecting-schools/resources/refugee-crisis-europe)

## Trócaire, 'Forced to Flee: Exploring the Refugee Crisis'

A resource with suggested exercises for Primary and Post Primary Schools. Available at: [www.trocaire.org/getinvolved/education/resources/forced-flee-exploring-refugee-crisis](http://www.trocaire.org/getinvolved/education/resources/forced-flee-exploring-refugee-crisis)

## Amnesty International, 'Activity Pack: Seeking Safety'

Eight interactive and adaptable activities to explore asylum. Available at: [www.amnesty.org.uk/resources/activity-pack-seeking-safety](http://www.amnesty.org.uk/resources/activity-pack-seeking-safety)

## DfID, 'Global Communities: Learning about Refugee Issues'

Activities to encourage empathy and to explore rights and responsibilities as global citizens. Available at: [www.medway.gov.uk/pdf/globalcommunitiessecondarypack-2.pdf](http://www.medway.gov.uk/pdf/globalcommunitiessecondarypack-2.pdf)

## The Inclusion and Diversity Service, Education Authority

It provides advice and support to schools with newcomer pupils, such as, welcoming new pupils, curriculum support and intercultural awareness. It provides staff training for schools and online courses accredited by Queen's University Belfast. Available at: [www.eani.org.uk/ids](http://www.eani.org.uk/ids)

## The Yellow Flag Programme

An 8-step programme that explores issues of interculturalism, equality and diversity. Available at: [www.yellowflag.ie](http://www.yellowflag.ie)

## Embrace

An inter-church organisation that promotes a positive response to minority ethnic people in NI, such as through providing talks and workshops on welcome and migration. Available at: [www.embraceni.org](http://www.embraceni.org)  
—  
[www.executiveoffice-ni.gov.uk/articles/racial-equality](http://www.executiveoffice-ni.gov.uk/articles/racial-equality)

## Racial Equality Strategy

Find out about the Northern Ireland Executive's commitment to building a society in which racial equality and diversity is supported, understood, valued and respected, where people of minority ethnic backgrounds have a sense of belonging which is acknowledged and valued by people of all backgrounds. [www.executiveoffice-ni.gov.uk/publications/racial-equality-strategy-2015-2025](http://www.executiveoffice-ni.gov.uk/publications/racial-equality-strategy-2015-2025)



## Think About

other resources that you have in your school or that you could share with other schools or outside agencies.

# Useful Dates



## Think About

Important dates in your calendar where you live.



**Nov**

### National Anti-bullying Week

Consider anti-bullying and social media, workshops and resources. Available at: [www.antibullyingweek.co.uk](http://www.antibullyingweek.co.uk)



**Mar**

### World Book Day

Celebrate books including bilingual books. Why not invite a local author to talk about becoming a writer.



**Sept**

### European Day of Languages

Learn a few phrases in a new language. Why not extent this to include all the languages spoken in your school? Available at: [www.newburyparkschool.net/langofmonth/](http://www.newburyparkschool.net/langofmonth/)



**Dec**

### World Human Rights Day

Stand up for someone's rights at an event. Resources and information about events are available at: [www.un.org/en/events/humanrightsday/](http://www.un.org/en/events/humanrightsday/)



**June**

### Refugee Week

Why not invite a refugee speaker in to school to talk about their experiences? Activities and events are available at: [refugeeweek.org.uk/info-centre/educational-resources/classroomresources/](http://refugeeweek.org.uk/info-centre/educational-resources/classroomresources/)



**Sept**

### Community Relations and Cultural Awareness Week

Why not be part of this week by show casing your work at an event? Available at: [www.community-relations.org.uk/](http://www.community-relations.org.uk/)



**Jan**

### Holocaust Memorial Day

Read about life stories and consider how life can go on. Resources and activities are available at: [www.hmd.org.uk/content/for-educators](http://www.hmd.org.uk/content/for-educators)



## Think About

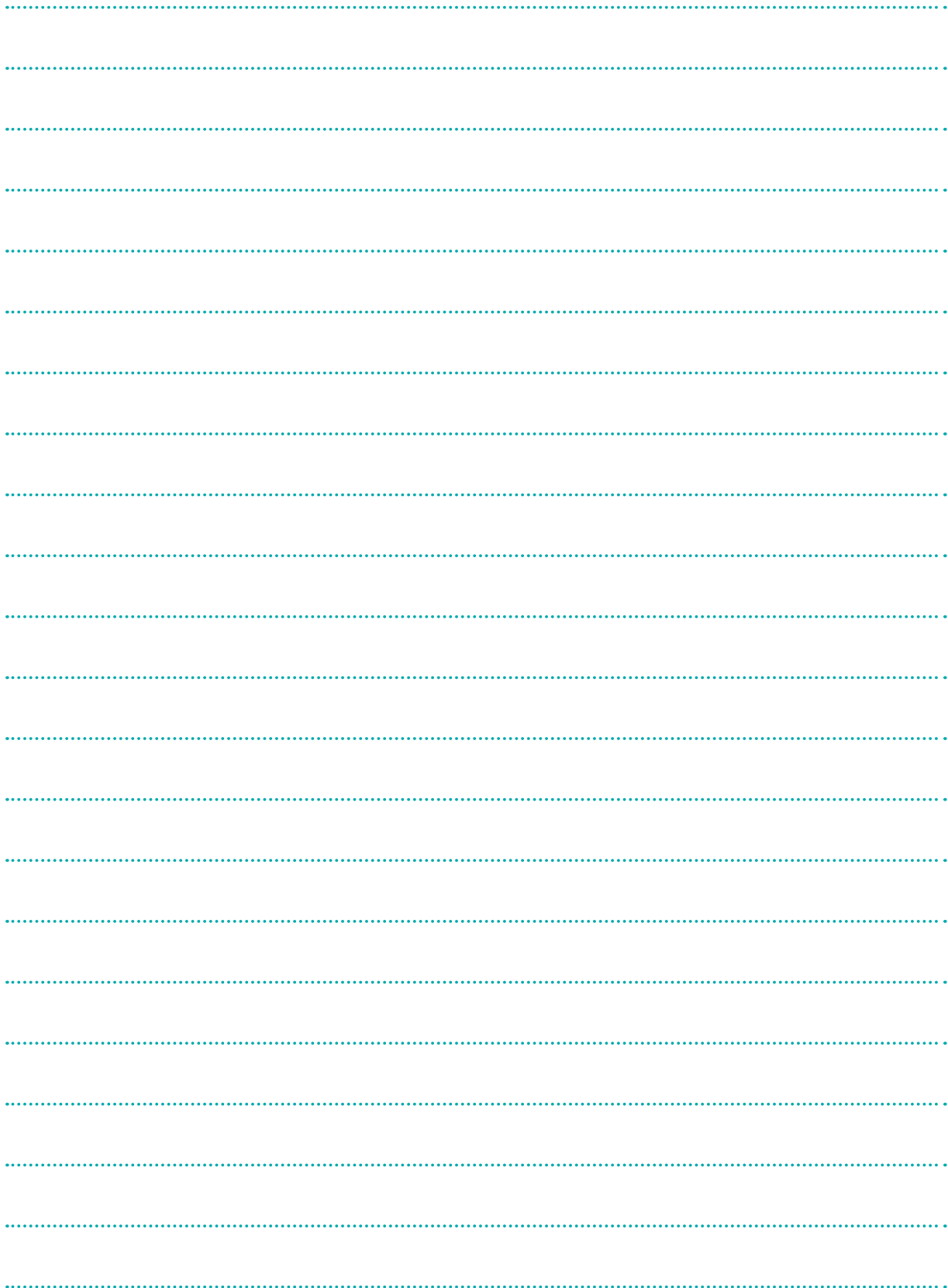
other important days that you celebrate.



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Schools of Sanctuary is a stream of the wider City of Sanctuary movement, a network of local groups committed to creating a culture of welcome and inclusion for all those seeking sanctuary.

If you are interested in becoming a School of Sanctuary, you are invited to join your local City, Town or Place of Sanctuary group, which will help you in the journey towards becoming a School of Sanctuary.

[schools.cityofsanctuary.org](https://schools.cityofsanctuary.org)





This resource pack contains teaching resources and information about seeking sanctuary, with links to the curricula and a detailed guide for schools who want to be recognised as a School of Sanctuary.

If you want to find out more, or read about how other schools have become a School of Sanctuary, visit:

**[www.cityofsanctuary.org/schools](http://www.cityofsanctuary.org/schools)**

Here you can find further resources and even share your school's own experience of becoming a School of Sanctuary with others in our network.

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You can also find out more about the Inclusion and Diversity Service, Education Authority at [www.eani.org.uk/ids](http://www.eani.org.uk/ids)



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The Inclusion and Diversity Service within the Education Authority have worked closely with Schools of Sanctuary to develop this user friendly resource.

The Urban Villages Initiative have funded the production of this resource pack to support the Schools of Sanctuary endeavour to foster a culture of welcome and inclusion in schools and communities.

To find out more, please contact your local City of Sanctuary group below:

**[www.cityofsanctuary.org](http://www.cityofsanctuary.org)**