



City of Sanctuary UK

Application for Sanctuary Award

Name and type of organisation:	<i>X, Primary School</i>
Town / City you are based in:	<i>X in London</i>
Name / position of lead applicant:	X
Job Title of lead applicant:	Family Support Worker
Contact (phone no. and email):	X
Date of application:	04/06/21
Name of local City of Sanctuary group if relevant	X
Please put an 'X' this box if you are happy for your application to be shared with other organisations applying for sanctuary awards	<input checked="" type="checkbox"/>
Please provide a summary of how your organisation engages with people seeking sanctuary: We are a diverse inner-city school with many children migratory backgrounds and many children with EAL. We don't have any children who are refugees or asylum-seekers, but we do have many who are affected by NRPF as a result of their or their parents' immigration statuses. We have close relationships with a number of local refugee and migrant support organisations who attend school for family support, class workshops, assemblies and more. We support them through fundraising and supporting their campaigns.	
Link to Website page with information about your commitment to the sanctuary vision	
Using the 3 principles of the sanctuary award, please reflect on how you have achieved these principles attaching evidence to support your answer.	

Learn	<p><i>1. Training and education opportunities are provided for school staff & management on refugee, asylum and migration issues.</i></p> <ul style="list-style-type: none"> ➤ Specialist EAL and Family Liaison Staff who have undertaken CPD training on relevant topics: EAL and trauma-informed pedagogies, NRPD and immigration routes. The learning has been shared in whole-staff training these members of staff have led. ➤ Feedback from discussions from Parent Immigration Action Hub are shared in staff meetings with key takeaways identified and members of staff made responsible for next steps. <p><i>2. Evidence of refugee/asylum/ migration learning activities are incorporated into school life and at least one example in the curriculum, across the key stages.</i></p> <ul style="list-style-type: none"> ➤ Regular whole school assemblies on immigration and sanctuary issues. ➤ Learning about who is a refugee/ asylum-seeker and migrant, where they come from and their experiences in the UK (such as asylum-seekers not being able to work) have been embed into each year group’s PSHE curricula. ➤ Year 5 & 6 workshops with Citizens UK and graduate students from UCL on national issues such as British Citizenship fees for children, NRPF and migrant charging for healthcare which have all led to active campaigns including a campaign at the Home Office; an event at Westminster; a march to the Department of Education and a Christmas card campaign ➤ The parents have set up an Immigration Action Group which operates as a support group, a learning resource and a legal advice hub. It is facilitated by the family support worker and a local organisation. Legal advice is provided in person by an immigration solicitor from the Coram Children's Legal Centre. The aim is to educate, support and campaign with parents on issues affecting them.
Embed	<p><i>3. The school must demonstrate how it has embedded the concept of welcome and inclusion in the school.</i></p> <ul style="list-style-type: none"> ➤ The school has employed a family support worker for the past 2 years to support families with housing, benefits, food poverty and other issues which are often most pressing for those families who may have no recourse to public funds, are refugees or who have unsettled status. This is an ongoing appointment which shows the school's intention to embed the values of welcome and sanctuary on a long-term basis. ➤ The Parent Immigration Action Group meets every few weeks which keeps the issues they experience on the school agenda. ➤ The school has obtained the Quality Inclusion Mark last year and has become an IQM Centre of Excellence. Our SEND policy is available for inspection on our website and is the theory behind the practice of welcoming all into our family community.

- Our school library is a wonderful example of a welcoming place with books in many different languages and books about being a refugee or newcomer. We also have a language of the week so that we can all learn and hear greetings from different parts of the world. International Day is a highlight of the school calendar when everyone can show off their culture, food and traditions as is Black History Month and Wear Your Hair days.
- We make full use of Language Line (a translation telephone service) with parents to fully include and engage them with their child's learning and to help them with issues which arise such as housing or benefits. Our staff speak a variety of languages (Spanish, Portuguese, French and German) which also helps the children and their parents and embeds the culture that all are welcome.
- All new families to the school receive a full tour, an induction pack for parents and the children get a buddy if they are new to the school.

4. Recognition of and participation in the annual Refugee Week or other annual/ regular celebratory events which highlight the contribution of people seeking sanctuary and migrants to the UK.

- During Refugee Week each class chose a relevant class storybook to return to learning around sanctuary/refugee issues.
- In a whole school assembly we reviewed key terms such as 'refugee' 'asylum-seeker' and 'migrant'. We discussed the ways in which people might experience living the UK differently with these terms.
- We raised money for 'Choose Love' by taking part in a school march... collectively walking the distance to Calais.

5. Commitment to supporting age appropriate active pupil voice on sanctuary and welcome/welcoming activities in the school. For example, this might mean ensuring that your School Council or other student-led groups are actively involved in the process of working towards recognition.

- The children's learning has been embedded through active campaigns as shown in the photo montage from national organisations such as the Home Office to the local hospital. They spoke eloquently to local councillors and as a result the council resolved to make FSM available to all NRPF children (this was before the pandemic in which the government finally relented to allow NRPF families below a certain threshold apply for FSMs).
- The School Council have started to think about creating a welcome pack for children who are new to the school - one which takes account of those who may not speak the language or who may be new arrivals for all sorts of reasons.
- Our parents, children and staff have taken part in video campaigns regarding child British Citizenship fees and giving settled status to all during the pandemic.

	<ul style="list-style-type: none"> ➤ Harvest Festival food collection is donated to a local refugee organisation.
Share	<p><i>6. A public commitment to the City of Sanctuary vision of welcome, including the endorsement of the City of Sanctuary charter which can be done via signing the City of Sanctuary organisation pledge. This pledge should be included on the school's website and in a public space in the school.</i></p> <ul style="list-style-type: none"> ➤ We have signed the organisational pledge (18/1/21) [school included link to website with CoS UK logo] ➤ We have made a school 'sanctuary' display in the school foyer [school included link to photo of display] <p><i>7. The school publicly highlights its activities in support of welcome and inclusion. This can include social media/ website posts, school newsletter updates or attending regional activities or meetings.</i></p> <ul style="list-style-type: none"> ➤ All events and activities are publicised through our termly newsletters available on our website. [school included link to newsletters] ➤ The Parents Immigration Action Group have worked hard to listen, prepare, engage and now deliver! They listened to the issues of parents, they prepared for a meeting with a local councillor (including a script and 'asks'), they engaged with him and prompted him to take action and they are now in the process of delivering training to the Council in conjunction with other local agencies. They have been recounting their experiences to camera so that these stories can be shared with council staff. ➤ The workshops with children and the UCL students resulted in a report being published called Forgotten People which highlights children's concerns around being homeless or stateless. This will be further explored when some of our children will be sharing their experiences with the Office of Children's Champion (part of the Home Office) in a bid to make children's journey's through the immigration system less traumatic. ➤ A number of our families are also involved in test cases being brought against the government by Matthew Gold Solicitors on issues of pupil premium not being received by schools for NRPF children (they were previously successful in securing FSM for NRPF families during Covid. ➤ The school is not afraid to shy away from issues which affect the most vulnerable in our community – highlighted by the Christmas campaign to highlight migrant charging policies at the hospital. ➤ The school has an "END NRPF" display on its most prominent outside fence for all to see which has sparked a lot of interest and discussion both amongst parents and the community who are pleased to see NRPF being openly discussed. At the end of the summer term every child was sent home with a butterfly to colour and display as a symbol of the beauty and variation in our migrant community.

	<p><i>8. Commitment to on-going engagement with the Schools of Sanctuary stream. This may include sharing resources, ideas and achievements via the school's website or the City of Sanctuary website, and/or with other local/regional schools.</i></p> <ul style="list-style-type: none"> ➤ The school is committed to supporting development of Schools of Sanctuary in our local area. We are discussing with the local City of Sanctuary group how to do this. ➤ We have agreed to present at an upcoming School of Sanctuary event and are working to submit a case study.
<p>Any other additional supporting evidence</p>	<p>Click or tap here to enter text.</p>
<p>Please identify how people seeking sanctuary have been involved in helping you achieve these principles</p>	
<ul style="list-style-type: none"> ➤ We have connected with many relevant local organisations [school listed local organisations]. ➤ Parents and pupils have been involved in all the activities set out above and many of those are people seeking sanctuary for a variety of reasons. Through workshops with children and regular meetings with parents including 1:1 sessions their experiences have led us to the issues we have been passionate about - from the welcome in school, the welcome in their local area to the national messages government send out about those seeking sanctuary. It is the experiences of children, parents and indeed staff all of whom have their own individual stories and experiences which drive us forward as we want our school, our area, our country to be a better place for all. 	
<p>How does your organisation intend to build on your achievements over the next 3 years in order that your award is renewed?</p>	
<ul style="list-style-type: none"> ➤ We plan to train our children to act as ambassadors to go out to other schools and start the conversations with pupils, staff and parents about what issues affect them, how to work together to achieve change and become a force for good. ➤ We are continuing to work with the local council to expand Schools of Sanctuary In our area. ➤ We want to focus on reaching more parents not just those affected by immigration issues but others who can help support and campaign. ➤ The School Council is creating a Children's Welcome Pack for new children 	
<p>Signed by the lead applicant:</p>	<p>xxxx</p>

