

Schools of Sanctuary- self assessment tool			
LEARN about what it means to be seeking sanctuary			
Staff development	RAG	Evidence	Next Steps
All staff and governors are aware of what Schools of Sanctuary means. Staff are involved in working towards accreditation. Staff are aware of issues surrounding seeking sanctuary.			
Staff are involved in the self-evaluation process.			
Curriculum	RAG	Evidence	Next Steps
Create awareness among students, teachers, school support and office staff, SLT and governors about: <ul style="list-style-type: none"> - Why people become refugees; - Where refugees come from; - The differences between refugees and asylum seekers and other migrants; - Why some refugees come to the UK and to your city; - Why some refugees are destitute; - Why refugees and asylum - seekers need protection. 			
Resources	RAG	Evidence	Next Steps
Awareness raising sessions based using personal stories have been			

organised in school.			
An opportunity to meet refugees and asylum seekers is provided.			
Age appropriate resources explore refugee issues within curriculum time.			
TAKE positive action to embed concepts of welcome, safety and inclusion.			
Create a welcoming environment	RAG	Evidence	Next Steps
<p>All asylum seekers or refugees have an enhanced induction, which includes:</p> <ul style="list-style-type: none"> - A planned induction programme; - A welcome pack; - Loan of uniforms or sourcing alternatives ways of accessing the uniform; - Ensuring a buddy system is in place that also meets the needs of children with EAL - An identified contact for children and their families; 			
<p>Encourage first language maintenance through, for example:</p> <ul style="list-style-type: none"> - Encouragement of new arrivals' use of first language - Teaching class/ form 'greetings' in the new arrivals' first language. 			
<p>EAL provision ensures that children :</p> <ul style="list-style-type: none"> - Are assessed using appropriate pre national curriculum language 			

<p>acquisition assessment tools</p> <ul style="list-style-type: none"> - Have teachers who are aware of their language needs and ensure access to the full curriculum by meeting the language needs; - Have half termly assessment of level of language acquisition to ensure that they are given challenging bespoke targets to accelerate progress; - Where necessary, have interventions which are personalised, time limited and are monitored to ensure accelerated progress. 			
<p>Ensure there is a system in place to support children who are suffering from trauma.</p>			
<p>School have identified a way in which they can support children and young people who are at risk of or who are going to be deported.</p>			
<p>Use interpreters to support parental access. Children or 'friends' are not used to interpret.</p>			
<p>Have resources in the classroom which reflect cultural diversity and are in home language.</p>			
<p>EYFS- participate in Bookstart dual language programme.</p>			

Ensure that pupil voice represents asylum seeker and refugee pupils.			
Pupils are aware of School's commitment to Schools of Sanctuary and contribute to the development and evaluation of the school in relation to this.			
Incorporate concepts into curricular and extra curricular activities.	RAG	Evidence	Next Steps
Identify extra-curricular opportunities which will support social engagement and development of language skills.			
Ensure access to a range of extra-curricular activities, via school or via local refugee community organisations and youth services.			
Involve refugees and asylum seekers in the day to day life of school.			
Encourage positive action (for example supporting a local refugee charity.)			
Involve refugees and asylum seekers in the day to day life of the school.	RAG	Evidence	Next Steps
NB: Be aware that children in school may not wish to identify themselves as asylum seekers or refugees.			
Encourage parents of asylum seeker children and young people to participate in school life.			
Monitor parental participation, to ensure that vulnerable parents are			

able to participate. Where this is not the case identify ways to support enhanced engagement.			
Identify ways in which asylum seeker parents can volunteer in schools. (For instance as volunteer classroom assistant).			
SHARE your vision and achievements			
	RAG	Evidence	Next Steps
Work collaboratively with other schools who are seeking School of Sanctuary status, via Schools of Sanctuary hubs in your area or via EAL/ BME networks. Additional ways of collaborative approaches could be: <ul style="list-style-type: none"> - Arrange joint visits or projects with other schools; - Hold exhibition/ performance around the sanctuary theme; - Contribute to wider Schools' of Sanctuary network, through contributing case studies. 			
Provide up to date information via newsletters and on your website about Schools of Sanctuary and your work towards accreditation.			
Show case your work with parents and the local community.			
Parents are aware of what School of Sanctuary means.			