



Dissertation title:

“We're a School of Sanctuary and what that means is, we could have a refugee family tomorrow, we will welcome them, we will treat them as equal.”

An exploration of how Schools of Sanctuary support asylum-seeking and refugee pupils.

Supervisor: 

Master's programme: MA Global Development and Education

Word count: 13,188

Student number: 201894028

September 2025

Abstract

A record 109,343 asylum claims were filed in the UK between March 2024 and March 2025, 19% of which were for under-18s (UK Government, 2025). Incorporating asylum-seeking and refugee children in schools is thus a highly topical issue (McIntyre and Abrams, 2021b). This dissertation investigates whether UK primary schools awarded School of Sanctuary status promote the holistic academic development and integration of asylum-seeking or refugee pupils. It draws on interviews with teachers from ten Schools of Sanctuary. The findings indicate that schools support these pupils in four main ways: creating an empathetic and informed school community, prioritising pupil wellbeing, meeting language requirements, and celebrating pupils' cultural identity. The interviews show considerable efforts made by teachers, who at times considered the local and/or national context uncondusive to the Schools of Sanctuary ethos.

Key words: asylum-seeking or refugee pupils, Schools of Sanctuary, primary school

Dissertation submitted to University of Leeds, September 2025 Word Count:13,188

DOI: <https://doi.org/10.57884/FK51-4249>

The views expressed in this research do not necessarily represent those of the British Council and are the researcher's own.

Acknowledgements

I would like to thank my parents for their support, and the interviewees who kindly gave their time to speak with me. I would also like to thank my supervisor [REDACTED] for her invaluable guidance throughout this process.

In loving memory of Pauline Green and Austin Brown.

Contents

Abstract.....	2
Acknowledgements.....	3
Abbreviations.....	6
Record of dissertation meetings.....	7-10
Introduction.....	11
i. Key context and personal interest.....	11
ii. Dissertation aim, research question, and argument.....	12
Chapter 1. Theoretical framework.....	13
1.1 Ecological systems theory.....	13-14
1.2 Strengths and limitations of the framework.....	14-15
1.3 Research sub-questions.....	15-16
Chapter 2. The microsystem: Key considerations in schools about provision for ASR pupils.....	17
2.1 Whole-school approaches and learning about forced migration.....	17-18
2.2 Language provision.....	18
2.3 Pastoral support.....	19
Chapter 3. The role of mesosystems, exosystems, and macrosystems in schools' work.....	20
3.1 The mesosystem of home-school links.....	20
3.2 Exosystems and holistic approaches to pupil wellbeing.....	20-21
3.3 Macrosystemic influences on school provision: cultures and local context.....	21-22
Chapter 4. Methodology.....	23
4.1 Interviews.....	23
4.2 Sampling.....	23-24
4.3 Data collection.....	25
4.4 Data analysis.....	25
4.5 Ethics.....	25-26
4.6 Researcher positionality.....	26
4.7 Limitations.....	26
<u>Findings</u>	
Chapter 5. Creating an empathetic and informed school community.....	27
5.1 Being a SoS.....	27
5.2 Educating all pupils about forced migration.....	27-28
5.3 Addressing local and national discourses surrounding immigration.....	28-29
5.4 Discussion.....	29-30
Chapter 6. Prioritising pupil wellbeing.....	31
6.1 Wellbeing first, academics second.....	31-32
6.2 Caring for families' broader needs.....	32-33

6.3 Discussion.....	33
Chapter 7. Meeting language requirements.....	34
7.1 Language provision for ASR pupils.....	34-35
7.2 Facilitating communication with ASR families.....	35-36
7.3 Discussion.....	36-37
Chapter 8. Celebrating pupils' cultural identity.....	38
8.1 Ensuring representation of pupils' backgrounds.....	38-39
8.2 Involving families in cultural and religious celebrations	39-40
8.3 Discussion.....	40-41
Conclusion.....	42
i. Key findings.....	42
ii. Implications.....	42-43
iii. Suggestions for further research.....	43
Appendices	
Appendix A: Information Sheet for Participants.....	44-45
Appendix B: Participant Consent Form.....	46
Appendix C: Interview Prompt Sheet.....	47
<u>Transcripts</u>	
Appendix D: Interview 1.....	48-59
Appendix E: Interview 2.....	60-67
Appendix F: Interview 3.....	68-80
Appendix G: Interview 4.....	81-96
Appendix H: Interview 5.....	97-102
Appendix I: Interview 6.....	103-110
Appendix J: Interview 7.....	111-117
Appendix K: Interview 8.....	118-124
Appendix L: Interview 9.....	125-134
Appendix M: Interview 10.....	135-144
Reference list.....	145-152

Abbreviations

ASR	Asylum-seeking or refugee
CDP	Continuing Professional Development
DfE	Department for Education
EAL	English as an Additional Language
EST	Ecological systems theory
MP	Member of Parliament
NASUWT	National Association of Schoolmasters/Union of Women Teachers (The Teachers' Union)
PPCT	Process-person-context-time model
SEN(D)	Special Educational Needs (and Disabilities)
SoS	School(s) of Sanctuary
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

FACULTY OF SOCIAL SCIENCES DISSERTATION RECORD FORM

Student Number: 201894028

Module Title and Number: Postgraduate Dissertation PIED5800M

Name of Supervisor: [REDACTED]

Date of meeting	Record of meeting
<p>1</p> <p>26.3.2025</p>	<p>Matters discussed</p> <ul style="list-style-type: none"> • Should I focus on primary or secondary schools, or both? [REDACTED] advised I choose one or the other, since provision is so different. I will need to give a rationale for my choice in my dissertation. • How many schools should I aim to interview staff from? Since it will be a small sample and I will be aiming to generalise findings to theory rather than to the population, the sample size is less important than the quality of responses/position of the interviewee within schools. I will aim for 5-10 schools. • Should I approach schools all within the same region or different regions? Could do a comparative study e.g. look at responses from 3/4 schools in one region and 3-4 in another, or alternatively focus on responses from one region. • Could offer schools a summary report of emerging findings once all interviews have been conducted so there's 'something in it for them'. • [REDACTED] advised that if I hadn't been able to recruit participants 3 weeks after sending out emails, I could think about moving to a desk-based study (e.g. an extended literature review of provision for asylum-seeking and refugee pupils in UK schools). • Need to read about methodology for analysing qualitative data e.g. through thematic analysis. [REDACTED] suggested three books I could use. • Ideas for theoretical framework- I explained that a few pieces of relevant literature I have looked at used Bronfenbrenner's Ecological Systems Theory. [REDACTED] thought this would be a good theoretical framework for this topic. • Need to show awareness of strengths and limitations of theory.

	<p>Actions</p> <ul style="list-style-type: none"> • Send ethics application form to supervisor. • Continue to read around my topic. • Read up on Bronfenbrenner's Ecological Systems Theory.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Date of meeting	Record of meeting
<p>2</p> <p>7.5.2025</p>	<p>Matters discussed</p> <ul style="list-style-type: none"> • ████████ helped me to develop and finalise my research question. With her input, this became: 'Do Schools of Sanctuary support the holistic academic development and integration of asylum-seeking and refugee pupils?' • She explained that holistic academic development can encompass both children's schoolwork and social/emotional growth. • ████████ confirmed that I could use an earlier iteration of Bronfenbrenner's theory (Ecological Systems Theory or EST) if appropriate. I would just need to recognise why he later developed his theory and explained why the earlier version is better suited to my dissertation topic. • She advised that I devise four research sub-questions which should refer explicitly to EST. • She advised that I create a prompt sheet covering two-three topics which I could refer to during interviews. Questions should be open-ended and invite description. • Ethical approval complete. <p>Actions</p> <ul style="list-style-type: none"> • Devise four research questions using Bronfenbrenner's ecological systems theory. • Devise two to three interview questions which invite description. • Read about systems thinking in education. • Look at the three books on research methods in development that ████████ recommended- could use these to inform methodology section. • Contact Schools of Sanctuary about participation.

Date of meeting	Record of meeting
<p>3</p> <p>5.6.2025</p>	<p>Matters discussed</p> <ul style="list-style-type: none"> • Appropriate length of literature review (2,500-2,800 words). • Literature review needs to clearly point out why empirical research was appropriate. • Can use "I..." in the dissertation.

	<ul style="list-style-type: none"> • What I had learnt from the pilot interview- we discussed rephrasing a question which had thrown interviewees. • Need to introduce theoretical framework early in dissertation. • Structure of the dissertation- importance of coherence, need to use Bronfenbrenner’s theoretical framework throughout the literature review as well as to present findings. • Don’t have introduction as Chapter 1. • Might want to break down ‘findings and analysis’ chapter into smaller parts (could be based on sub-questions). • Can connect findings to the literature review by doing a summary at the end of each section/theme. • ██████ advised I allocate around 5,500 words for presenting the findings of my empirical work. <p>Actions</p> <ul style="list-style-type: none"> • Continue to conduct interviews with schools. • Start writing up theory/literature review/methodology sections.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Date of meeting	Record of meeting
<p>4</p> <p>2.7.2025</p>	<p>Matters discussed</p> <ul style="list-style-type: none"> • How interviews have been going- what I have found interesting/challenging e.g. steering the conversation to ensure it remains relevant to my research question. • Structure of dissertation. Since my dissertation has several short sections, ██████ said it would be ok to have a relatively high number of short chapters so that the chapters are similar lengths. • How to use literature critically. Assess the body of scholarship in relation to what you want to argue rather than focussing on individual studies. <p>Actions</p> <ul style="list-style-type: none"> • Continue interviews with schools. • Try and cut down introduction to 800 words- take out non-essential information. • Revise literature review section. • Send over literature review to ██████ for feedback. • Add in reflections on how the interviews went in research methodology chapter. • Start coding and thematic analysis of interview data. • Explain process of data analysis in methodology section.

Date of meeting	Record of meeting
<p>5</p> <p>24.7.2025</p>	<p>Matters discussed</p> <ul style="list-style-type: none">• Feedback on lit review section- I need to be more explicit in the chapter aims and argumentation at the beginnings, and link to Bronfenbrenner more strongly throughout.• Key findings from the interviews.• ██████ explained that I don't need to answer each sub-question explicitly/discretely. Sub-questions are there to help guide the research process, but I can present my findings thematically in the write-up.• Don't need to tell reader the codes I used- just the themes. <p>Actions</p> <ul style="list-style-type: none">• Edit lit review section based on ██████'s feedback.• Write up findings.

Introduction

i. Key context and personal interest

Forced migration is a high-profile issue in global politics, having nearly doubled worldwide over the last decade (Cooper et al., 2021; UNHCR, 2025). The principle of *non-refoulement* set out in the 1951 Refugee Convention states that individuals cannot be returned to a context where their life or freedom would be threatened (UNHCR, 2010). The UNHCR (2010) defines a refugee as a person “who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted” (p.3). An asylum-seeker is a person who intends to, or has applied for refugee status- their claim has not yet been processed (UNHCR UK, n.d.A). In the UK, a record 109,343 asylum applications were filed between March 2024 and March 2025, 19% of which were for under-18s (UK Government, 2025). The 1996 Education Act specifies that all asylum-seeking or refugee (ASR) children aged 5-18 have the right to education in the UK (UNICEF UK, 2018). It is unknown exactly how many ASR children currently attend UK schools, which are required to enrol pupils without checking their immigration status (Ang, 2024; Department for Education (DfE), 2014b). Attending school can give displaced children a sense of comfort and promote integration in their new community, in addition to enabling continued learning (Ashlee and Gladwell, 2020).

I became interested in this topic while training to be a primary school teacher last year. A little girl arrived in my placement class; she had no English beyond a few words, and for many weeks was extremely distressed. The school knew that she spoke Kurdish and was from Iran or Iraq, but had no further information. As a trainee, I felt very underprepared to meet her emotional and learning needs. The pupil eventually began settling into school, and her personality started shining through as her confidence and wellbeing improved. Whether or not the pupil was from an ASR background, this experience impacted me significantly. I felt the challenge of meeting language and complex emotional needs, and saw how a supportive school culture enabled her to begin thriving.

Schools of Sanctuary (SoS) is “an initiative to celebrate the good practice of schools who foster a culture of welcome and belonging for all, especially asylum-seeking and refugee families” (SoS, 2024b, p.1). The programme is managed by City of Sanctuary, a charity which aims to make UK cities more hospitable to ASR individuals (SoS, 2025a). To be awarded SoS status, a school must evidence that it supports its pupils and staff to learn about forced migration, has embedded a culture of welcome, and shares its work with the local community (SoS, 2025b). At the end of the 2023-24 academic year, there were 607 SoS in the UK (SoS, 2024a). Despite the uptake of this award, there is currently just one piece of available literature on SoS. This is a report published by City of Sanctuary which considers how the organisation’s principles appear in nine SoS, concentrating on whole-school activities (Kendall et al., 2024).

ii. Dissertation aim, research question, and argument

This dissertation seeks to make a new contribution to literature by presenting a detailed exploration of provision made in SoS specifically to support ASR pupils themselves. Unlike Kendall et al. (2024), my research focuses exclusively on primary schooling. This decision was made as my literature review identified a lack of UK-based research on ASR pupils at the primary level. To investigate practices at primary SoS, I conducted interviews with staff from a total of ten schools from: London, Yorkshire/Humber/Greater Lincolnshire, the Northwest, and the Midlands. The research question guiding this dissertation is:

Do Schools of Sanctuary promote the holistic academic development and integration of asylum-seeking or refugee pupils?

I understand 'holistic academic development and integration' according to the concepts set out by Arnot and Pinson (2005). They are key voices in the field of refugee education; their work on holistic approaches is widely cited and influential (Block et al., 2014; McIntyre, 2021; Prentice, 2022; Prentice and Ott, 2021; Pugh et al., 2012; Taylor and Sidhu, 2012). According to Arnot and Pinson (2005), a school which promotes an ASR pupil's holistic academic development and integration would consider not only their learning needs, but also their social and emotional needs. It would aim to enhance its provision by working with families, communities, and, when appropriate, external organisations and specialists. The authors found that schools showing a holistic approach evaluated integration by considering the child's welfare, friendships, and participation in school life.

The research undertaken for this dissertation indicates that primary SoS do promote the holistic academic development and integration of ASR pupils. I argue that schools support these pupils in four main ways: creating an empathetic and informed school community, prioritising pupil wellbeing, meeting language requirements, and celebrating pupils' cultural identity.

This dissertation is structured as follows. Chapter 1 outlines Bronfenbrenner's ecological systems theory (EST), the theoretical framework I employ. Chapters 2 and 3 use EST as a lens to explore literature on school provision for ASR pupils. Chapter 4 describes the methodology of my study. Chapters 5-8 present the findings of my interviews by theme. Finally, a conclusion is offered.

1. Theoretical framework

This chapter outlines ecological systems theory (EST), a form of systems thinking and the framework used in this dissertation. Ndaruhutse et al. (2019) define a system as “a set of components that work together as a whole to achieve a common objective”; systems thinking therefore involves analysis of “how the different components and stakeholders of a system interact and impact each other” (p.13). Koral Kordova et al. (2018) state that systems thinking helpfully aids in understanding “the entire system beyond its components, and clarifies the importance of the isolated component as part of the system” (p.1). Faul and Savage (2023) note that systems thinking is frequently applied in areas of international development literature such as agriculture and food systems, but is not yet established in the field of education and development. Both Faul and Savage (2023) and Gibbs et al. (2021) advocate for greater use of systems thinking in educational literature and devising action plans towards Sustainable Development Goal 4- quality education (UN, 2015).

1.1 Ecological systems theory

Bronfenbrenner’s (1981) EST provides a framework for analysing the impact of different contexts on an individual’s development. EST identifies four systems, which are outlined here using examples relevant to this dissertation.

The microsystem is a setting in which the child actually participates, such as the home and the school. Bronfenbrenner (1981) defines a microsystem as “a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting with particular physical and material characteristics” (p.22).

The mesosystem refers to “the interrelations among two or more settings (...) a mesosystem is thus a system of microsystems” (Bronfenbrenner, 1981, p.25). The key mesosystem analysed in this dissertation involves home-school relationships. Bronfenbrenner states that a single link between microsystems is created if a child goes to school alone; however, if a child goes to school accompanied by a family member, who meets their teacher, a dual link is created. He states that “a mesosystem in which there is more than one person who is active in both settings is referred to as *multiply linked*” (1981, p.211). Multiply linked mesosystems are more collaborative and productive due to greater intersetting knowledge- knowledge in one setting about the other (Bronfenbrenner, 1981).

Bronfenbrenner (1981) describes the exosystem as settings in which the child does not participate themselves, but where events take place which impact the settings which do contain the child (microsystems). For example, school provision for ASR pupils might be affected by decisions made by the school board, or by training for teachers from external organisations. Alternatively, the school might help connect parents to housing or social services. The child may not be personally involved with such services, but the outcome of parents’ interactions with these systems could significantly affect the child’s wellbeing.

Micro-, meso-, and exosystems are contained within a macrosystem, which refers to “overarching patterns of ideology and organization (...) common to a particular

culture or subculture” (Bronfenbrenner, 1981, p.8). Aubrey and Riley (2022) summarise that the macrosystem encompasses “societal and cultural expectations and the influences of factors such as the laws, culture and customs of the society to which the individual belongs” (p.193). Bronfenbrenner (1992) stresses that the macrosystem encompasses both the subculture in which a person lives, and that in which they were raised- a pertinent point when considering ASR pupils.

This dissertation explores how the microsystem of the school supports ASR pupils’ development; it also considers the role of meso-, exo-, and macrosystems in schools’ work. Bronfenbrenner conceived EST using a model of concentric circles; an adapted version is presented below to illustrate this project’s framework.

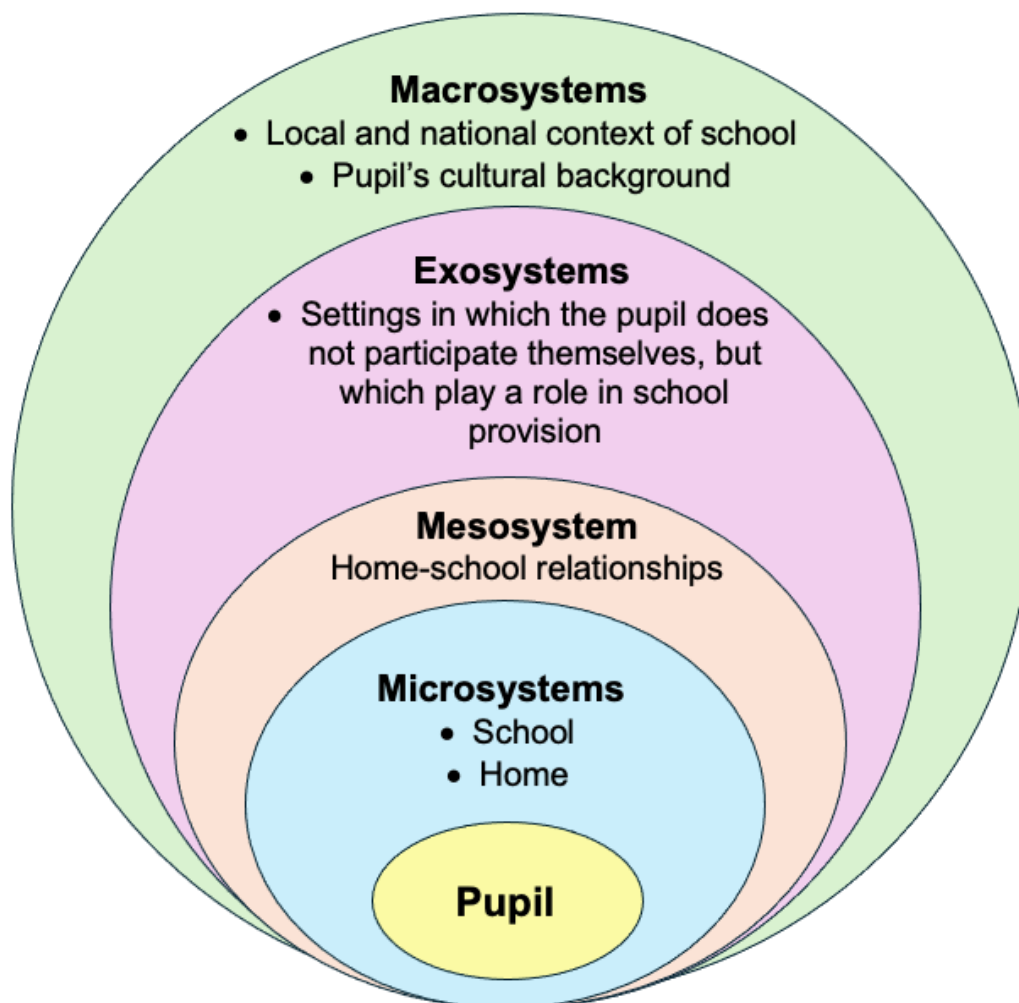


Figure 1: An ecological model of contexts which affect the holistic academic development and integration of ASR pupils. Adapted from Prentice, 2022, p.1129.

1.2 Strengths and limitations of the framework

The main strength of systems thinking lies in its holistic perspective, making it useful for analysing multifaceted issues (Faul and Savage, 2023; Koral Kordova et al., 2018; Ndaruhutse et al., 2019; Tong and An, 2024). EST in particular encouraged a move away from research which viewed individuals’ development as an isolated

phenomenon, without acknowledging the influence of their environment (Bronfenbrenner, 1981). However, EST has several limitations. Rosa and Tudge (2013) problematise EST's 'Russian dolls' or concentric circles model, arguing that it is illogical to represent the mesosystem as a layer in itself given that it refers to connections between microsystems. In addition, the virtual world is not represented in EST (Aubrey and Riley, 2022).

Furthermore, Bronfenbrenner (1989; 1992) later recognised that EST missed the role of the individual's characteristics and experiences in shaping their development. He modified and refined his theory over time; the final iteration was called the process-person-context-time (PPCT) model (Aubrey and Riley, 2022; Rosa and Tudge, 2013; Tong and An, 2024). In addition to the role of *context* in shaping development, the PPCT model considers the role of the *processes* an individual engages in, their *personal* characteristics, and the events they experience through *time* (Bronfenbrenner, 1992; 2001).

Rosa and Tudge (2013) and Tong and An (2024) agree that a single study does not need to investigate all elements of the PPCT model, and that it is acceptable to employ the earlier version of the theory (EST) if focussing on contextual influences. These authors present literature reviews of educational research claiming to use Bronfenbrenner's theory. Both reviews find that many authors use EST without acknowledging its later iterations, or simply state that Bronfenbrenner's perspective involved considering contextual influences. Both Rosa and Tudge (2013) and Tong and An (2024) stress that researchers should be explicit about the version of Bronfenbrenner's theory in use and justify their choice.

I found Bronfenbrenner's (1981) EST most appropriate to my aim of exploring school provision for ASR pupils. There would not have been sufficient scope within this dissertation to explore all elements of the PPCT model. Furthermore, from a privacy perspective, it would have been inappropriate to question interviewees in detail about specific pupils' characteristics and past experiences (beyond the anecdotes shared). EST offered a helpful theoretical lens to the research stage, as I investigated how schools supported pupil development and integration, and the contextual influences shaping school provision.

1.3 Research sub-questions

My overarching research question asks: do SoS promote the holistic academic development and integration of ASR pupils? To investigate this, and focus my thinking during the research stage, I devised four sub-questions based on Bronfenbrenner's (1981) EST:

1. What provision is made to support ASR pupils within the microsystems of schools?
2. What roles do educators play in the mesosystem of home-school relationships?
3. Are any exosystems involved in school provision for ASR pupils?
4. How do schools engage with the macrosystems of their local and national context, and pupils' cultural backgrounds?

The following chapter will explore key issues in literature about working with ASR pupils, using Bronfenbrenner's EST to guide discussion.

2. The microsystem: Key considerations in schools about provision for ASR pupils

This chapter draws on relevant literature to explore more deeply the elements of a holistic approach to working with ASR pupils within school. The key issues identified are: a whole-school ethos of welcome, language provision, and pastoral support.

The school is an example of a microsystem- a setting in which the developing child participates (Bronfenbrenner, 1981). Of the systems in his EST, Bronfenbrenner contended that microsystems exerted the strongest influence on the developing child (Aubrey and Riley, 2022); key aspects of school provision are thus explored in some detail here.

UK-based literature on school practices with ASR pupils often focuses on secondary education, and how ASR pupils fit into a system oriented towards examinations (Arnot et al., 2009; McIntyre and Abrams, 2021b; McIntyre and Hall, 2020). Refugee Education UK (n.d.B) presents case studies of school-based initiatives in high-income countries including the UK, again concentrating predominantly on secondary schools. Prentice (2022) did include a primary school in her research on positive practices with ASR pupils, but this decision was made to follow up questions raised from field work at a secondary school (the initial site of the study). Primary school is in itself an important educational phase, yet there appears to be less UK-based research exploring practices with ASR pupils at the primary than secondary level. This reflection led to my decision to conduct empirical research with primary school staff.

2.1 Whole-school approaches and learning about forced migration

Bronfenbrenner (1981) sees joining a new school as an “ecological transition” (p.6)- an experience which can strongly impact an individual’s development. To aim to make this transition a positive experience, literature often stresses the importance of an inclusive environment showing a whole-school ethos of welcome to ASR pupils (Arnot and Pinson, 2005; Taylor and Sidhu, 2012; Prentice, 2022; Pugh et al., 2012). An issue identified as under-researched but key to the integration of ASR pupils concerns their classmates’ attitudes about, and knowledge of, forced migration (Biasutti et al., 2020; Choi et al., 2025; Gladwell and Chetwynd, 2018). The National Education Union (2023) and McIntyre and Abrams (2021a) suggest that schools can promote ASR children’s integration by incorporating learning about forced migration into the curriculum for all pupils- a criterion for SoS (SoS, 2025b).

Teaching about forced migration reflects Bronfenbrenner’s (1981) idea of a “curriculum for caring” (p.54)- he believed that equipping children with the knowledge and skills to empathise with people in different situations was important to their socioemotional development. Hibberd (2018) investigated views on teaching about forced migration amongst 49 UK teachers (it is not specified whether primary or secondary), and found that 60% felt that pupils lacked knowledge about this topic. Hibberd suggests that schools combine learning on forced migration with other topics such as homophobia and islamophobia under themed PSHE (Personal, Social, Health, and Economic Education) units such as ‘inequality’. This recommendation may help address an issue raised by teachers regarding a lack of

time in the curriculum to explore forced migration. However, such units would have to be very carefully thought out to avoid confusing pupils- particularly in primary schools- or promoting surface-level understanding of these distinct issues. Indeed, the uptake of the SoS award perhaps suggests that schools are keen for pupils to develop a deeper understanding of forced migration as a discrete focus.

2.2 Language provision

Bronfenbrenner (1981) notes that a microsystem's developmental potential is linked to its responsiveness to individual needs. For many ASR pupils, language support is a key need to facilitate their development and integration at school (Refugee Education UK, n.d.B). Bronfenbrenner (1981) also notes that analysis of the microsystem should consider its "physical and material characteristics" (p.22). A relevant example might involve signage around the school- the Bell Foundation (2023) suggests that signs in the pupil's mother tongue be put up prior to their first day. A further consideration concerns EAL (English as an Additional Language) resources; much literature recommends use of physical stimuli to support English acquisition, including photographs, toys, and food (Biasutti et al., 2020; National Education Union, 2023; Prentice, 2022; Taylor and Sidhu, 2012).

Fassetta et al. (2023) note that literature on language support for ASR pupils generally focuses on strategies to aid English acquisition. Their research aims to offer an alternative perspective based on "an understanding of integration as a two-way process" (p.559). In their study, primary teachers in Scotland completed a 20-hour Arabic course in order to better support ASR pupils and their families. The study found benefits for the pupils' wellbeing and confidence, as they were able to take on the role of 'expert' by correcting and supporting their teachers. The Scottish staff valorised Arabic by using it throughout the school day as well as in their pedagogy with ASR children, helping all pupils to appreciate the challenge of learning a new language. Fassetta et al.'s (2023) research suggests multiple benefits of offering "linguistic hospitality" (p.560) in schools. Although some educators may consider such an extensive language course an unfeasible addition to their workload, engaging in briefer courses or self-guided study of key vocabulary may engender some of the benefits found here.

A further consideration for schools is whether the pupil will join a mainstream class immediately, or receive EAL provision separately (Citizens UK and NASUWT, 2023; Madziva and Thondhlana, 2017; Taylor and Sidhu, 2012). The school's size, catchment area, and staff will determine the feasibility of delivering EAL input in pull-out classes (Prentice and Ott, 2021; Prentice, 2022). Fandrem et al. (2024) explored the use of intervention classes with immigrant pupils in Norway through interviews with pupils and teachers. They found that this environment promoted the development of friendships amongst pupils with shared experiences of migration. However, the authors are critical of the segregative effect from their peers in the mainstream, since pupils in intervention classes were not following the same curriculum. They also note that these pupils missed out on the opportunity to be immersed in spoken Norwegian, and to practise their language skills with their mainstream peers. Fandrem et al. (2024) therefore argue that pull-out language lessons should be kept to a minimal length of time.

2.3 Pastoral support

Bronfenbrenner (2001) stresses that childhood development is contingent on interactions with others who show a long-term commitment to the child's wellbeing. Psychosocial and wellbeing provision is another element which appears fundamental to ASR pupils' development and integration in the microsystem of the school (Arnot and Pinson, 2005; Block et al., 2014; Madziva and Thondhlana, 2017; Refugee Education UK, n.d.B). ASR pupils may have experienced a variety of trauma including violence, bereavement, and familial separation; pupils' engagement with learning may be impeded by issues such as post-traumatic stress disorder, depression, and insomnia (Block et al., 2014; Gladwell and Chetwynd, 2018; Knowles, 2013; Pentón Herrera, 2022). The need for partnership working is highlighted across academic and grey literature. Pupils may benefit from input from a school councillor, community mental health service, specialist in a particular therapy, or a combination (Arnot and Pinson, 2005; Citizens UK and NASUWT, 2023; Gladwell and Chetwynd, 2018; Madziva and Thondhlana, 2017; Refugee Education UK, n.d.A). In addition, Bronfenbrenner (1981) argues that "an analysis of the microsystem must take into account the *full interpersonal system* operating in a given setting" (p.66) (my emphasis). Several sources suggest that schools could also seek to promote pupil wellbeing by running buddy systems to facilitate friendships (Bell Foundation, 2023; Gladwell and Chetwynd, 2018; Prentice, 2022).

The literature reviewed for this chapter suggests that schools could consider several aspects in order to create a microsystem which promotes ASR pupils' development and integration. Key considerations include language (both in terms of English acquisition and incorporating the pupil's mother tongue), pastoral support, and guiding all pupils to develop their understanding of forced migration.

The next chapter will explore the place of meso-, exo-, and macrosystems in schools' work, with reference to relevant literature.

3. The role of mesosystems, exosystems, and macrosystems in schools' work

This chapter discusses the relevance of meso-, exo-, and macrosystems in school provision for ASR pupils. It argues that a holistic school approach would involve building strong relationships with ASR families, connecting them with community services, addressing any anti-immigrant sentiment amongst pupils or parents, and ensuring pupils' home cultures are represented at school.

3.1 The mesosystem of home-school links

Mesosystems refer to links between settings containing the developing child, or microsystems (Bronfenbrenner, 1981). Bronfenbrenner (1981) argues that "the capacity of a setting—such as the home, school, or workplace—to function effectively as a context for development" depends on "the existence and nature of social interconnections between settings, including joint participation, communication, and the existence of information in each setting about the other" (p.6). Bronfenbrenner's argument is supported by literature which highlights the importance of building relationships with ASR families (Arnot and Pinson, 2005; Block et al., 2014; Madziva and Thondhlana, 2017; Taylor and Sidhu, 2012). The mesosystem becomes multiply linked when families are involved in school life, since the child is no longer the only actor who participates in both the home and the school. Bronfenbrenner (1981) considers multiply linked mesosystems more productive due to greater intersetting knowledge.

Bronfenbrenner (1981) states that a setting's developmental potential increases if the child's initial entry is made alongside an individual with whom they have participated in another microsystem- for example, when a parent accompanies a child to school. He also stresses the importance of "the match between the developmental trajectory generated in the old setting" and the learning plan offered in the new setting (1981, p.288). Both ideas are reflected in guidance from the Bell Foundation (2023), which suggests that where possible, an ASR pupil's induction should involve a meeting including their parent(s) or guardian(s) to compile a profile of the child's knowledge and experiences. Several sources (Citizens UK and NASUWT, 2023; Pentón Herrera, 2022; Pugh et al., 2012) advocate use of interpreters with families. A teacher cited in Gladwell and Chetwynd (2018) had a different perspective, explaining: "at the entry point [...] I try to avoid interpreters, because I want that eye contact, gestures, we make it work" (p.35). While it appears important for educators to make such efforts to establish rapport with families, complex and sensitive topics may be difficult to communicate this way. The Bell Foundation (2023) makes a convincing case for the use of interpreters based on facilitation of intersetting knowledge. It notes that interpreters can enable schools to better understand the child's background and journey to the UK, and any religious or dietary requirements.

3.2 Exosystems and holistic approaches to pupil wellbeing

Exosystems are settings which do not contain the developing person, but where events happen which impact the settings that do (Bronfenbrenner, 1981). Exosystems are not represented strongly in literature on educational provision for ASR pupils; those which are discussed tend to relate to schools' efforts to support

ASR families' wellbeing and integration. Arnot and Pinson (2005) note that schools demonstrating a holistic approach show an understanding that "the integration of the child is also dependent on the integration of the whole family" (p.48). A recurring theme in literature concerns schools supporting families beyond their educational remit; for example, through connecting parents with community services, or liaising directly with social and housing services (Arnot and Pinson, 2005; Citizens UK and NASUWT, 2023; Prentice and Ott, 2021; Refugee Education UK, n.d.B). Taylor and Sidhu (2012) and Pugh et al. (2012) found that schools in Australia were running initiatives to involve ASR pupils' families, including mothers' groups, English classes, and cooking groups. The case study school in Pugh et al. (2012) also provided legal support when a pupil's father was involved in a car accident. Some services which the school runs, signposts parents to, or liaises with- such as housing services or mothers' groups- will remain part of the child's exosystem. Although the child may not participate themselves in these settings, the activities which happen there can significantly influence the child's home life and wellbeing, and subsequently their progress at school.

3.3 Macrosystemic influences on school provision: cultures and local context

Bronfenbrenner's concept of the macrosystem refers to the impact of the culture, norms and laws of the wider society (Aubrey and Riley, 2022). Schools do not operate in a vacuum; the provision they offer and the challenges they face are shaped by their context (Knowles, 2013). What is often missing in 'good practice' guidance regarding ASR pupils (Bell Foundation, 2023, Citizens UK and NASUWT, 2023, National Education Union, 2023) is an acknowledgment that schools operate in different communities where different views on immigration may prevail. Systems thinking, and particularly EST, would highlight the need for greater awareness of the local community macrosystem in guidance documents for schools. For example, such documents could consider how schools might navigate hostility towards immigrants among parents or pupils. Where relevant, I explored this element in my interviews with teachers.

Considering "the larger contexts in which the settings are embedded" (Bronfenbrenner, 1992, p.107) involves consideration of the political climate. City of Sanctuary's (2021) vision statement- that "the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution" (p.3)- conflicts with the UK's hostile environment policy approach to immigration (Griffiths and Yeo, 2021). Coined by Theresa May in 2012, the 'hostile environment' approach has appeared in a variety of legislation (Griffiths and Yeo, 2021). The Immigration Acts of 2014 and 2016, for example, gave third parties the power to check individuals' immigration status, and refuse employment, housing and other services (Griffiths and Yeo, 2021). Immigration was a top consideration for pro-Brexit voters; much of the Leave campaign's rhetoric focussed on 'taking back control' of UK borders (Bale, 2021; Bates, 2023; Goodman and Kirkwood, 2019; Hampshire, 2024; Shepherd, 2025). Immigration remains a high-profile issue; a recent white paper sets out new visa controls with the aim of "bringing down net migration and restoring order and control to the immigration system" (Home Department, 2025, p.16). Discourse analyses find that immigrants are frequently portrayed as economic or security threats in UK media and politics (Bates, 2023; Hampshire, 2024; Montgomery et al., 2023). Mediatic and political portrayals of immigration may not

always be evidence-based; McIntyre and Abrams (2021a) and Shepherd (2025) suggest that nationalist or xenophobic sentiment may sometimes play a role in anti-immigration views. Indeed, Hampshire (2024) argues that “the UK economy is structurally dependent on migrant workers” (p.242) in sectors such as agriculture, hospitality and healthcare.

Kendall et al.'s (2024) report on SoS draws on evidence from nine schools, and finds that the local and national context had shaped some schools' decision to pursue this award. A nursery in Brighton decided to become a SoS due to a perceived increase in xenophobic and anti-migrant sentiment following Brexit, while a Brighton primary school was motivated by a desire to address mediatic representations of refugees. A Norfolk school's work towards the SoS award was sparked by a community protest outside a local unused army base which was housing ASR individuals. Kendall et al.'s (2024) study provides initial insight into schools' reasons for becoming SoS; my empirical work seeks to build on this aspect using interviews with schools in other regions. However, Kendall et al.'s (2024) research generally concentrates on whole-school activities in SoS; it does not dive deeply into how schools support ASR pupils themselves, which is the focus of this dissertation.

Bronfenbrenner (1992) highlights that immigrant children's development is subject to dual macrosystemic influences. Schools which incorporate these pupils' home culture in their curriculum and extra-curricular activities demonstrate an understanding that children's identity can be shaped by both the local/national context of their life in Britain, and by their family's cultural background (Miller et al., 2024). A recurring recommendation in academic and grey literature is that schools should seek to connect with pupils' cultural backgrounds and celebrate cultural diversity (Arnot and Pinson, 2005; Block et al., 2014; Citizens UK and NASUWT, 2023; McIntyre, 2021; Miller et al., 2024; National Education Union, 2023; Pinson and Arnot, 2010). Knowles (2013) notes that learning data show that “children are more likely to succeed if they feel they can identify with and belong to the culture and cultures promoted by the school” (p.33). Several authors argue that schools can create an inclusive environment for ASR pupils through designing a curriculum which allows pupils to learn about and see represented a diverse range of cultures (Block et al., 2014; Choi et al., 2025; Pugh et al. 2012; Taylor and Sidhu 2012). Furthermore, schools could valorise cultural wealth amongst families by inviting parents to events such as ‘international evenings’, where they could share cuisines from different cultures (Miller et al., 2024; Prentice, 2022; Pugh et al., 2012).

In summary, Chapters 2 and 3 have used EST as a framework to explore the elements of a school approach which promotes the holistic academic development and integration of ASR pupils. Chapter 2 noted that schools could consider language and pastoral support, and a whole-school ethos of welcome. Chapter 3 has argued that schools could aim to build close relationships with families, and support their broader needs. In addition, literature indicates that schools could ensure pupils' home cultures are represented, and address the impact of any anti-immigration sentiment on the school community.

The next chapter will outline the methodology used in my study on provision for ASR pupils in SoS.

4. Methodology

This chapter presents the methodology of my study.

4.1 Interviews

My research used semi-structured interviews to collect qualitative data regarding schools' work with ASR pupils. I selected semi-structured interviews as they allow the interviewer to clarify points, request more detail, and pursue relevant lines of questioning which they may not have anticipated (Boolsen, 2005; Thomas, 2007; Willis, 2006). I wanted to give teachers the flexibility to discuss the issues which they saw as most important, as I was aware that they would have insights and experiences I could not have foreseen. As Woodhouse (2007) suggests, I created a prompt sheet including open-ended questions and bullet points which could guide discussion (Appendix C).

4.2 Sampling

This study used focused interviews with key informants (Boolsen, 2005; Woodhouse, 2007). Key informants are "those who know"; they "are not necessarily representative of a population in any sense, but are chosen simply for their knowledge or distinctive viewpoint" (Woodhouse, 2007, p.165). I anticipated that staff from SoS would have particular knowledge and insight on the topic of educational provision for ASR pupils.

Schools holding a SoS award were identified through an online list (City of Sanctuary, n.d.). I initially selected two regions, contacting the primary schools listed under 'Yorkshire, Humber, and Greater Lincolnshire' and 'London' regarding participation. I selected the first region as I thought that schools might be more inclined to participate in the study due a sense of solidarity with a local university. I selected London for its status as a diverse capital city. I found each school's office email address on its website and flagged emails for attention of staff involved in SoS work. Four schools were recruited. To increase the sample size, I sent out two subsequent rounds of enquiries to the primary schools listed under 'Midlands' and 'Northwest', as these regions both had particularly high numbers of SoS. A further six schools were recruited. In line with guidance from my supervisor, the sample was capped at a total of ten schools. Participants were invariably their school's SoS lead, meaning they were responsible for SoS activities and had usually led on the award application. Anonymised participant information is shown below.

School	Participant(s)	Role	Location of school
1	Teacher 1a Teacher 1b	Key Stage 2 Phase Leader Early Years and Key Stage One Phase Leader	London
2	Teacher 2	EAL Lead and Year 4 teacher	Yorkshire, Humber, and Greater Lincolnshire
3	Teacher 3	EAL Lead	Yorkshire, Humber, and Greater Lincolnshire
4 (representing a trust of three primary schools)	Teacher 4	Assistant Headteacher for EAL and Equality across a trust of three schools	Northwest
5	Teacher 5	Headteacher	Yorkshire, Humber, and Greater Lincolnshire
6	Teacher 6a Teacher 6b	Headteacher Deputy headteacher	Midlands
7	Teacher 7	Year 2 teacher	Northwest
8	Teacher 8	Pastoral and Safeguarding Manager and member of leadership team	Northwest
9	Teacher 9	Year 1 teacher and history coordinator	Midlands
10	Teacher 10a Teacher 10b	Reception teacher and geography coordinator Year 3 teacher and history coordinator	Midlands

Figure 2: Participant information.

4.3 Data collection

Prospective participants were invited to participate in a twenty-minute call on Microsoft Teams, either alone or alongside a colleague. Although this is relatively short, it was important to me to respect teachers' time, and I considered twenty minutes sufficient to explore schools' priorities in their provision for ASR pupils. I conducted Interview 1 as a pilot in May 2025, and edited my prompt sheet based on the school's responses. The remaining ten interviews were conducted in June and July.

To allow me to focus on the conversation rather than extensive notetaking (Willis, 2006), interviews were recorded on Teams, the encrypted software approved by the university. I then replayed the interviews while editing the transcripts produced by Teams. Whilst very time-consuming, this was necessary to check for accuracy, add grammar to ensure readability, and add any explanatory notes or non-verbal cues. To ensure anonymity (Brydon, 2006), I retracted names and exact locations.

4.4 Data analysis

I read the transcripts several times before beginning inductive coding; I then identified overarching themes which encompassed multiple codes (Braun and Clarke, 2006; Nowell et al., 2017). Braun and Clarke (2006) note that "a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set" (p.82). Nowell et al. (2017) describe thematic analysis as an "iterative and reflective process" (p.4), since the researcher may have to refine, combine, or discard codes and themes to arrive at the most accurate and coherent representation of the data. I reworked the themes several times before arriving at a set of four which I was satisfied with.

My research sub-questions based on EST were useful in focussing my thinking during the research process, providing a lens to help me explore with interviewees the multiple influences on school provision. However, using Bronfenbrenner's framework to structure the findings section would have required artificially categorising findings under the micro-, meso-, exo-, or macrosystem, when the themes identified tended to overarch several of these. To ensure my findings section accurately conveyed the key ideas from the interviews, I therefore chose to structure it thematically, embedding the responses to my sub-questions throughout.

4.5 Ethics

Ethical approval from the university was obtained (Mikkelsen, 2005). I attached a participant information sheet and consent form to my enquiry emails to schools, which addressed issues such as anonymity and data storage (Appendices A and B). To ensure informed consent (Brydon, 2006), I also re-stated the aim of the project in each call and checked for consent to record the interview and include anonymised quotations in my dissertation.

Mayoux (2006) states that researchers should consider how “investigation can be designed to benefit respondents” and “the dissemination of the findings back” to participants (p.126). To thank schools for participating, I emailed them a summary of findings focussing on implications for practice; this suggested ideas for working with ASR pupils, and SoS-related activities which schools had found successful.

4.6 Researcher positionality

Several authors discuss the importance of researcher reflexivity (Boolsen, 2005; Mayoux, 2006; Woodhouse, 2007). The pilot interview was an initial opportunity for me to reflect on my strengths and weaknesses as an interviewer, and I continued to reflect throughout the interview period. My background in teaching was helpful, as I was familiar with the acronyms used by the teachers, in addition to the various awards and curriculum areas that they mentioned. I was grateful to speak with some very passionate interviewees who spoke extensively with minimal prompting from me. However, one aspect which I found challenging in one or two cases was steering the conversation to ensure it remained relevant to my research aim; I discussed this with my supervisor part-way through the interview period.

4.7 Limitations

This was a small-scale study; the aim was not to produce generalisable data, but to explore the topic in detail with key informants (Boolsen, 2005; Woodhouse, 2007). A further point concerns social desirability bias, which can affect self-reported methodologies (Fandrem et al., 2024; Prentice, 2022). For example, schools may have chosen not to share aspects of their work with ASR pupils that they were finding challenging. Finally, of the ten SoS I spoke with, two- Schools 6 and 7- were not aware of having any ASR pupils on roll at the time of interview. Discussion with these schools centred on how they aimed to make their school a welcoming environment for any future ASR pupils, and how they worked with EAL pupils and their families.

Chapters 5-8 will present (by theme) the findings of my study on provision in SoS to support ASR pupils.

5. Creating an empathetic and informed school community

This chapter discusses the first theme from the interviews: schools' aim to create a welcoming school community knowledgeable about forced migration.

5.1 Being a SoS

Interviewees described several motivations for becoming a SoS. Some had sought a framework to improve their practice following a rise in the number of ASR pupils, while others saw the award as a way to be recognised for their existing work. Some schools felt that SoS aligned with their focus on welcoming families from all backgrounds. Catholic schools also linked SoS to their faith, discussing papal advocacy for supporting ASR individuals.

Work towards the SoS award generally stemmed from initial interest from one or more members of staff. Furthermore, six interviewees noted that school governors were supportive. Governor support for SoS derived from the award's alignment with school priorities, or with governors' personal beliefs:

Teacher 2: Our chair of governors, actually, has taken in two families from Ukraine within his own household. So very much on board, and quite a lot of our governors will attend assemblies that we've done. They were here for the assessment meeting that we had for School of Sanctuary...

In addition, provision in SoS was enhanced by external training providers. For example, two teachers noted CPD they had attended about working with pupils who have experienced trauma. Another mentioned a course from the International Rescue Committee on preparing a safe and welcoming environment.

5.2 Educating all pupils about forced migration

All the schools celebrated Refugee Week annually; this was identified as an important opportunity to focus on SoS activities. For example, pupils had watched webinars from ASR-background authors, cooked dishes from diverse cuisines, and made and flown kites in response to the Taliban's kite ban in Afghanistan. However, interviewees were keen to stress that learning about forced migration did not occur exclusively during Refugee Week, but was woven throughout their curriculum:

Teacher 2: ...our Year Two RE [Religious Education], there's a whole unit where we look at why people migrate, and that includes the experiences of refugees as well.

Teacher 7: ...we do things like Ancient Egypt, and we talk about how people moved in Ancient Egypt and we talk about refugees in that way through history, geography [...] because we're a Catholic school, we link it to Bible stories as well, of people seeking refuge in the Bible, so it's threaded into our curriculum quite widely.

Teacher 4, who was the only interviewee from a refugee background herself, shared her personal experience with Year Six pupils as a stimulus for autobiography writing:

Teacher 4: ...the refugee they write about is actually me because I came as a refugee when I was younger [...] So the children get that first-hand experience of telling the story and they write their autobiography as if they're me.

A further five interviewees noted that they were keen for pupils to hear stories from those with lived experience of forced migration (presented in an age-appropriate way, avoiding graphic descriptions of violence). To this end, schools had brought in speakers from organisations such as the British Red Cross, or drama groups including ASR-background individuals. All interviewees spoke with pride of their pupils, noting their understanding of forced displacement and welcoming attitude.

Teacher 1b: ...because of all the work we've been doing, they understand about sanctuary seeking, they kind of just really accept them [ASR children] into their classrooms.

Teacher 3: ...our children are very, very welcoming because it's part of being a School of Sanctuary, you know, we are... it's just ingrained in the school. It's just ingrained in everything [...] we just don't really have, like, problems between... we don't really have racism...

Interviewees were consistently positive about the SoS award and its impact on their school community.

5.3 Addressing local and national discourses surrounding immigration

Five schools mentioned navigating anti-immigration attitudes at the local or national level. Of these, three noted that they had faced resistance to SoS activities from parents.

Teacher 6a: Some parents have come in and said they don't want their children taking part [...] it's a minority, three or four parents who have spoken to me and, you know, you get the impression they're fresh from reading the *Daily Mail* that morning and they're armed with all the quotes...

Teacher 8: ...very often [our pupils'] parents are not sympathetic to people in plight, really. We have had instances where parents have made, sort of, unwelcome comments about people who may not be from their area, so we really want our children to be exposed to that [learning about forced migration].

Bias against ASR individuals in British media and politics was also raised on several occasions; some educators were explicitly challenging this in assembly.

Teacher 9: ...the headteacher, he really... it's like in every other assembly, he'll mention... or like, you know, things that have happened on the news and he'll say, you know, "don't believe everything on the news"...

Teacher 4: ...I've got, you know, [mimes gesturing to a PowerPoint], a picture of a hotel on fire [during the riots of summer 2024], a picture of Farage. It is a bit political. I can't really say, "Farage is racist" and, you know, and all this. I can't really say that, but I can show those little messages that he's saying, "no more boats". And then there's the media. I've got a picture on the slide of newspaper reports about 'influx of refugees taking all our jobs'...

For Teacher 4, the importance of such assemblies lay in demonstrating to children that they could question and disagree with messages from the media and politicians:

... then the next slide will be all the people saying, "refugees welcome". [...] And I say to the children, "we're part of that because we're a School of Sanctuary and what that means is, we could have a refugee family tomorrow, we will welcome them, we will treat them as equal."

Many of the schools sought to guide children to action their thoughts and feelings constructively, often through fundraising for relevant local or international charities, or through political action. For example, School 7's school council had met with the mayor to share their SoS work, while pupils from School 6 had sent their local MP letters expressing solidarity with ASR individuals, which were read out in parliament.

5.4 Discussion

The findings discussed in this chapter show how SoS seek to create an environment which promotes the integration of ASR pupils. For Arnot and Pinson (2005), indicators of integration include the child's wellbeing, friendships, and participation in school life; an informed and welcoming school community appears conducive to these elements.

The data suggest that some schools may face more resistance than others to becoming a SoS, depending on the prevalence of anti-immigration views amongst parents. Perhaps the SoS introductory pack should include some guidance on mediating these views. For example, a strategy noted by Teacher 1a was to use resources from a range of sources, and emphasise this to parents, so it is clear the school is "showing a range of experiences and not limiting or directing one agenda."

Despite being published sixteen years ago, Arnot et al.'s (2009) study raises several issues which still appear relevant. The authors write:

"the challenge [teachers] face is how to educate ASR children in the context of [...] a national media that is negative, and even incendiary."
(p.252)

[...]

"teachers represent the front line of a compassionate society both in terms of showing compassion, [and] creating the conditions for compassion to flourish within the school" (p.262).

The reflection of these ideas in my own study suggests the endurance of anti-immigration sentiment within British politics and media over time. Indeed, the uptake

of the SoS initiative indicates that schools perceive a need to put effort into creating welcoming spaces, and to make their welcoming ethos explicit. Some interviewees in my study were positioning themselves in opposition to media publications and politicians known nationally, and acknowledging that this was controversial.

This chapter has argued that creating an empathetic and informed school community represents an important part of provision to promote ASR pupils' integration in the microsystem of the school. In SoS, this endeavour was supported by exosystems including school governors and providers of relevant CPD. Schools engaged with the macrosystems of their local and national context through supporting pupils to take political action, such as writing to their local MP, and to think critically about anti-immigration discourses in British media and politics.

The next chapter will explore how SoS support ASR pupils' wellbeing.

6. Prioritising pupil wellbeing

This chapter discusses the second theme: schools' focus on pupil wellbeing. Participants consistently highlighted the importance of making the child feel welcome, safe, and confident at school, suggesting prioritisation of pupils' socioemotional development.

6.1 Wellbeing first, academics second

When discussing their priorities for newly arrived ASR pupils, interviewees consistently described a strong focus on wellbeing over academic or language targets:

Teacher 9: [Our priority is] just that they know that they're safe, and that they're happy, and that's it, really. We don't even... I know [x], he's now in Year Six, or Year Five, but when he first joined the school [...] it was literally all about just making sure he's happy, not that he's engaging with any curriculum content unless he wants to [...] we've got sensory rooms and stuff in school, or he'd be doing, like, flashcards [...] if he said he wanted to do some colouring, that's what he did for, like, those first couple of months and then slowly, slowly, he got built into being in lessons. And now, like, he's fluent English, really involved, he's on all the sports teams and everything.

Teacher 1a: ...we don't necessarily set specific [academic] targets in that way for those children.

Teacher 1b: Sometimes they're not ready to learn because they... the things they might have been through, you know.

Some interviewees had observed behavioural manifestations of trauma, including sensitivity to certain triggers, antisocial behaviour, and difficulty engaging with learning. Schools who described such trauma generally brought in external specialists to work with pupils. Teacher 1a discussed how trauma appeared to have created a 'mental block' to learning for a Year Four child:

...a lot of the trauma that she's been affected by has impacted upon her ability to learn. So, she's at a point now where she's picking things up very quickly. But there was, I would say, about 6-8 weeks when she was sounding out letters for the first time, but she wasn't able to blend the sounds at all [...] I think a lot of that was that the wiring, I suppose, like, the neuro wiring for her was not in a place where she could start to learn and retain things properly.

He explained that thanks to support from an educational psychologist, play therapist, and her family, "she's now in a place where she can learn." Teacher 4 discussed other signs of trauma shown by Syrian pupils, who were distressed by triggers including the use of torches on a residential, the school fire alarm, and the noise of an air raid shelter when learning about World War Two. She also shared that in one instance:

we had a [Syrian] child paint a picture and it was... it was a picture of their family all dead. [...] We couldn't say about the painting, "who's that, who's died, who's died?", because we're not trained counsellors [...] The way we do it is, we need to make them feel *safe* in our school, secure, and also to be able to express emotions.

She explained that a 'one-page profile' briefly noting the child's preferred activities, communication methods, and past traumas (as communicated by parents), was now shared with all staff. Staff also had lanyards showing emojis which pupils could point to to indicate how they were feeling. In addition, ASR pupils had personalised 'calm boxes' containing resources such as Lego, which they could access during the school day to support emotional regulation. Other schools also described wellbeing provision available to ASR pupils, including a morning welcome club for anxious children, and art therapy with school staff. Interviewees thus highlighted well thought-out pastoral provision combining in-school and specialist support as key to their work with ASR pupils.

6.2 Caring for families' broader needs

Furthermore, the interviews show schools' significant efforts to support the wellbeing of ASR pupils' families. Many of the schools employed a dedicated member of staff responsible for responding to families' needs and maintaining close relationships through home visits or drop-in coffee mornings. Interviewees described providing ASR families with food items, clothes, and toiletries, and running appeals to collect Christmas and Eid gifts.

Teacher 3: ...when they [an ASR family] came, they just had nothing at all- *at all*. [...] I mean, we haven't got lots of money, but we just find ways. So, we've got maybe vouchers for Aldi and things like that. We just give them uniform, and we gave them free school dinners, they weren't entitled to it officially [...] But that's what we do. That's why we're a School of Sanctuary because we don't... we just cut through all that stuff, and just think, 'what do these people need at this time?'

In addition, schools were often involved in connecting families with food banks, relevant charities, and other families who spoke their language. It was implied in two interviews that the support sought by some families can at times be challenging to provide due to complex paperwork required for citizenship (or even bus pass) applications.

Teacher 1b: ...quite often the school is the only kind of support network that a sanctuary-seeking parent might have. So they come with a lot, it's not like they're demanding, it's just that we're here and that they're not getting help anywhere else. So it might be that they're wanting help with, like, you know, the process of applying to become a citizen and things like that [...] We do as much as we can, but sometimes, there's only so much you can do.

Three interviewees stressed that ASR families had shown much gratitude for school support, and had been keen to 'give back', for example by baking cakes for a school food festival.

6.3 Discussion

These findings reflect multiple elements of Arnot and Pinson's (2005) concept of a holistic school approach. SoS sought to build relationships with families, considered pupils' emotional needs, and took a multi-agency approach, working with specialist mental health professionals when appropriate.

A clear trend was the prioritisation of socioemotional development over academics; particularly in the early months after arrival, teachers were focussed on the development of pupils' wellbeing and self-esteem. This idea did not appear in McIntyre and Hall's (2020) research on ASR pupils in English secondary schools. Headteachers interviewed in their study felt unable to offer a "comprehensive package" including mental health support due to "the rigidity of the curriculum requirements" (p.593) and national policies focussed on examination results. This suggests that primary schools may be better able to enact a child-centric provision plan (Arnot and Pinson, 2005) which is responsive to wellbeing needs. Furthermore, none of the headteachers interviewed in McIntyre and Hall (2020) knew exactly how many ASR pupils they had. This is understandable as schools are required to enrol pupils without checking their immigration status (Ang, 2024; DfE, 2014b). However, most teachers in my study confidently stated the number of ASR pupils on roll, and their nationalities. This suggests that the fact of being a SoS, or the relationships built between SoS and families, may have helped parents feel comfortable to share their family's background and circumstances. It appears that this greater intersetting knowledge helps SoS to develop the most appropriate holistic provision plan for each child.

The Teachers' Standards require teachers to "communicate effectively with parents with regard to pupils' achievements and well-being" (DfE, 2011, p.13) while the DfE's (2025) key safeguarding document stipulates "taking action to enable all children to have the best outcomes" (p.7). In practice, meeting wellbeing needs often appears to entail a large workload and financial implications for schools working with ASR families. The reliance of families on school support- and their gratitude- may suggest that following arrival in the UK, they are not signposted effectively to groups or charities which support ASR individuals. Alternatively, it could be that such organisations are under-resourced, or that there are simply not enough of them.

This chapter has argued that individualised pastoral support is central to provision for ASR pupils within the microsystem of the school. This duty of care extends into the mesosystem of home-school relationships, as teachers worked to support ASR families with material needs and paperwork; this finding echoes previous research (Prentice and Ott, 2021; Pugh et al, 2012; Taylor and Sidhu, 2012). Although some teachers noted their school's role in connecting parents with relevant organisations (or exosystems), interviewees generally discussed support from the school itself, suggesting a 'hands-on' approach.

The following chapter will discuss language support provided in SoS.

7. Meeting language needs

This chapter presents the third theme identified from my research: schools' work to provide language support.

7.1 Language provision for ASR pupils

Interviewees discussed a variety of resources used to support English development, including flashcards, writing frames, and colourful semantics. Several schools had purchased subscriptions for websites and schemes such as Racing to English and Learning Village- the latter programme can adapt activities to the child's English level and identify potential SEND. Most schools provided EAL support through a combination of in-class support and pull-out intervention:

Teacher 9: We've got some members of staff that are allocated for speech and language. They would be kind of directed to a child in their interventions. But the class teacher would be doing that work with them anyway and giving them scaffolding [support to complete an activity]...

Teacher 3: ... they get a session in a small group or one-to-one three times a week...

Teacher 5: ...we had a lad who started this year. Very, very low English and actually we... he was in Year Three and we got him into Year One to do phonics. So we looked at supporting that and his phonics and his reading and his speaking, actually, it's really shot up because of that...

Interviewees often stressed the school's preference to have EAL children in class as much as possible, noting that this supports English acquisition and the development of friendships.

Teacher 7: ...having them in the classroom rather than out has had a real benefit because it's meant they've made friends a lot quicker [...] Obviously, we put the support in place in terms of differentiated activities [...] but they do do the same work as everybody else, just sort of on their level.

Teacher 3: ... if they're quite able, like these two that have just arrived, they need to be sitting with your most able children [...] even if they're given [separate] work and then go and move, they need to sit with good speakers because their English will come a long way.

Teacher 2 also highlighted that all pupils have an entitlement to the curriculum, so should not just be learning "random colours" in intervention sessions. She gave the example of how a substitution table (a grid to support sentence structure) could help an EAL pupil to engage with a lesson about parts of a plant. To monitor pupils' English progress, schools were using resources such as Birmingham Assessments and the Bell Foundation's EAL tracker.

In addition, several of the schools ran language buddy/ambassador schemes- where possible, a new arrival would be paired with one or more classmates who spoke their language. Six interviewees also highlighted their appreciation of staff who spoke pupils' home language; multilingual staff played in a crucial role in understanding the child's background and gauging their home-language literacy level. Teacher 9 recalled that:

...in my previous school we didn't have that luxury [...] I had a Ukrainian pupil at my last school, and it was... There was no one who could help us, so I remember being there, like, on Duolingo [a language learning app] and everything, just trying to learn bits of phrases when she started so I could at least say, "Hello, are you OK? This is your chair."

In contrast, School 8 did not have a multilingual staff body, but had several practices in place to support communication:

Teacher 8: ...we would use translation apps. We have used [hired] translation services before for meetings [...] we did this for Schools of Sanctuary, actually- we made labels for around the school. So, for example, we had the word 'toilet' and then we had every language that is spoken in our school with the flag and the translation of 'toilet'.

Interviewees discussed incorporating pupils' home languages in several ways. For example, School 3 translated teaching resources using Microsoft's 'Review' tool, and supported all children to learn greetings in the pupil-chosen 'language of the month'.

7.2 Facilitating communication with ASR families

Schools also promoted communication with ASR families, for example through translating newsletters, translating letters signposting adult trauma support services, and running parent workshops in different languages. Two interviewees also highlighted the importance of supporting multilingual online communication, for example through adding a Google Translate button to their school website so that parents could access it in their own language. In addition to signposting parents to local English classes, Teacher 4 noted that her trust of schools ran their own:

...some of the parents that are refugees, we make sure that... we do English classes in school [...] the number of parents that didn't know English was so much that we started doing our own English classes once a week [...] it was just conversational stuff, like, what do you do if you go to the doctor? What do you do if you go to a shop? You know, how do you just talk about the weather? Just having conversational stuff to empower them really.

Four schools also raised the topic of inductions involving parents, which were often supported by an interpreter (usually a member of staff). Teacher 4 referred to this initial meeting as a "parent interview", and framed its importance in terms of understanding the child's likes and dislikes, as well as their past experiences:

...we find out everything. So not just education background. Actually, what trauma have they faced? Have they seen a loved one killed? Have they experienced loss? Is there somebody still in their country, like a really important, you know, sibling, parent, still there? We need to know exactly what that child has gone through [...] so we can pre-empt things.

She explained that they had discovered during one parent interview that an ASR pupil had witnessed a fatal shooting in a Greek refugee camp. This meant that during Refugee Week, when the school planned to show a photo of a camp in assembly, they could prewarn the child and gauge whether viewing the image would cause distress. Interpreters were thus important to convey these experiences to school staff.

7.3 Discussion

The language provision offered by SoS reflects two elements of Arnot and Pinson's (2005) holistic approach. First, it shows consideration of pupils' *learning needs*, since language support was seen as key to unlocking engagement across the curriculum (except for maths, to an extent).

Second, buddy schemes and English support facilitate integration at school, supporting pupils' *social need* for friendship. My study found that EAL input for ASR pupils was frequently delivered through a hybrid 'in-class + intervention' approach, echoing previous literature (Madziva and Thondhala, 2017; Taylor and Sidhu, 2012). In line with Fandrem et al.'s (2024) argument, schools leaned towards in-class support where possible, noting its importance for promoting friendships and English development.

Third, facilitating communication was key to creating *homeschool links* (Arnot and Pinson, 2005). As suggested by Prentice and Ott (2021) and Miller et al. (2024), school staff who spoke ASR families' first language played a key role in connecting with and supporting pupils and parents. Most of the schools I interviewed were based in large, diverse cities, and felt fortunate to have multilingual staff. Teacher 9's experience at her previous school highlights the challenge that teachers can face when there is no member of staff who speaks a child's language, and suggests she felt alone in her efforts to communicate with a Ukrainian pupil. This could imply that some schools in rural or less culturally diverse areas (where staff are less likely to be multilingual) may need to carefully evaluate their EAL policy to ensure that class teachers are adequately supported. Teacher 9's previous experience contrasts with insights from School 8. School 8 had English-speaking staff only, but described several efforts to support communication with ASR pupils and parents, including signposting rooms in the relevant language, hiring interpreters, and translating letters. This suggests that the SoS application process may provide a useful framework for helping schools- particularly those with monolingual staff bodies- to enhance their EAL practices. This could improve the experiences of ASR pupils and their teachers.

The findings in this chapter suggest that language support (including English learning and mother-tongue incorporation) is a key element of provision for ASR pupils in the microsystem of the school. Facilitating communication with families was

another important role played by educators in the mesosystem of home-school relationships.

The next chapter will discuss how SoS celebrate ASR pupils' cultural identity.

8. Celebrating pupils' cultural identity

This chapter explores the fourth theme from the interviews: how SoS celebrate ASR pupils' cultural identity.

8.1 Ensuring representation of pupils' backgrounds

A recurrent idea was interviewees' goal to ensure that pupils saw their cultural identity reflected at school. One way in which they sought to achieve this was through embedding cultural diversity in the curriculum.

Teacher 2: ...we've spent a lot of money on English books, story time books, guided reading books that are representing a much more diverse range of authors and experiences. The same with our art curriculum, we've revamped that to make sure we're representing a range of cultures, countries [...] We wanted all the children to see themselves represented in, you know, the displays, in our books...

Teacher 3: ...we have really tried to adapt our curriculum [...] for geography, we studied Bangladesh rather than anything else because we're just thinking, oh, this is what we need. You know, this is what their... some of them this will know about this already.

Teacher 10a: ...we have got a BAME [Black, Asian and minority ethnic] curriculum overview which the School of Sanctuary advisor [...] really liked. So it's just a curriculum overview outlining that even from the very beginning and Early Years, our dolls are multicultural, the books... we have books from a range of backgrounds [...] For music, it's reggae, soul, jazz, calypso music...

Many of the schools were thus motivated by a desire to represent pupils' cultural identities. Teacher 8, however, offered a different perspective, given that most pupils at her school were from a white British background. She felt that the importance of diversity in her school's curriculum lay in developing pupils' knowledge of, and positive attitudes towards, other cultures:

...we expose the children to all sorts of books and texts and media, so music and film from all over the world. And we make sure that the children are aware of, OK, you might be very white British in your class and in our school, but people who are different than you exist and, you know, when you get a bit older and maybe go into the world of work, you're going to be exposed to a lot more, sort of, differences in people...

Beyond the curriculum, schools aimed to valorise pupils' cultural identities in several ways. In School 2, pupils had proudly presented elements of their culture or religion in assembly. The school was also planning a week of focus on playground games, when pupils would be encouraged to share traditional games from other countries. School 10 had a world map displayed in each classroom, on which string linked photos of pupils and staff to the country where they or their relatives were from.

Schools aimed to provide positive representation of individuals from ASR backgrounds in particular:

Teacher 4: ...we just make sure we've got lots of books about positive role models of refugees [...] we might have a slide [in assembly] about footballers that were refugees, so then the children see them. And the refugees themselves in the school need to see themselves as... you know, that they can aspire to that [...] On one hand, [the School of Sanctuary award] is an anti-racist tool. On the other hand, it's, like, empowering the refugees so that they feel like they can do things, they can achieve.

Discussing the use of books which explore forced migration, Teacher 1a similarly noted a dual positive influence. ASR pupils saw themselves represented, while their classmates were guided to develop their understanding of forced migration, and positive attitudes towards ASR individuals.

Schools were therefore keen to ensure representation of pupils' cultural backgrounds, and to show ASR individuals in a positive light.

8.2 Involving parents in cultural and religious celebrations

Schools' efforts to valorise different cultural identities involved not only ASR pupils, but also their families. Many schools involved parents in projects or events which brought together elements of different cultures. For example, School 1 held a "cultural evening" at the beginning of school year. Books about identity were used as stimuli for pupils to create artwork and poems, which were then displayed for parents at the event.

Teacher 1a: And families come wearing anything that they want to wear to reflect their culture or community. And they bring in food from different cultures as well, so that way we celebrate the diversity within our school.

The importance of celebrating diversity was echoed by Teacher 2, in explaining how her school connected with many families' Muslim religion:

we've always had a Christmas party and two years ago we started having Eid parties as well because we've got a lot of Muslim children in our school and it felt right that we should be doing that [...] So something we really wanted to look at was how we could be more inclusive and celebrate the diversity within our school as well as within our community.

Teacher 4 also described a school Eid celebration, where parents had volunteered to do henna and brought in food from their cultural cuisine. Similarly, School 8 invited parents to bring in traditional dishes from their culture for pupils to try in class during Refugee Week; a recipe book was then created and shared with families. Teacher 8 noted that seeking to include all parents in intercultural events had been helpful in combatting some resistance to the SoS award:

...so just really getting the parents involved because then, I don't know, the parents who maybe are a bit averse to it, it feels like they don't really have a leg to stand on. They can't really argue when our children actually learn so much and are having such a lovely time learning about other cultures.

Many schools thus aimed to show that they valorised families' cultural identity through holding intercultural events; two schools also held celebrations relating to Islam.

8.3 Discussion

These findings align with recommendations in literature that schools should seek to engage with pupils' cultural backgrounds. For example, Miller et al. (2024) stress the importance of schools developing a "social network" that "recognises, connects to and builds on cultural wealth within families and communities" (p.624), while McIntyre (2021) argues that "helping the child to maintain connections to past cultures and traditions, including faith" is essential to good practice (p.22). Ensuring cultural representation links with various elements of Arnot and Pinson's (2005) holistic model. It may have *learning* benefits, as cultural representation is associated with higher academic outcomes (Knowles, 2013). Cultural representation may also have *socioemotional* benefits; it shows schools' respect for an important part of pupils' identity (Miller et al., 2024), and could thus promote wellbeing and self-esteem. For Arnot and Pinson (2005), participation in school life is a key indicator of integration. Inviting families to intercultural events or Eid celebrations shows the efforts made by SoS to encourage this.

A link might be made here with the DfE's (2014a) guidance that schools in England should promote "fundamental British values" (p.1). One of these values is mutual respect; schools are therefore expected to:

"further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures" (DfE, 2014a, p.5).

The initiatives discussed in this chapter (which schools framed as part of their SoS work) are a clear example of this, yet British values were mentioned in Interview 10 only. When speaking with parents whose reservations about SoS may stem from engagement with right-wing or nationalist journalism (as noted by Teacher 6a), highlighting the alignment of SoS and this DfE British value could be helpful. Perhaps schools- especially those which anticipate resistance to becoming a SoS- could invite parents to a presentation evening, and/or send home a letter which draws on both the school's ethos and DfE guidance to explain and strengthen their reasoning.

This chapter has argued that SoS engage with the macrosystems of pupils' cultural backgrounds by aiming to ensure cultural representation in their curriculum and extra-curricular activities. Furthermore, building relationships with parents through involving them in cultural and religious events was one role played by teachers in the mesosystem of home-school relationships.

A conclusion will now be presented.

Conclusion

i Key findings

In this dissertation, I investigated whether primary SoS promote the holistic academic development and integration of ASR pupils. I drew on Arnot and Pinson's (2005) concept of a holistic school approach, which considers pupils' language, social, and emotional needs, in addition to the school's community and family links. This dissertation joins Kendall et al.'s (2024) report as the second piece of literature on SoS (that I am aware of). While their report focusses on whole-school activities involving all pupils, I have looked at SoS through the lens of provision to enhance the ASR child's experience. I used Bronfenbrenner's (1981) EST to create sub-questions which helped to guide my thinking during interviews with teachers; these sub-questions supported exploration of the multiple contexts relevant to school's work.

The findings suggest that SoS do promote ASR pupils' holistic academic development and integration, and that they do so in four main ways. Firstly, teachers sought to create a welcoming and informed school community by educating all pupils about forced migration, and addressing anti-immigration discourses at the local and national level. Secondly, schools prioritised pupil wellbeing through pastoral provision, and help for families' broader needs. Thirdly, schools sought to meet language needs through EAL support for pupils, and efforts to facilitate communication with families. Finally, schools celebrated pupils' cultural identity through creating culturally diverse curricula, and involving families in cultural and religious celebrations.

ii Implications

Being a SoS appears to differ from pursuing other awards mentioned by interviewees- such as Rights Respecting Schools or the Inclusion Quality Mark- in that it is a political statement. Several schools discussed navigating anti-refugee views from the local or national context, which they felt did not align with the SoS ethos. SoS occupy a difficult position since messages from mainstream politics may appear to legitimise such views; for example, one of Sunak's five priorities as Prime Minister was to 'stop the boats' (Hampshire, 2024). This dissertation has thus recommended that the SoS organisation should provide guidance for schools on navigating parental resistance to the award; it may also be helpful for schools to clearly explain their reasoning to parents through an initial presentation or letter. Organisational guidance appears needed; while writing up this dissertation, I was contacted by a school which had not responded to my initial enquiry about participation, seeking advice about managing parent views.

In areas where anti-refugee sentiment is prevalent amongst parents, conveyed to children, and unchallenged by teachers, ASR pupils may be entering schools where their classmates feel hostile towards them. The prominence of immigration in British media and politics indicates that all schools should address this topic, for example in assembly. In order to avoid maligning parental opinions, perhaps the message from schools could be that everyone should try to learn about this issue from reliable sources before developing their own opinion (schools could explain that they will support pupils to do this through sharing age-appropriate videos, facts and figures).

Furthermore, all schools could stress the importance of children showing kindness and respect when interacting with ASR individuals, as they would be expected to do with anyone.

There is no financial incentive attached to being a SoS; the work undertaken by interviewees thus speaks to their passion and personal commitment to supporting ASR children. The initiatives explored in this dissertation- such as schools' efforts to support and connect with families, and to valorise pupils' cultural identities- could contribute to our understanding of good practice in this area. In addition, the various manifestations of trauma observed in some pupils justify the need for a responsive, nurturing approach in which focus on curriculum engagement may be secondary to supporting psychosocial wellbeing, particularly over the first few months after arrival.

iii Suggestions for further research

All participant schools in this study held SoS status. Future research might compare practice in schools with and without this award from the same area, to investigate the extent to which this differs.

In addition, most of the schools in my study were in large and culturally diverse cities; multilingual staff were highly valued by interviewees for the relationships they were able to create with ASR pupils and families. Future research could build on the issue raised by Teacher 9 regarding the lack of support she received at her previous school (which did not have staff who spoke the relevant language) to communicate with a Ukrainian pupil. Studies could investigate if and how schools in less culturally diverse locations, or rural locations- which may be less likely to have multilingual staff- work with ASR pupils.

This dissertation has brought together a range of principles and practices from SoS, forming a collection of ideas which could be helpful to any school seeking to enhance its provision for ASR pupils.

Appendix A: Information Sheet for Participants

MA dissertation project: Refugee and asylum-seeking pupils in UK schools.

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information. Thank you very much for considering participating in my project.

Who is conducting the research? What is the purpose of the project?

This research is being undertaken by [REDACTED] ([REDACTED]@[REDACTED].ac.uk) as part of a master's thesis at the [REDACTED]. You can also contact my supervisor, [REDACTED], at [REDACTED].

This project aims to understand how UK schools are supporting and integrating refugee pupils. Conversations with school staff will be conducted using Microsoft Teams at a convenient time in May, June or July 2025. The information you provide will be discussed in my dissertation, which will be submitted by 3 September 2025.

Why have I been chosen?

You have been selected because your school is listed as a School of Sanctuary. This project aims to speak with participants from between 5–10 schools altogether.

Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and a consent form. You can still withdraw during the conversation or up to 1 week afterwards without it affecting any benefits that you are entitled to. You do not have to give a reason.

What will happen to me if I take part?

If you decide to take part, you will be invited to participate in a one-off conversation via video call, which will last approximately 20 minutes. You may choose to participate in the call by yourself, or to participate alongside one or more colleagues (all together in the same call).

Questions will be open-ended and will explore your experience of integrating and supporting asylum-seeking or refugee pupils.

What are the possible disadvantages and risks of taking part?

No disadvantages or risks of taking part are anticipated.

What are the possible benefits of taking part?

It is hoped that this work will shed light on the successes and challenges experienced by schools in their work with refugee pupils, an important and topical issue. If you are interested, I could offer you a summary report of findings once all conversations have been completed.

Use, dissemination and storage of research data

Conversations will be recorded on Microsoft Teams, which is the encrypted software approved by the university. Recordings will be saved in a password-protected file on my University One Drive account. I will type up an anonymised transcript and save this in a password-protected file on One Drive, then delete the original recording. I will refer to data from the anonymised transcripts in my dissertation.

As this research is being conducted as part of a master's dissertation, my supervisor, as well as dissertation assessors and [REDACTED] auditors may request to view your responses and signed consent form.

Once marking for the dissertation module is completed in September 2025, I will delete all transcripts.

What will happen to my personal information?

Information collected about you during the course of the research will be kept strictly confidential and will be stored separately from the research data.

You, your school and any pupils you might mention will remain anonymous and will be allocated code names in my dissertation.

As noted above, anonymised transcripts will be created as soon as possible following the conversation and deleted by September 2025.

What will happen to the results of the research project?

Only I, my supervisor and dissertation markers and moderators from the [REDACTED] will have access to my dissertation once complete.

What type of information will be sought from me and why is the collection of this information relevant for achieving the research project's objectives?

This project aims to understand how UK schools are supporting refugee and asylum-seeking pupils. Your experiences, insight and expertise as an educator are thus invaluable.

Will I be recorded, and how will the recorded media be used?

The video recordings of conversations conducted during this research will be used only for analysis within my dissertation. No other use will be made of them, and no one outside the project will be allowed access to the original recordings.

You may keep a copy of this information sheet and your signed consent form.

The [Privacy Notice for Research](#) can be accessed by clicking on the link.

Thank you for taking the time to read this information.

Appendix B: Participant Consent Form

<p>Consent to take part in MA dissertation project on refugee and asylum-seeking pupils in UK schools.</p>	<p>Add your initials next to the statement if you agree</p>
<p>I confirm that I have read and understand the information sheet explaining the above master’s dissertation research project and I have had the opportunity to ask questions about the project conducted by [REDACTED] ([REDACTED]) under the supervision of [REDACTED]</p>	
<p>I understand that my participation is voluntary and that I am free to withdraw for 1 week following the conversation date without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline.</p>	
<p>I understand that the supervisor of this research project, [REDACTED], as well as thesis assessors and [REDACTED] [REDACTED] auditors may request to have access to my responses and this signed consent form.</p> <p>I understand that my name will not be linked with the research materials in the written-up thesis, and I will not be identified or identifiable in the written-up thesis or any reports or presentations that may result from the research. I understand that, should I agree, the conversation may be video recorded.</p>	
<p>I understand that relevant sections of the data collected during the study may be looked at by individuals from the [REDACTED].</p>	
<p>I agree to take part in the above research project and will inform [REDACTED] should my contact details change.</p>	

Participant agreed to be video-recorded: Yes No

Participant agreed to direct quotes: Yes No

Name of participant	
Participant’s signature	
Date	
Name of student	
Signature	
Date	

Appendix C: Interview Prompt Sheet

Invite participant(s) to tell me a little bit about the school/catchment area and their role.

1. Being a School of Sanctuary

- why did you decide to become a SoS?
- any ASR pupils (if known)?
- impact of being a SoS? (curriculum/ extracurricular activities)
- projects in the local community?
- Refugee Week?

2. Supporting ASR pupils

- what do you think are the most important things that you can do as a school to support ASR pupils?
- language/pastoral support?
- first month after arrival- what kind of changes would you hope to see?
- challenges?
- working with pupils' families?
- role of governors in SoS work?
- collaborate with other SoS/external organisations?
- where does work sit within local context? Support or resistance amongst parents/local community?

- to share with other schools- any practices or events which have been particularly successful or engaging?

Appendix D

Interview 1: London

Interviewer

Would you like to tell me a little bit about your school, your catchment area and also your roles? I've had a little look on your school website, but it would be nice to hear from you as well.

Teacher 1a:

Yeah, so we're in the [x] and [x] area. We're a five-form entry school with two sites. So one site has three forms and the second site has two forms. We've got about, roughly about 1000 children on roll. And in terms of the demographic for our area, we've got, we do have some sanctuary-seeking individuals in our cohort, but it's quite small at the moment. But we had a recent rise in numbers, which was why we wanted to work on the School of Sanctuary project to ensure that our school was as inclusive as possible for people from different backgrounds.

Teacher 1b:

Yeah, and we've lost a few, haven't we, of the sanctuary-seeking children because they get definite leave to remain or whatever happens, and then they're dispersed around. I don't know. I mean, they don't necessarily stay here, they go. I think one family went to Dartford in Kent and yeah.

Interviewer

And where do you find that many of them are from?

Teacher 1a

It can be from lots of areas.

Teacher 1b

Yeah, so we've had Albania, we've had Libya.

Teacher 1a

Few from Ukraine, not too many from Ukraine.

Teacher 1b

Yeah, and then some, maybe Somalia. Yeah, Georgia.

Teacher 1a

Yes, Georgia as well, yeah.

Teacher 1b

And Syria.

Interviewer

Yeah, I was expecting probably [some pupils] from Syria. And are you two both class teachers or do you have different roles at school?

Teacher 1b

So we're both phase leaders. I'm Early Years and Key Stage One, [Teacher 1a] is Key Stage Two phase leader, and this year the school have opened two learning provision bases for children with SEND, so we lead those in the morning and then in the afternoon we work on inclusion.

Interviewer

OK, that's really interesting. I'm always fascinated to hear about the different things that are going on at big schools, it's really great. So I'd like to ask about the impact of being a School of Sanctuary on your school community. Are there any examples of how that's impacted your curriculum or any extracurricular things that the children do?

Teacher 1a

So one thing is, we do an annual Refugee Week where we introduce the definitions and the vocabulary around sanctuary seeking so that the children have that information available to use. And we talk about the videos of different... we tie the definitions to different videos to help ground their understanding of it. One thing we're wanting to do is build further explicit opportunities to discuss sanctuary-seeking individuals within our curriculum, so it's in different areas at the moment but we want to make it throughout the whole of the school. So for example, Year Two do work on the fire of London, so you've got the idea of children or families being forced to leave their home and live somewhere else. And in Year Six they do work on migration and talking about things like the Windrush generation in Year Five. So we've got things happening in parts of our curriculum. One of the things we want to get better at is showing that across the whole school. And we also do- at the start of the year- a kind of, a cultural evening, where all of the year groups do a book around identity and who we are.

Teacher 1b

Then they produce work, artwork, poems, things like that. And then we show it to the families. They come for a cultural event. So, it's really nice.

Teacher 1a

And families come wearing anything that they want to wear to reflect their culture or community. And they bring in food from different cultures as well, so that way we celebrate the diversity within our school.

Interviewer

Oh, that's fantastic. It's really interesting how you're linking it across the curriculum, so you've got English, a bit of history. What kinds of activities are planned for the Refugee Week? Because I think it's coming up quite soon, isn't it?

Teacher 1a

It is coming up soon. It's... we're finalising details this week, but typically we will have webinars or web casts which are delivered by authors or illustrators who are from a sanctuary-seeking background. And we do that for Year One right up to Year Six. We also have a non-uniform day where we link it to the colour for refugees, I forget the name of the charity, I think it's Refugees In Action [Refugee Action], but that might be the wrong one.

Teacher 1b

The orange.

Teacher 1a

Everyone wears orange on the day during Refugee Week so it's that consistent approach. And as I mentioned earlier, we do things like the vocabulary that the children are able to define with the videos. This year as well, we're bringing in a sanctuary-seeking speaker so they can talk about their experiences across both sites from Year One up to Year Six. Actually, I think it's from Reception up to Year Six. They'll be delivering their assembly. So we have different activities like that and also, before I forget, we also provide two new books each year which are from sanctuary-seeking authors or illustrators, so that the children can see either themselves reflected in their books that they're reading or that they're having a window into others' experiences as well.

Interviewer

It really seems like you're trying to foreground voices of people with lived experience there.

Teacher 1a

Yeah. And we also want to try and build in links with our wider community. So we usually use the postcards that the Refugee Week team produce, and we usually have them in our school offices so that local businesses- they are parents of the school- they can take one to put up in their windows so that it shows that they are welcoming to people who are sanctuary-seeking.

Interviewer

OK. And have you found that parents and your wider school community have all been quite supportive of you taking on this award?

Teacher 1b

On the whole.

Teacher 1a

Yeah, yeah. I think we had one person who had sent an e-mail to our head teacher.

Teacher 1b

But they thought that we were giving too much of one side and we weren't talking about, maybe the effects of immigration on the country and... that right?

Teacher 1a

Yeah, I think I think their concern was that the School of Sanctuary organisation was too politicised...

Teacher 1b

With their agenda

Teacher 1a

...and that we weren't showing a balanced side to it, which is why we make sure that we are sharing sources and using resources from different areas, so, like, we use Oxfam's definitions, we use videos from the Refugee Council or we use some resources from A Day of Welcome, which I think- I can't remember the name of the website in my head- but Day of Welcome have different resources that we can use as well, and we try and have as many different voices as we can so that it's showing a range of experiences and not limiting or directing one agenda.

Interviewer

Yeah. I suppose with the political climate and representations in the media as well

with immigration... I wondered if that had encouraged schools to want to do this award, or if it was more just locally led from your part.

Teacher 1a

I think with us there's two elements. One is obviously the increase in numbers of sanctuary-seeking individuals and we'd also done... we'd also received training about the underserved i.e., the children within our community who may be from either a marginalised background or have additional challenges or barriers to their learning. And that was very much in front of our school development priorities. So, it tied in with that quite nicely.

And also the fact that we are wanting to be a Rights Respecting school [a UNICEF award]. So, we're currently at a silver award and it ties in quite nicely with that, and the idea of, like, all children have fifty different rights that need to be respected and what that looks like across our global community. So we wanted to ensure that the children are informed about sanctuary-seeking individuals as part of that.

Interviewer

And what do you think are the most important things that you can do as a school to support children from a sanctuary-seeking background?

Teacher 1b

I think making them feel really welcome right from the start. So they have like an induction with the head, [Teacher 1a], and obviously their parent, and we always make sure that if they don't speak English there's an interpreter so that they feel like they know something about the school before they start. We have uniforms, so they don't have to worry about not being able to afford it. It's kind of, the induction is strong.

Interviewer

Yeah, the welcome, yeah.

Teacher 1b

Yeah, really made to feel welcome. And you know, I think the children as well, because they understand because of all the work we've been doing, they understand about sanctuary seeking, they kind of just really accept them into their classrooms and, you know, and that goes for any new child to the school, whether they're from a sanctuary-seeking background or not, it's, you know, same applies.

Teacher 1a

Yeah, we do things like language ambassadors so that the children who speak the same language, they're the children who are sending... who are going round the school with those different children, so they are making sure that that child, when they're in school, knows where they go for lunch time, what their lessons are, when they have e-learning and so on, so that those... the language barriers don't obstruct them from being, as [Teacher 1b] said, being welcomed in our community.

Interviewer

Language support was something I was going to ask about actually, what would be your approach, you know, if a child turns up with limited English. So you've got a language ambassador scheme, and what other kinds of approaches would you take there?

Teacher 1a

We use something called Racing to English, which is an early English scheme where it starts off with the familiar, common everyday words that children need to be able to use, whether that's to do with, like, family or clothes or things they'd find in the classroom, and the children would receive interventions to help them to get to know that core language first, and then within our lessons we use in-print Wigits [a website which allows users to find and create symbols for words]. So, symbols to match the words so that those children who are new to English can have a better sense of what's going on using the picture cues to help them out. Those are kind of some of the main ways that we do it.

Teacher 1b

We make use of like... many adults in our school speak different languages, so we make use of that as well.

Interviewer

Fantastic. And then on the pastoral side, would you offer anything different there, or would that just be similar support to what all your children have access to?

Teacher 1a

So I think one of the things for us is making sure that induction is really good in terms of building relationships with families to identify where their needs are. And one of the helps with families specifically is our Learning Mentors. So we have one Learning Mentor on each site, and obviously people in the leadership team would also be involved as well. And they will then be signposting families to where they can get key resources. So, whether it's uniforms, which we can provide within school. Or like the winter and holiday or longer holidays we offer things like, not food banks, but the

items of food and clothing can be provided to families who need it, and clubs and experiences can be offered at a cheaper price. So we have things like that that would help them out. Also [the borough in which the school is situated] is a borough of sanctuary, so they have resources on their website that we can direct families to as well. If they're wanting to know about how to, you know, renew their passport or how to apply for particular funding, the [borough] website also has other resources they can use.

Interviewer

And have you found it challenging to work with parents, for example, have you come up against a language barrier and found that difficult?

Teacher 1a

I think, I mean that's probably more something for our Learning Mentors. I know both Learning Mentors are fantastic at finding ways to communicate with families and having that honest, direct conversations with them so that they don't feel embarrassed by anything that they're finding more challenging.

Teacher 1b

Yeah, and I think that... when we had families from... there's a hotel down the road where lots of them were staying. So there might be a parent there who speaks reasonably good English, and they would come with another parent with their child for the induction. So they were kind of supporting each other that way as well.

Interviewer

OK. That makes sense.

Teacher 1a

We also do work with, I forgot to say about Better Start, and Better Start is an organisation where they... our Learning Mentors can direct families to them and they will work with families to help with things like housing and any issues that they have about that, for example.

Teacher 1b

Filling in forms and stuff like that.

Teacher 1a

So Better Start is again, it's a free support for those families in particular.

Interviewer

Yeah, so it's kind of looking after the whole family and the pupil in a more holistic way.

Teacher 1a

Yeah, exactly.

Interviewer

What kind of targets or goals might you set if you had a pupil arrive from sanctuary-seeking background? What kind of targets would you hope they might achieve over a year, or even a shorter period like a term?

Teacher 1a

Do you mean academically? Like in their reading and their maths, or do you mean something different? Sorry, for targets.

Interviewer

Yeah, so academic targets.

Teacher 1a

I guess it depends on the child.

Teacher 1b

Depends on their age, whether they've had school before.

Teacher 1a

Yeah, we've got, I mean to give examples, I have in my provision two children who have English as an Additional Language but [are] not necessary sanctuary-seeking. They are, one of them is sanctuary-seeking, actually, in terms of escaping from trauma in their home country, and with that child, you kind of, we have to take it on a case-by-case basis because for her, a lot of the trauma that she's been affected by has impacted upon her ability to learn. So, she's at a point now where she's picking things up very quickly. But there was, I would say, about 6-8 weeks when she was sounding out letters for the first time, but she wasn't able to blend the sounds at all, which normally you would expect children to be able to do quite quickly when they're in Year Four, she wasn't able to. I think a lot of that was that the wiring, I suppose, like, the neuro wiring for her was not in a place where she could start to learn and retain things properly, which she now... With the support that she's had from our ed psych [educational psychologist] and our play therapist and a family that support her at home, she's now in a place where she can learn. So, we don't necessarily set

specific targets in that way for those children. It's more kind of assessing where they are at that point.

Teacher 1b

Sometimes they're not ready to learn because they... the things they might have been through, you know... like [Teacher 1a] says, it's... each person is different.

Teacher 1a

We use, to assess, something called Birmingham Assessments. If they're a child who's new to English but also, if they are SEND or they've got different traumas that are slowing down their rate of progress, we use Birmingham Assessments which can then measure how they are doing against smaller steps for reading, speaking and listening, writing, maths and so on. So those are the ways that we would be assessing how well they are doing.

Interviewer

OK, that's interesting, so kind of about getting children to a place where they're mentally just doing well and able to start learning. I wanted to ask as well about the role of your governors in your School of Sanctuary work. So, do the school board have any role there?

Teacher 1a

I suppose with our governors it's more looking at... it wasn't specifically linked with School of Sanctuary. It was more looking at the underserved within our school and how we support. And obviously we communicate to our governors, whether that's on our level as the Key Stage One and Two phase leaders or whether it is in a senior level by our head teacher, what our school priorities are and what work we are doing around it, so our work is always communicated with our governors. But I suppose it's kind of it's going in *that* direction [gestures away from himself] with the information rather than them coming to us [gestures towards himself] with information or questions, if that makes sense.

Interviewer

Yeah, that makes sense. Thank you. And in terms of challenges with having sanctuary-seeking pupils at your school, what would you say is the main challenge or the main challenges that that brings?

Teacher 1b

I think for the teachers it's children coming in at various points through the year, not necessarily in September they could just, you know, it could be Friday and the, you

know, the teacher's being told, by the way you're having a new child starting on Monday. So that can be challenging and also just accommodating them within the class can be challenging for teachers.

Teacher 1a

And I think sometimes teachers can be quite affected by what they are hearing about a child's experiences. So one of the things that we use is, I think is it EAP [Employee Assistance Programme]? We've got a kind of access to free counselling if we need it. So for teachers, if there was a child who'd had a difficult experience that they were affected [by] as their teacher, then they could apply for this free counselling, which is led by our leadership team, so they can receive that support from the school as well. But sometimes that can be quite the challenge as well. It's trying to, you know, the logistics of trying to plan for a child when you don't know what their needs are in a lesson. The second element is, when you do receive the child, then how does that impact upon not just the child, but the rest of the class and the teacher as well? So there's that.

Teacher 1b

I think sometimes, I mean, it's probably not necessarily for like us or schoolteachers or the class teacher, but quite often the school is the only kind of support network that a sanctuary-seeking parent might have. So they come with a lot, it's not like they're demanding, it's just that we're here and that they're not getting help anywhere else. So it might be that they're wanting help with, like, you know, the process of applying to become a citizen and things like that, or they're having problems and they bring it and they... they try and kind of get advice from school, which, we do as much as we can, but sometimes, there's only so much you can do. There's only so much effect that you know, you can have in your actions on to their case.

Interviewer

Yeah. So, the school as a really kind of important point of contact for families, I guess, as well. And then, my last question, is there anything that you would like to highlight to share with other schools that you've particularly liked at your school? That can be either things that have really helped sanctuary-seeking pupils, or that can just be School of Sanctuary activities that you've found really engaging for pupils.

Teacher 1b

We did like a project with our sanctuary-seeking pupils when we had quite a few of them, didn't we? We wanted to kind of give them experiences that they obviously

wouldn't be having. So, we had a theatre trip to West End to see a show. We took them to the library and kind of explained how that works, so at least children could be maybe using the library and getting books. We did like a pottery project where children made like little shields that reflected their experiences and what's important to them. [To Teacher 1a] What did we do? Anything else? We... at Christmas we had like a whole, an appeal was put out to parents and carers and staff and we collected, like, toys that we could give to the children at Christmas and did the same thing with collecting toiletries and things like that, that we could just [give] as well. So it's, and it was an amazing response, wasn't it? I mean, the parents at our school are great when it comes to kind of sharing.

Teacher 1a

I think also it's... one of the things for us that's been very important, is looking at our school culture in terms of the way that we're talking about sanctuary-seeking individuals and when we're doing projects like getting to know our classes, being really mindful with and having teachers being really mindful about the types of questions they're asking so that children don't feel any shame or embarrassment. If you're saying you know "how was your holiday?" and we know that [there are] children in the class who won't necessarily have had a particularly good holiday, it's making sure that that relationship building at the start of the year, but obviously throughout the year as well, it's done really sensitively. So when we do cultural evening and when we do our 'who am I?' identity projects at the start of the year, it's for the children to express for themselves who they are and what they stand for in a way that doesn't carry any shame or weight to it, if that makes sense.

Interviewer

Yeah, great, thank you so much. Do you have any questions or anything you wanted to ask before I finish? I don't want to take up too much of your time.

Teacher 1a

I don't.

Teacher 1b

I don't, no.

Teacher 1a

It'd be lovely to hear the... your... as you said about the notes we're going to share with us afterwards. It'd be lovely to hear how those... how your dissertation goes.

Interviewer

Yeah, of course. So that will probably be... so I'll write it up over the summer and then I'll produce a much more concise report so schools can see what other schools are doing, what they found challenging, what they found works. And I will send that to you probably early September.

Teacher 1a

Fantastic. Looking forward to it.

Teacher 1b

Yeah, great.

Teacher 1a

Well, I hope we've been helpful for you.

Interviewer

You've been fantastic. Thank you very much.

Appendix E

Interview 2: Yorkshire, Humber and Greater Lincolnshire

Interviewer

I've had a little look on your school website, but I just wanted to invite you to tell me a little bit in your own words about your school and your role at school.

Teacher 2

OK, so I'm the EAL lead and the lead for School of Sanctuary. We've got 615 children. We've got two children who are refugees from Afghanistan and four who are refugees from Ukraine. We've got, about 22% of our school is EAL. We have quite a lot of movements, so we have a lot of children joining midway through their schooling, a lot of people leaving as well. We've got about 22 different languages spoken in school.

Interviewer

Wow. Oh my goodness.

Teacher 2

The main ones, we've got a lot of Asian families. So, Urdu, Gujarati, Punjabi, we've got quite a lot of Eastern European families. So we've got Ukrainian, Russian, Lithuanian, Polish, Romanian. We've got quite a few families recently come from Nigeria, so they speak Yoruba or Igbo, and then we've got a few Greek. We've got French, we've got a Tamil, and we have some children come from East Timor, so it's real, a real variety.

Interviewer

That's so interesting because I went to a tiny little school in Wales, so it's just fascinating to me to hear about all the different cultures that are in these larger schools... and then what does your role involve as the EAL coordinator?

Teacher 2

So, I keep an eye on new arrivals, making sure that the teachers and staff have got the resources they need. So we've got a huge bank of resources, things like welcome packs, things translated into other languages, your flash cards and things like that. So we have a lot of 'survival language', things like 'I need the toilet' which we teach early on. We have a scheme called Racing to English which teaches English step by step. Are you familiar with ...

Interviewer

From the other school I've spoken to it's something that's come up, yeah.

Teacher 2

Yeah. So we've had a lot of staff training over the last few years about how to support EAL children, looking at different resources from the Bell Foundation, um... we've done a lot of their webinars, so passing on a lot of that information. We've also looked a lot at supporting refugees in particular. So looking at trauma that they might have from having to leave their home and perhaps arriving, you know, with not very much, without necessarily their other family members and things like that.

And we've done a lot of work on making people feel welcome when they're a new arrival, so my role is really to... on one side, is to look at the academic side, making sure they're making progress in their reading, writing and maths. So we use the Bell Foundation assessment sheets and we monitor reading, writing, speaking and listening, and I check that they're all making what we would hope them to make in terms of progress, identifying any gaps and looking at what further support we can provide. Looking at the data overall, because we tend to find that if they stayed with us through the whole school, then by the time they're in Upper Key Stage Two, the EAL children will often overtake their peers in terms of their achievement in reading, writing and maths, yeah.

Interviewer

Wow, how interesting.

Teacher 2

Yeah. So looking at all that, but then also the pastoral side, looking at how we can support our new arrivals, we do a lot of assemblies and things like that. We have language buddies- two per class- and we involve them quite a lot in welcoming other children. They have a special role, partly to translate for their peers. So if you've got a child arrives who speaks Russian, we try and find another child who speaks Russian that they can pair up with, but also in general just looking after them. So we've looked at playtime games that they can play, like skipping games that don't need any language to make them feel included straightaway.

Interviewer

Yeah, that makes sense. I was wondering with your language provision, so if you had a new arrival, would they be supported with the EAL learning in class or would they kind of be in pull-out provision, maybe one-to-one or small group settings? How would you approach that normally?

Teacher 2

We try to do it in class. So where we can, we would adapt the lesson that we were doing anyway. Are you familiar with substitution tables and things?

Interviewer

No.

Teacher 2

OK, so that's a resource from the Bell Foundation and they suggest... it's basically a grid and you have something in each grid. So it might be... if you're describing a plant, parts of a plant, it might be 'it', 'has' and then it'd say: 'petals', 'leaves' 'a stem'. So, that might be the same work that the other children are doing, but they would use the substitution table to get the vocabulary in it, because it makes the sentence structure very obvious, it helps them with their writing. But obviously there are times when they just need some pure English work as well, which is what we use Racing to English for, but that... we will try and get them to do as much independently as they can by providing resources rather than taking them out too much and doing something different.

Interviewer

And is that because you don't want to sort of segregate them too much from their peers in the mainstream?

Teacher 2

Yes, yeah. And also they do have an entitlement to the curriculum, so they shouldn't just be learning, you know, random colours or whatever. They should be also learning, you know, about parts of the plant or whatever it is that we're learning about as a class as well. But yeah, we want we want to be as inclusive as we can.

Interviewer

And I was wondering on the pastoral side, because obviously you mentioned that they can come with lots of trauma and you know, different experiences they've had. Would you aim to support them through school staff or would you get in external... maybe different therapists and counsellors?

Teacher 2

We have a Family Support Worker who is probably the first person they're going to meet. They'll do the home visits, they'll meet them, talk about them as a family. They're then available, you know, to support when the child starts at school. They

might have a staggered start, we do offer that, most people don't choose to take it, but they do have the chance if they just need to do an hour a day to start with, if they're really perhaps unfamiliar with a school setting or just not ready to be back in a school setting then they have the option to do that.

Interviewer

I see. I was going to ask as well because something that came up in a previous interview was that schools are very much involved with connecting families to different community services or being involved with housing or social services. Is that something that your school does as part of your family work?

Teacher 2

We can refer to different agencies. We have... there's a group called the [name of borough] Sanctuary Group who... they're a volunteer group who work with refugees in our area. So they're very good at... they have, you know, cookery classes, parties, language lessons and that gets families together. We have introduced a scheme where if someone's new to the school, they can request a buddy family and we will pair them up with another family, hopefully one that speaks the same language. And there are different agencies that we can refer to as well, yeah.

Interviewer

Yeah, so it's that much wider role beyond just the educational provision when they're in school.

Teacher 2

Yeah, we tried to get families in as much as we can. So we have afternoons where parents can come and... we work in the hall and they'll do a lesson with the children, maybe art or science or something. So we try and encourage all our families to join in with those. And it's really nice that some of our refugee families, where perhaps they didn't come into school to start with, they were a little bit reluctant to come in, they're now coming in and joining in with things like that. So that's really nice.

Interviewer

Yeah, that's lovely. I wanted to ask sort of what are the main challenges that you've found with working with refugee pupils?

Teacher 2

I think probably it's just helping the staff to know what's the best way to support them. We've not particularly had any children who are showing any particular trauma- that might come out further down the line- but the children that have come to

us do seem very happy. They're very settled, they've all made a lot of friends, they're picking up English really quickly as well. I think sometimes the staff don't always feel confident to know that... you know, are they doing the right thing?

Interviewer

Yeah, that makes sense. This project was actually inspired by... I did the primary PGCE last year and in my placement class, we had a girl who arrived and I just felt so, you know, underprepared and it was really, really challenging. So that's kind of what inspired me to want to look into this more. And in the first month after a new arrival joined your school, what sorts of changes would you hope to see? That can be either their social-emotional, friendship side or that can be on the more academic progress side.

Teacher 2

We usually see... We'd hope to see very quickly that they're interacting with their peers, not just the, you know... we start off, they perhaps have two children who are assigned to look after them, or we try and rotate it so it's not just the same children, but then over time, we do start to see them playing with other children in the class. There's a child who was new to me this year and she started coming up to me and saying, "can I go to the toilet?" but then she'd come up to me and say, "can I play dominoes with [pupil x]?" because, there's an activity we sometimes do at the end of the day, a little sort of socialisation activity. Just being able to come and ask to do those things is really nice. And she didn't know any times tables at the start of the year. She's a Year Four child and they're just not something she'd done before and to see her pick it up so quickly and now be pretty much on a par with the rest of the class in terms of her times tables, which is lovely to her confidence. It's also been really nice to see what they do in their own language. So with my girl, she once wrote about two pages of A4 about her home life back home, which she'd used Google Translate [for]. She'd written it in Russian and then translated it into English using the laptop, and just to see that, what... you know, what she's capable of in her own language, which... at first she wouldn't have had the confidence to do that. So that's really nice to see.

Interviewer

Yes. it's interesting to hear about how schools would work with the pupils' home language in addition to the EAL acquisition as well. So I wanted to ask, why did you decide to become a School of Sanctuary?

Teacher 2

It was something another school in our area had started doing. So it was something

that we were really keen to do as well because we felt like we were doing a lot of the things that were suggested already but we wanted to build on it and do it better. So, we looked into it and it just was... it really sort of spoke to our ethos and what we were trying to achieve anyway in terms of being more inclusive, in terms of making everyone feel, you know, valued and represented. So a lot of the work that we've done has been things like we've always had a Christmas party and two years ago we started having Eid parties as well because we've got a lot of Muslim children in our school and it felt right that we should be doing that. So we've done a lot of work on diversifying our curriculum so we've spent a lot of money on English books, story time books, guided reading books that are representing a much more diverse range of authors and experiences. The same with our art curriculum, we've revamped that to make sure we're representing a range of cultures, countries, you know, a lot more female artists than we used to have. So something we really wanted to look at was how we could be more inclusive and celebrate the diversity within our school as well as within our community. We wanted all the children to see themselves represented in, you know, the displays, in our books, and so on.

Interviewer

Yeah, that's definitely a theme that's come up in when I've spoken to another school, about making sure the curriculum is really as representative and diverse as it can be. And do all pupils at your school learn about the current situation with refugees globally at the minute? Is that something that's in your curriculum or during Refugee Week?

Teacher 2

Yes, we celebrate Refugee Week. this will be the third time this year. We've all got... there's books in every year group that feature refugees. So on our English curriculum each year group will study a book. It might be *Paddington* in Year One, it might be something like *No Ballet Shoes in Syria* for Year Six. And that comes up every year, there's always something about refugees, but also in our guided reading books- we call it book club- in our book club books We've got a range of books representing different refugee experiences. We also have bits in the curriculum. So for example, our Year Two RE [Religious Education], there's a whole unit where we look at why people migrate, and that includes the experiences of refugees as well. Then we do Refugee Week every year, so we have a big theme, we have assemblies, we're doing cooking this year, we're doing cooking from diverse countries, which are spread around the world. So last year we made kites because it was a thing in Afghanistan that the Taliban banned kites. We all made kites and flew them on the field. So we have a big theme every year that we follow. But it's not just a one-off week. It's sort of threaded in throughout the year, hopefully.

Interviewer

Got you. And do your school governors have any role in your School of Sanctuary work or in the decision to become a School of Sanctuary?

Teacher 2

They're very involved, our governors. Our chair of governors, actually, has taken in two families from Ukraine within his own household. So very much on board, and quite a lot of our governors will attend assemblies that we've done. They were here for the assessment meeting that we had for School of Sanctuary for the award. So they're very involved, very on board, and it's something they're really keen for us to do, yeah.

Interviewer

And then finally, just before we finish, I just wanted to ask, is there anything... because I'll share a little summary of findings with all the schools once the project's finished. Is there anything you'd like to share with other schools that you've found has been particularly successful or that pupils have really enjoyed as part of your School of Sanctuary work?

Teacher 2

I think the assemblies that we've done, because the children have written them themselves, they've planned it themselves, you know, it hasn't just been, you know, here's an assembly for everyone to read a line from. They've been involved in making the slides, saying what they wanted to say, writing their own parts. And they've been really excited and proud to share their own culture, and we've talked about different religions, how they might celebrate different festivals, we're doing playtime games next week, so they're showing traditional games that they'll play on the playground in different countries and it's very much 'they're in charge'. So that's been really nice to see them lead on it and you can see their confidence really develop.

Interviewer

That's really interesting, thank you so much for your help.

Teacher 2

You're very, very welcome. It's been lovely to talk to you.

Interviewer

Thank you. And I will send you a summary of findings, it will be September probably.

Teacher 2

That's great. Thank you very much, I look forward to seeing them. Thank you very much.

Interviewer

Thank you. Goodbye.

Appendix F

Interview 3: Yorkshire, Humber and Greater Lincolnshire

Interviewer

I've had a little look on your school website, but I wanted to invite you to just tell me in your own words a little bit about your school and your catchment area.

Teacher 3

OK, so we're quite a deprived area. We're not a big school, we're sort of 240, something like that. And I mean, my job is the EAL lead. So we're 74% EAL roughly, we're usually about that. At the moment our biggest group is Bengali, but they're sort of 3rd, 4th, 5th generation from the steelworks really, in the 50s when, you know, when people were encouraged to come and work. You know, that's what happened in [our town]. So there's... there's... [our town] is really diverse, so if you walk around [our town] town centre, it's really diverse and obviously now another big group are the Eastern Europeans and our groups sort of change... so we had loads of Polish and Lithuanians and now they've... we don't have so many of those... we do have some... But now our biggest group is Romanian, and also we've got a really big group from East Timor, Timor-Leste, and I had to look where it was [laughs]. So they speak Tetun and Portuguese, and then the other really, I think, interesting thing about our school is, this is a Church of England School. So there's certain things we have to do as a church school, but we have so many different religions here and the... a lot of the Eastern Europeans are Catholics and so they're quite... they know quite a lot about their religion. They... it's just really... I mean, I teach RE to Year Five and it's just fascinating. I just think it's like the perfect place. I just, I hope they stay like this when they're adults because they're so good at listening to each other's points of view and, you know, it's really... but the school's ethos is very much like that.

Interviewer

OK, so it's a C of E school but with an ethos of, sort of...

Teacher 3

Diversity, inclusivity, respecting others, learning about everyone's religion, but it's OK to think what you want, you know. So yeah, it's, it's... I mean, I've been here a long time and people, teachers don't tend to leave because it's just such a great place. I mean, it's quite challenging, it is challenging, but we've got so many things in place and it seems to be, you know, work really well.

Interviewer

How long have you been at your school?

Teacher 3

30 years. And I taught in, I taught in London before then, and I came up to [town where school is located] because I was with a... with my boyfriend at the time. He was an art therapist and then he got a job in Grimsby and I just looked for a school that was diverse, because that's what I'd had in London, that's what I liked. So yeah, so I've been here a long time.

Interviewer

And I was going to ask, why did you decide to become a School of Sanctuary?

Teacher 3

Well I think I've... I'm always really interested in learning about different cultures anyway, but we also had some families that came from Syria. So I don't know if you remember, David Cameron chose families or he chose... he agreed to bring so many people over and he went to collect them from the... from their, wherever they were, their camps and stuff, and brought them over and placed them in houses and stuff like that. So we had a couple of families and I met the parents and it was just awful, like listening to their stories, you know, really awful. And it was so... I mean, I get emotional now [interviewee became tearful]... So, oh, you're just giving something to those kids. Sorry, I don't know why I'm doing that.

Interviewer

No of course, take a moment. [Interviewee had a moment to collect her thoughts]. Can I ask what about that experience or seeing that did you find particularly kind of, emotionally affecting?

Teacher 3

I suppose it's, you know, we see it all on the news, don't we? And it's actually when you've got people there who just had, they've just been bombed and you know, they're just desperate and they're so grateful to have somebody, like, look after them really. So, I mean, the kids were brilliant. And then in [town where school is located], they sort of were under this... we have support from this other group as well, Ongo, and they were helping the families as well so they were getting support. And then since we... I mean, actually, we've got a refugee- the daughter of a doctor refugee who was on the refugee doctors scheme- and she's in Year Six now. And when they came, they just had nothing at all- *at all*. So we're very good at providing... we've just

got resour- we just, I mean, we haven't got lots of money, but we just find ways. So we've got maybe vouchers for Aldi and things like that. We just give them uniform, and we gave them free school dinners, they weren't entitled to it officially, do you know what I mean? But that's what we do. That's why we're a School of Sanctuary because we don't... we just cut through all that stuff, and just think, 'what do these people need at this time?' And that doc, he's now- the dad who was the doctor refugee- he's had to take some exams to be able to work in this country, which he's done and he passed them. So now he's working as a doctor, so obviously he's earning a lot of money now. So like, they're fine, so they give... you know, it's as I say... but I see mum and she's so grateful. At the time, you know, we went round and everything, we just really helped. And then I remember we had a food festival, because we have a food festival each year, and we asked parents to bring food and we have stalls and it's just brilliant, and it gets all the parents in. And she bought some chocolate cake and stuff, and she didn't have any money for ingredients. So I just said, right, here's some money for your ingredients because she wouldn't ask, do you know what I mean? She had nothing. And she did that.

Interviewer

Wow, yeah, so generous.

Teacher 3

Right, yeah. So it's that sort of, you know, that real *giving* thing. Then the other thing that's interested me as well recently- well, also at the time- when those families came, we were sort of told not to talk about it very much, so... because they don't want to bring any resentment to the community.

Interviewer

So was that a, kind of a directive from the government or from your head?

Teacher 3

No, it wasn't the head. It was like from the... that group that were helping them. They were saying "we're not advertising it". Which is sort of difficult, but it's just interesting because I live in [x], OK, [x]'s a market town in between... if you're looking on a map, it'll probably be in between... well, it's north of Lincoln, directly north of Lincoln in the Lincolnshire Wolds, that's where I live. There's a small market town and we've just... recently they've placed... the Home Office have placed two Afghan families there and I know about one of them because she's in my... they're in my friend's house. And then my other friend told me about the other family, but nobody's been told in the community. The town council didn't know. So me and my husband, like, we know people in the town, we're going "did you know?" The Lions, which are a really, you

know, brilliant charity that are very, very busy in [x], you know, they're very... they do lots of things all the time- they didn't know. You know, nobody knew. And it's like they don't want anyone to know because they think that it's going to, you know, instil some sort of problems in the community. And my friend that lives opposite this family has said, she said the police have had to go a couple of times, there's been some hate crimes, you know. So that's why they're not doing it. But it doesn't help those families. What... I don't understand why they don't go straight to, like, community groups that are like the Lions or the Rotary Club or, you know, like community groups, because they're the sort of people that are gonna help. But they just don't. They don't. And they didn't even tell the town council that they were coming.

Interviewer

So you're saying that it's often their families who don't want the community to know that they're from a refugee background, or the government?

Teacher 3

I think it's, I think the... they're worried that people aren't going to like them.

Interviewer

OK, how sad.

Teacher 3

I know, but it's true. Have you seen... have you seen Ken Loach's film, *The Old Oak*?

Interviewer

I've not seen that, no.

Teacher 3

Right, so you need to watch it. It's really good. Ken Loach is a fantastic film writer and he's written three films from about the North East and *The Old Oak*... I mean, he's in his... he's really old now, but he's still doing... It's an amazing film, but it's about these refugees coming into a town in an old mining town in the North East, and it's about how... And the film is lovely in the end. But yeah, the beginning bit is like, yes, this is what it's like, because there's a little boy that lives in the town and he sees this refugee with a bike that he's been given, he says, "well, why haven't I got a bike?" And it's that, isn't it? That's the thing. Anyway, sorry. I'm... I'm going off piste now, but...

Interviewer

No, thank you for the recommendation. I was going to ask as well, if you had a new arrival at your school, what would you consider the priorities for the provision that you need to offer?

Teacher 3

OK. So, we have... I've just got, I've recently had four new children in, like in the last two weeks. So, we're lucky because we've got other children that speak their language, so that does help, and I've also... we employ staff. On my team, I've got a Lithuanian, a Polish and a Romanian lady, they're TAs [teaching assistants] and they work on my team, so we're really lucky. But really, your priority is that they feel welcome, nothing else. You know, as teachers, we're like "what are they going to do?" Actually- *no*. Forget that- smile, learn how to say hello in their language. Give them something like... there's lots of things, you know, I always give them something like 'I like/I don't like' and give them pictures and they cut them off because you don't know what they're going to be able to do. So finding something you know they'll be able to do, an activity at the beginning. Sitting them with somebody who you know will be kind to them. And really welcoming them in the class, like make it "look!" [mimes introducing a new pupil]. And we are very... we promote, like, being able to speak another language as well. So I'm always telling them- because I teach French here as well- I'm always saying to them, you're *so lucky* that you're bilingual because you'll be able to learn another language really easily. You've got things going on in your brain that a monolingual person doesn't have, you know. So it's always seen as a benefit, not as a hindrance. And obviously it is a hindrance for them when they first come. But at the moment it's, it's really interesting... I've got three new ones that I've had this morning, two of them are literate in Romanian, right? So when we're giving them work, I've told their class teachers... so if they're doing a science lesson, there's a really good tool on Word, and if you go to 'Review', you can translate a document. It's better than Google Translate, which is horrendous. You can't really use Google Translate because it's wrong, it's not good enough. But on Word now there's a really good translation tool. So then when he's doing the slides, they've got them in Romanian. And they can read Romanian, so they can do the lesson in Romanian. So I said "let them join in the lesson". So two of them are like that. There's another one who hasn't been at school since Year Two and is now in Year 5. And we've got loads of them that just don't go to school. They haven't been to school. They just stay at home and he is right back at like, I'm teaching him about how to be in a classroom. You know, he fiddles [mimes looking around]. He's like a Year T- he's like a naughty Year Two [laughs]. He just doesn't seem to... he doesn't know about being in a school and he's in Year Five. So he's like that, so we're doing that. So there's another programme we've got called Learning Village, which we buy, which works for some children. That doesn't really work for him because he can't...

he just can't, he doesn't really know anything. So right back at basics with him. He wants to learn, he's got a good attitude and he wants to learn.

Interviewer

So it's like addressing that interrupted schooling.

Teacher 3

So I've got, there's... there is actually a group. There's a qualified teacher who isn't, who doesn't, she's a TA, she doesn't want... she's a bit funny about teachers saying... she's not a bit funny, but she's... anyway. So she's got a group, a small group, and he's gone into that group and they're still doing basics, and he's really doing well in that. So that's good. So it's like thinking that... There's no one right thing because they're all... so many are at different levels. It's just knowing where they're at. And the Romanian teacher, I will say, "can you have a conversation with them in Romanian?" and tell me what they're like, 'cause you can get a good judge of how literate they are, what they say, you know, that gives you some sort of guidance. So this boy, I don't think he's gonna be SEN [special educational needs], for instance, this boy, he's just got loads of gaps. Do you see what I mean? And then sometimes you'll have somebody that comes and you think ... then we've got a girl like I've seen in Year Four. She's definitely SEN, but we knew quite soon because she just couldn't retain things and just wasn't responding. And you know, she's coming on now but it took her, you know, so it's that... it's knowing those things as well. I mean we've got a... when we have a meeting... so before, they come to the school and have a meeting- I don't usually do it actually, we've got a lady in the office that normally does it- where they answer questions, but the Romanian speaker will be there, helping them, you know, and all that. And then they're going to the class and meeting the kids and our children are very, very welcoming because it's part of being a School of Sanctuary, you know, we are... it's just ingrained in the school. It's just ingrained in everything. And we don't, we just don't really have, like, problems between... we don't really have racism. I mean, I can't remember when... I mean, the thing, the problem we've got now is, we've got quite a lot of Romanian boys in Year Five and Six and they're a bit [mimes walking around with chest puffed out], do you know what I mean? A bit sort of, yeah, *we're cool*. And so they sort of tend to gather together and it does... we have been like, thinking no, we don't want that, we don't want this group thing. So we're like, dispersing it. So we might change the play times or something like that, just to make it so they're not... you just have to like, look at the cohort that you've got and work with it. Yeah.

Interviewer

I wanted to ask how the School of Sanctuary scheme shows up, either in your curriculum or any extracurriculars that you offer.

Teacher 3

So one of the big things, which is every year, is Refugee Week, which is actually next week. So we make a *big thing* of that week. So that's something that we do as a, like, celebration-type thing. So I've got a group of children, the sanctuary group. So there's seven of them in Year Six and they're... they help with that week. I'm taking... as part of the School of Sanctuary... There's another school that we've helped get the School of Sanctuary [award] just down the road just down the road and we're meeting them on Tuesday. We've got ten children from here, ten children from there. We're meeting, we're doing an art project about the theme this year for Refugee Week, which is 'community as a superpower'. So that's the theme for next week. So we're meeting, we're doing an art project together and then we're gonna, like, display them, I think at the... in the art gallery in [our town]. So we've got that. We've also got, we've had the Young Uns who are a group, they're a folk group and they... they do lots of songs about refugees in their sets. So they've been twice, we can't really afford them this year, so my husband's coming. My husband plays guitar. And he was their teacher, he's stopped now and he's looking after his parents, but he's... anyway, he's coming in for the day and he's gonna be teaching them some songs about refugees on Wednesday. And in in-class everyone's doing something about it. Apart from that, apart from all the things that we do anyway, the sanctuary group also organise the language of the month, so every month we have a language of the month. They decide it, they do posters and they put them on the doors and then we use it for greetings, hello and goodbye. We just learn different languages. So the sanctuary group do that. And they do things like take the food for harvest and things like that. But this... my group last year were really good, this year they're a bit... [tips head from side to side to indicate less enthusiasm]. Just the cohort.

Interviewer

OK.

Teacher 3

And then in the curriculum, it's part of our Jigsaw [a PSHE scheme provider], which is, you know, emotional health. So it's all in Jigsaw, there's lots of things about racism and things like that. And then we do certain books as well. Like in Year Four we've got *The Boy that Sat At...* There's a Year Six book and a Year Four book.

Interviewer

The Boy at the Back of the Class, was it?

Teacher 3

We do that one, but there's another one that's more about refugees. And then there's one in Year Four we did called *Wisp*, that's really powerful. So they've just been doing a whole... they've done that as a literacy [unit]. So we embed it in the curriculum as well because that's part of being a School of Sanctuary, you want them to understand what migration means. So even if we're doing, like, the Anglo Saxons, for example, in history, we're looking... we're thinking in terms of why do these people have to move? So we try and embed it in everything we do.

Interviewer

Yeah, those connections.

Teacher 3

Yeah, the connections, yeah. Like we have really tried to adapt our curriculum, actually, because we've changed... Like, for geography, we studied Bangladesh rather than anything else because we're just thinking, oh, this is what we need. You know, this is what their... some of them this will know about this already. In all areas of the curriculum, we try and do that, but Refugee Week is the week when we really focus on it, I would say. And we have had... we have done, we have the food festival which we've given money to, like, different causes. We did have an issue about which... where to give money, because a lot of the Bengali children, with Palestine and everything, it's all been a bit tricky. With Ukraine, when we did Ukraine, when Russia and Ukraine [started fighting]... and so we're very current, we talk about things that are going on in the news all the time, but a lot of the kids know about it because their parents... So we did a lot of fundraising for Ukraine and that was fine because it seemed our government said that'd be fine to do. But with *this* war, there's too... there's lots of other things going on that we've got different factions in the schools that think different things. So it's a bit tricky. So we said, oh, let's just give it to War Child. There's a charity called War Child, which just helps children in war. So that sort of thing. And then we did a cake sale as well actually for Ukraine, which was lovely, loads of parents brought loads of cakes and everything. Which is really good because our parents don't get involved in school. They're not parents like that. They're all quite 'stay away'. I don't know whether they're, they're not... A lot of the Eastern Europeans are working anyway and the... yeah, I think some of them have not had good experiences themselves. So it's trying to get them in, so food brings them in [laughs].

Interviewer

Yes, I've heard that from other schools as well, kind of having international evenings or trying to get parents in for sharing food from different cultures.

Teacher 3

Yeah, yeah.

Interviewer

And I wanted to ask as well about... so for those new arrivals, what would be your approach for English acquisition?

Teacher 3

OK, so obviously depending on where they're at- like I said before, you just don't know where they're at- so what we did and that's really... I'm, I'm freed up a little bit for that. So if I've got lots of new ones, I'll pull them and I'll do an English session with them for, like, half an hour. I don't work full time so it's probably gonna be three times a week at the most. And I've also got my staff that can do that as well. We're very much... when they arrive, we all home in on that little cohort. At the moment we're all homing in Year Five because we've got all these new ones. But that's not needed for that long. So I... but these two that are literate that I was telling you about, this morning, I took them out and I'm doing lots of speaking with them, but they like to read. So I'm writing down what they have to say as well. They like... they're those sort of learners. So they're all so different in their learning, but basically they get a session in a small group or one-to-one three times a week, I'd say. But also in class, so it's really difficult for the teachers obviously, if you've got a child, you know, who hasn't, you know... So with the Learning Village is an online resource, it's quite expensive, you have 10 licences, but it's speaking and listening, so they need headphones, really, which also causes [them] to not quite [be] sure what they're doing, you know, but it's really... it's... that's really good, and you can set it just for listening if they can't read. So it'll just have, you know, a picture and you know, and they've got to press the button and it goes down the village. Lots of secondary schools use it as well, lots of international schools use it as well. So I've got friends that worked in Cairo and Uganda, and they use it, so lots of places do, but it's just a bit pricey. So I've... I've just got 10 licences, so I use... we use that and then I've got loads and loads of resources for like, new to English, like sheets that I know that they can do in the class without the teacher.

Interviewer

Ok.

Teacher 3

Or, I mean another thing you need to be really careful of, it's one of my big things, is where they sit in the class. So if they're quite able, like these two that have just arrived, they need to be sitting with your most able children. They might not be able to access the curriculum, but they need to be sitting with those children because they will learn from them more than they will the teacher. Often, teachers start putting them in with the SEN group, and that's a big no-no unless they are SEN and sometimes they might be doing a similar activity because they can't access [the lesson], but they need to be sitting... even if they're given that work and then go and move, they need to sit with good speakers because their English will come a long way. And also, when they first come, depending on what they're like... so if they're really unhappy, and you can see they're not enjoying school, you have to think, how can I make their schooling... you know, they want to sit with somebody that speaks their first language, yes, but once they have that, they need to come away from it a bit, otherwise they're not going to learn English. So you have to move them about and it's... but it's a bit like if we were going to learn a language, we'd be exhausted if we were trying to learn it all day. You just can't. It's like, I had the group this morning and I said "oh, I think you've had enough now". And I took them into the garden and then we were looking at the, like... but you're still doing language because you're looking at the fish and, you know, you're just looking. So it's that. Teachers get very stressed about it. The other good thing to use for assessment is the Bell Foundation, the EAL tracker, which is free. I don't know if you've looked at the Bell Foundation?

Interviewer

OK, yes, I have.

Teacher 3

It's got loads of stuff, loads of resources. The EAL tracker is really good, it's online, it's on Excel and you can... and it gives you your drop down things to tell you what you can do and all that sort of thing. That's a really good tool if you don't know at all what you're doing. So it's really good and it's free. And they've got loads of resources out that are good, I've just recently printed some off actually. And they're, they're coming... they're having more and more all the time. So that's really good.

Interviewer

Yes. Yeah, it seems to be a resource that schools are using, the Bell Foundation. And sort of the first month after receiving a new arrival, what kinds of changes would you hope to see in that pupil?

Teacher 3

Really that they just feel happy and confident, more confident. So, there's a sister...

one of the ones in Year Five, his sister's come into Year Six and she's been absolutely miserable for like two weeks. Sour. Not very nice to people. Not very nice to the Romanian girl sitting next to her. And she got really told off 'cause she started slapping somebody around the face. You know, you do get this. It's like she's so unhappy and she's frustrated, she doesn't want to be here. But now, today... so this week we've seen a bit of a change. So we're sort of... she's getting a bit more confident. She's like... you can see a massive change in her. They've given her a part for the production and she's smiling and she came up to me and she went like that on my shoulder [mimes tapping]. She would never have done that. So it's that. But you have to put the effort in. It's like with anybody, isn't it, any person, like finding out what... how you can help them try and be, you know, empathetic and thinking, what is it that's making them unhappy? What can we do? There's no one rule for them all, at all. I mean, we're humans, aren't we, and we're all different. But you've got to have an ethos of everyone being friendly, which we are. So when they're walking around the school, people go "oh hello, you're new". You know, it's like that. It's not *not* looking or you know, greeting, and things like that so...

Interviewer

And do you have a specific language buddy scheme, or would you just expect all pupils to chip in with the welcome?

Teacher 3

Well, so when they first come, we'd sit them or pair them with somebody for that first week probably, or the first few days. You don't need to do it for that long because they just need it on the first day when you show them round, obviously, because they tend to find out who they really like. And there are children that... you're just... in your class, you just know which children... We do have buddies, but it doesn't always work because if they, you don't think... oh they won't connect with them. You know what I mean? So it's just looking at the cohort that you've got and thinking, right, who'd be good here? Or, yes, they're really good at doing that. So yeah, yeah.

Interviewer

And then, I'll make this my last question... I just wanted to ask, because at the end of the project, I'm going to share the findings, so the key sort of successes that schools have had. Is there anything that you'd like to share with other schools, any sort of practices or events that have been particularly successful or pupils have really connected to?

Teacher 3

And I think if they want to start being a Sanctuary School, I mean, I can understand

that if you don't have any refugees or... I mean, we've... there's been times when we haven't got any, but we've got lots of new people coming all the time. So it's just about being welcoming to your community, really, isn't it? So like Year Ones next week, no, Year Twos, as part of Refugee Week, they're going to the old people's home, and they're gonna go and do some activities. That's their thing that they're doing because it's about being in community and being welcoming and that's what it's all about, really. So it's only... it can only bring good things. That would be my, my thing, because you just learn so much about the world if you find out how other people live. And I don't know if you've seen... did you see, watch our video on the website? There's a video on there.

Interviewer

I did yeah, about Ukraine, it was like messages for Ukraine.

Teacher 3

Yes, so the children... a few years ago, the children were talking about, um.... one of them was from Syria, actually. And it was really emotional what she said. She was saying that she missed the smell of the cucumbers, you know.

Interviewer

Yes, I watched that video, yeah.

Teacher 3

So, I mean, that's a while ago now, we could probably do with another one. But that's just, you know, that... I just think, because... and also you just get so much more back from the kids because they know you really care. And that's going to help everybody, isn't it, with all their... you know, learning and feeling happy.

Interviewer

Yes. Well, thank you very much for your help today. You've been absolutely fascinating to speak to.

Teacher 3

Well if there's any other questions just e-mail me, yeah? Because I've probably have missed out loads of things because there's so much that we don't... Oh yeah, and like, we translate all the letters and things like that as well in different languages.

Interviewer

Thank you so much. Yeah, that's definitely something that's come through, is just

schools kind of going above and beyond to support the parents beyond their, you know, your official remit at school.

Teacher 3

Yeah, oh yeah, we do, yeah. Yeah, I think, I can't think of anything else.

Interviewer

Perfect. Thank you so much. And as I say, it will probably be it will probably be September that I'll e-mail over the summary of all the findings for you.

Teacher 3

Yeah lovely, oh, well good luck.

Interviewer

Thank you. Thank you very much.

Teacher 3

It was nice to meet you.

Interviewer

Thank you. Bye.

Appendix G

Interview 4: Northwest

[Interviewee began by talking about becoming a School of Sanctuary]

Teacher 4

So basically somebody told us to apply for this award, they said “you do so much for refugees”. And so when I looked at the application form, I was like, oh gosh, yeah. And sometimes schools will just try and get an award for the award's sake, like a tick box, you know, for any award. But we've always just done what we do for the children and the parents. And then, so... we were the first... we're a trust of three schools, we were the first ones to get the award in [our city], so... because we were just like, ‘all right, yeah, we'll go for it.’ Then we had the people come to see our schools, and then they were so impressed that we're now ambassadors. So what happens is, I'm on the panel now for anybody else in [our city] that... so if a school wants to do the award, I sometimes look at their application forms on the panel now. Or, if they need support with getting the award, we will just say: “how about doing this?” “How about doing that?” And then there's sometimes unfortunately been some schools that have said “we want the award”, but you look at it and it's just all very token things that we've done in assembly. You know, “we've, we've done... we've got some posters” and it's just very like, on the surface, not really... To be a School of Sanctuary, you've got to just... it's got to be in your curriculum, it's got to be in your ethos. It's how you have relationships as well, you know. It's... it's not just about, “oh, we've got an assembly, we've got a few books on refugees.” It's got to be in the... it's got to be woven into the curriculum and the ethos. And then when you have refugee families, you've got to be able to really welcome them, have relationships and things like that. So, I think that's like why we would kind of... We do have quite a lot of schools, actually. But yeah, if you've got any questions on what we're doing, anything, you know, just, like, fire away.

Interviewer

Yes, so, could you maybe talk a little bit about how the kind of School of Sanctuary shows up in your curriculum or any extracurriculars that you offer?

Teacher 4

Yeah so, in the curriculum we've got a diversity thread anyway, so then, for example, some of our topics... in Year Two, we do the Golden Age of Baghdad. In Year Five, we've got a topic called ‘immigration’. So this is in history. So in our history, we've already got like diverse elements. When we do World War Two, we talk about the diversity of the soldiers. So, the way that I guess the School of Sanctuary kind of

shows up is that in the Year 5 'immigration' topic, we talk about the diversity of [our city] and how, over the years, we've had so many people come over the years in different decades, so we've had, obviously from World War Two, you know, Jewish people as refugees, Polish, and then, you know, more recently Ukraine, Afghanistan, how it makes up the shaping of [our city], why it's diverse, refugees before that from Iran, from Syria. So just throughout history. So with the children, they are really, like, taught, 'we're diverse'. It's either a push or a pull factor because there's some people come because they want to improve their education or job. But some people come because they've come as refugees and so... so that the children are taught that in Year Five. So that's like in the curriculum as a topic that I can think of. But in Year Six, actually, they do an autobiography of a refugee child so they learn about the refugee child, about why the refugee child came, and barriers to... you know, like how one minute the person's got, you know, it's got a nanny, it's got a chef, really luxury. The next minute, they're homeless in the UK, and then they talk about racism. And the refugee they write about is actually me because I came as a refugee when I was younger.

Interviewer

Really?

Teacher 4

Yeah, so I go into Year Six and I'll talk to them about... because my family came from Uganda. So we talk about how the reason we ended up in Africa was because of colonialism. When the British took over Africa and Asia, they forced lots of people to go and build the railway in Africa and that was my great grandfather. So they went there as labourers to build this railroad for the British. But then over time, they've got jobs and they're doing really well, like my granddad was a head teacher. My dad, like, ran all these post offices. Well, then when Idi Amin became president, he was so outraged that the Asians didn't really have... He was saying, "why have the Asians got all the good jobs and the Blacks have... doing all the chefs and cooks and drivers?" So he expelled them and they just... they said "you have to go or we're going to kill you", and they could only take £50 in the suitcase. So I tell them this story about how I was only a child and my parents had to pack a suitcase and £50 and leave everything, otherwise they were killed and everything. So then... and then... so what they do is, they just basically write a bit of an autobiography about, kind of, the contrast between how it's nice, and then... and then racism when you're here. So that's how the children, I would say, are exposed to it, so they know about it on a bit of a theory level, about statistics in Year 5, people are coming in and this is why [our city]... Then they do that first person thing and about how, you know, how the church actually helped my family and sort of... because I think there was about

500,000 people were killed by Idi Amin because he was really barbaric, you know. They found out afterwards, they found bodies, you know, buried and stuff. It just... people would disappear, like my dad's friends. Some of them would disappear. And then how... I think it was something like 300,000 were expelled by him...

Interviewer

Goodness.

Teacher 4

...because he would just, you know, he said, like, he used like a bit of a metaphor, like "they are blood suckers, they're draining, you know, the... all the money from our cities". But then in the end, Uganda turned into a third world country because they didn't have all the people doing the businesses and the medical and all that kind of thing, the accountants. And then over here, people were told, "oh, no, the refugees are coming, they're going to take our jobs". But actually they created jobs 'cause the business people set up jobs in Leicester and, you know, and lots of places like that. So I'm here with the children and they... they're writing as if, like, you know, I'm like... Because when my family first came over, we were the only non-white family in the town. So then it's obviously lots of racism. So the children get that first-hand experience of telling the story and they write their autobiography as if they're me. So that's... that's how we... that's how it goes in the curriculum aspects. And then, the library, we just make sure we've got lots of books about positive role models of refugees.

Interviewer

Yes.

Teacher 4

And then stories of like, your journeys, because some people go by sea, some go by... you know, that kind of thing. And then we'll have a... for Refugee Week- this is the thing, some schools will just do Refugee Week and that's all they will do. They will just do an assembly and they'll just say, "oh it's Refugee Week, remember the refugees come in". But we're a little bit different. So we've already got it in the curriculum about how people are coming and then my story. But then in Refugee Week, I actually... we're kind of like, we're not *scared*. So when I did my refugee assembly this week, in one of my schools, I had asked the children, you know, "why do refugees come?" And they talked about natural disasters. We talked about war or like, my case where, you know, because of your colour of your skin or your beliefs or something, you have to leave. But then we talk about... I have a quote, and it's because... where it says, you know, "unless the water is safer than the land, nobody

puts their kids in a boat.” The water is safer than the land. So I'll talk about that and then I have a picture of the riots, and a lot of schools won't touch this, you know, the riots that happened in the summer [of 2024] was because of this... because they're refugees. Islamophobia. So I had a picture of some of the riots and I said, “look, this is what happened, this is why we have to do...” So, Black History Month is not just in October. We do it all year round because we've got loads of black ethnic minority role models in our curriculum anyway. You know, stories that we do and texts that we learn. But... and I said “Refugee Week is not just Refugee Week. That's why you learn about refugees, because of this”. And then... they have pictures on there and it is a bit like, oh my gosh, that's a little bit... I've got, you know, [mimes gesturing to a PowerPoint], a picture of a hotel on fire, a picture of Farage. It is a bit political. I can't really say, “Farage is racist” and, you know, and all this. I can't really say that, but I can show those little messages that he's saying, “no more boats”. And then there's the media. I've got a picture on the slide of newspaper reports about ‘influx of refugees taking all our jobs’ and things like that, and then I've got the picture of the fire of the hotel and I'll say, “this is what happened in the summer”, just to give the children the shock factor.

Interviewer

Yes.

Teacher 4

And then the next slide will be all the people saying, “refugees welcome.” And I say, well, that [the hostility] doesn't matter because we've got people who will always stick up for the underdog. And I've got people who are outside the hotel, you know, making a human wall thing, ‘you can't go in’. I've got people who are welcoming. And I say to the children, “we're part of that because we're a School of Sanctuary and what that means is, we could have a refugee family tomorrow, we will welcome them, we will treat them as equal”. And then I'll just, I'll just slip in, you know, like I was... when I came here, I used to have, you know, we're not... refugees aren't poor.

Refugees are just, basically yeah they're homeless because they've been forced to leave but they're not poor, you know, some of them are doctors now, some of them are teachers, you know, some of them are businessmen. And for Black History Month, we actually deliberately chose a refugee. So what we do for Black History Month, like most schools will just do Rosa Parks, Martin Luther King, the same old thing. What we do every year is we have... we study people. So we study people, so we have... like for Year Six, they actually did a doctor that's very, very famous. And he came as a refugee. And what happened... he... he, you know. And now he's a doctor, that is not just a doctor in the NHS, but he's saving lives by helping people in

different countries. So we did about him, Dr Arian, I think he's called Dr Arian. He's a really, really famous doctor. And so we... Year Six did all about his life story. So even though it's in the curriculum, we're even weaving it in in Black History Month.

Interviewer

Yes.

Teacher 4

So we chose- because of the riots- we decided to choose somebody that was Muslim, somebody that was a refugee. So we have got like Marcus Rashford and people studied him, they studied, you know, space scientists as well. But we chose him [Dr Arian] deliberately because he's Muslim and he's a refugee. And so in that way, the children learnt his life story that he was sent here, he got racism. But like, now he's, you know, he's like, you know, a hero in the NHS, he's saving lives in the country, outside the country. There's one called Waheed and he came from Afghanistan when he was only young and he worked, I think about three jobs or something just to get himself through medical school. And now he's just, like, so inspiring to the children. Loved him, Dr Waheed, they absolutely loved him. So we have it in the curriculum but then we weave it in when we can, when something happens like the riots for example, which were horrific. But some schools won't touch that because it's a little bit, like, they don't want to stir political hatred, but we just go in there. We just say: no, look, the riots happen because of media, because of the government, and because of people believing those fake news, if you like, those mixed messages that refugees are taking your jobs, refugees are getting big houses, they're rich. Well, actually, refugees have lost everything and no, they're not getting everything. It's... it's really, really tricky for them to come but they can enrich.... So we might have a slide about footballers that were refugees, so then the children see them. And the refugees themselves in the school need to see themselves as... you know, that they can aspire to that. So, because we had lots of Afghan refugees from Afghanistan a few years ago...

Interviewer

OK.

Teacher 4

So we used the cricket player who plays for England, who's Afghani, who's from Afghanistan, used that to inspire them, that you can contribute to this society and make your country proud. That's just the curriculum and the ethos is always just, you know, we just make sure that we're welcoming. We've got a really good relationships with parents as well. So some of the parents that are refugees, we make sure that...

we do English classes in school so they can learn English. We might produce a cooking book and then we tell... we have a recipe book from parents if you want to.... It's inclusive to everyone. Have you got any recipes from your home country? We'll publish that. So we just look at the positives, really.

Interviewer

Yeah.

Teacher 4

Yeah, we have to tell their story that it has been hard and they used to be... because some of the refugees are like, "oh, we want to go home", you know, especially the Afghanistan ones. They were like, "we've got such a lovely house there. We had to leave it". But we want to tell people that they didn't want to come, they were forced to come. So just a bit of compassion, really. And it could happen to anyone, because obviously Ukraine was next after Afghanistan. So... and also that thing about, a refugee doesn't have to be brown, you know, Ukraine, obviously white. Refugees can be from anywhere. So yeah, it's kind of a big message, I suppose, for the children. They need to see that refugees can come from all over the world for different reasons, but we've got to be compassionate and also not label them as stereotypically poor or needy, those kind of things. We do this through assemblies, but we do it through the curriculum as well, I guess.

Interviewer

And can I ask so if you were to have a new arrival at your school from an asylum-seeking or refugee background, what are kind of your priorities as a school for the provision that you need to offer? What do you consider most important?

Teacher 4

Yeah, so I mean, obviously a lot of people will say academic and we do do interventions for children who come from abroad, not just refugees, children with limited English. But that's not our priority. So what we do is, because we... a few... lots of... many years ago, we had a few children from Syria and they went on a residential and they freaked out in the woods with the torches. And then, some other children, there was a fire alarm, they freaked out, they went under the table. Another one, there was... they went to an air raid siren because they were learning about World War Two and they freaked out. And then what that taught us is that they're going to have trauma, so that... they must have remembered something from their time in Syria. So what we do now is, when they first come in, we get a full report from the parents. We say to them, "look, can you tell us every single thing they've seen, witnessed, so we can..." It gives us a bit of a heads up.

Interviewer

And would you use an interpreter for that?

Teacher 4

Yeah, we, use people in school to do that. Yeah. You know, we can get the language, but what we want to know is... So, for example, we had a girl... When we did this, [we discovered] she saw somebody get shot in a Greek refugee camp. If we hadn't had that discussion... so we did an assembly that year on Refugee Week, and it was, it was showing a camp. So before she went into assembly, we did a little bit of a pre-warn. So we said to her, "look, are you going to be OK? We're gonna sh-" 'Cause otherwise she would've just sat there thinking, 'oh, my gosh', maybe having flashbacks of the time she saw somebody get murdered. So what we do is, if we know everything... and then we knew she was a bedwetter because she kept having a nightmares. So what we did was, we find out everything. So not just education background. Actually, what trauma have they faced? Have they seen a loved one killed? Have they experienced loss? Is there somebody still in their country, like a really important, you know, sibling, parent, still there? We need to know exactly what that child has gone through so that we can... Imagine it's Father's Day- and we don't really do that now anyway, because the make up our families is so different. But imagine she lost her dad or her dad's there [in the home country]. So we need to know so we can pre-empt things. So that works on just us having a bit of a heads up. But secondly, we do pastoral interventions as well.

Interviewer

Yes.

Teacher 4

So what we've been... we're not allowed to ask them- the children- about what they've experienced, because then you're opening a kind of worms. Because if you say, oh... because in the past we had a child paint a picture and it was... it was a picture of their family all dead. And it was just an art activity. So when we learned that, we found out this child from Syria... Syria's been in a civil war for all his lifetime, it's been in a civil war for years. So what we found was, that child had just seen bombs. So what we do is, not only can we pre-empt things, but we can give them pastoral interventions, but we can't ask them.... So we couldn't say about the painting, "who's that, who's died, who's died?", because we're not trained counsellors. What we can do ... the way we do it is, we need to make them feel *safe* in our school, secure, and also to be able to express emotions. So if you're feeling angry, you need to be able to tell us, if they're feeling frustrated. We don't want to

know about what's happened from the child. From the parent, yes. But we can, you know, avoid certain topics and things like that. Because there might be a story. For example, we removed World War Two as a topic last year- not last year, I think two years ago, when the war was going on in Palestine, when it started in Palestine, it was so raw for a lot of our children because some of them are from Palestine and some of them are Muslim. So we actually got rid of World War Two as a topic. We changed it because we thought it's going to be too triggering, the kind of stuff that we can do. So we can just, like, say "no, we're not going to do that, because that's gonna be... that's gonna remind them of their families in Palestine". So the kind of stuff we can do. But also, if we know things from the parent, we can just be a bit aware of showing them stories, showing them news round, in case it's got something triggering, but then we do the... And so with the pastoral interventions we do, it's all about, who do you feel safe with in school? What are you gonna... who are you gonna tell when you're happy? We have, like, you know, emojis to show 'happy', 'sad', all those, and... and so then they... We want them to tell us, you know how they're feeling, so we'll say "how are you *feeling*?" And then we'll bring it into the classroom, those kind of pastoral support where the... the child can then tell the teacher, "I'm feeling sad" and she doesn't really need to know why, but she can then do something about it, or, "I'm feeling angry". So when we do that... that first parent- we call it a parent interview- when we do the parent interview, we not only ask *all* the things that they've been through, but we also ask them what they like. Then that will help us help them. So, for example, one child said he loved Lego. So what we did was, when he was said he was feeling angry, we had a little calm box and in that box was some Lego. And another child said- the one who saw somebody getting murdered when she was in Baghdad- she said she loved art and creative things so she had a calm box so if she was feeling a little bit like she needed to do something calming, she had a little bit of a little craft activity.

Interviewer

Yes.

Teacher 4

Calm boxes are not just for refugee children. We also have them for some children who've got ADHD, who've got anger problems. And in the calm box, they choose what they put in. And it's just... if they need a break from the lesson. Or in the day, something's happened and it's made them angry. So they go to the calm box and the calm box is something that just calms them down. For the refugee children, we just wanted to know what they like, so if they like Lego, we knew that Lego was a way to stop them from, you know, feeling so angry or frustrated and calm them down. It could be arts and crafts. But in the pastoral interventions, it's really all about making them

feel happy in school. They've... we don't want to... we can't unpick everything that's happened because it's too traumatic. That's obviously... you have to be trained to do that as a counsellor. So, but what we can do is, the message is that are you are safe here, you are allowed to feel angry and frustrated and sad. But we need you to know you can go to these people, you know. Who can you go to in school? And the other thing we did was, we shared with key people in school the sheet, so... so the lunchtime organisers, teaching assistants. So on the sheet, it went to the key people and it had on there: this is what they've experienced, these are their key kind of things, their triggers, if you like, these are things that might calm them down and then... and then we wrote it in first person. So it's like... it's like a... what we call those... So we've got obviously the parent interview form and that's all, that's all very detailed, but then we call it, we call it like... what do we call that form? It's like, it's like kind of the voice of the child, really.

Interviewer

Yes, like an 'all about me' sort of thing.

Teacher 4

Yeah yeah, so on that form, it says, 'yeah, I want you to know that I've experienced'- we didn't say exactly- 'I've experienced some horrific things in the refugee camp.' 'I'd like you to know I'm good at English.' 'I'd like you to know I love art.' 'I can't speak much English. Please use my communication cards if you want to speak to me or a first language translator', it's that kind of thing. But we do have... that goes to everybody then because it's... lunchtime organisers might need to look at that as well. But it's... it's the voice of the child, there actually a name for it. It's gone out of my head, what the name is that we that we call it that we do, we do it for each child. It's like... I can't remember the name, but we've got a template that we share with other schools and it's actually got that child on. I can e-mail it to you if you want.

Interviewer

Yeah, that would be really interesting.

Teacher 4

It's... it's... so we don't share the one that the parent does with us, the parent interview, we don't share that because it's got too many things on there. But we make that from there and that is a bit, oh, I know what it's called. It's called a one page profile, that's what it's called, the one page profile. It's basically... I can send you a template and it's basically got, from the voice of the child: 'I want you to know that I've had blah blah blah.' 'I want you to know my dad's still there.' 'I want you to know that if I feel angry and frustrated, this will help me, and I want you to know that

I can't understand English, but please include me in a lesson'. You know, 'I've got some picture dictionaries to help me and things'. Because we've got loads of resources. We're really good on EAL as well. But one page profile is really important. So everybody will see that who's in- because imagine if a lunchtime organiser sees a child crying, you're not gonna know anything. But if she's already seen... oh, right, you know, he's been through trauma, she can use... All the staff have those faces or emojis [holds out her lanyard to indicate that staff have emojis and instruction symbols on their lanyards]. And it might say 'how you feeling?' And then there's also some with instructions, like 'put your jumper on', 'line up', 'eat your food'. So everybody carries those key... you know, those kind of like... they come from speech and language, but they're basically communication fans. So it's a communication fan. So the child will have one, at a very basic level of, 'I want to go to the toilet', 'I want a drink'. But then teachers, teaching assistants and the LOs [lunchtime organisers] will have one that'll say, 'line up', 'eat your dinner', 'are you feeling OK? which emotion...' 'Cause we're always trying to get them to feel, to tell us how they feel.

Interviewer

Yeah.

Teacher 4

Even the other teachers in the class now have adapted that, where they ask children, "how're you feeling today, guys, where are you? Can you put the smiley face or the sad face next to your name of what you're feeling?" Just so that we can regulate their emotions a bit. Then after lunch, say, "how you feeling now? Oh, that's good." Or, "what can we do to help you feel better?" And it could be that, "I've come in because I didn't get much sleep. I'm angry. I'm tired." So we do that anyway. So we try to do some of the things we do for refugee children for all children. But we've got a bit of a quote saying: "what's good for EAL children is good for all". So all the visuals and everything is good for SEN children. But yeah, so, I think that's... that's how we... that's how we do it. And then the parents themselves, we... we try to empower them with, as I said, courses if they want to, signpost them to courses, teach them English, things like that really. But it's a whole school approach.

Interviewer

OK, is that as in the school, would teach them English or refer them to classes where they can-

Teacher 4

Well, both actually, because we actually started because the number of parents that

didn't know English was so much that we started doing our own English classes once a week.

Interviewer

Oh my goodness. Wow.

Teacher 4

So that... so the parents would drop their children off and come and it was just conversational stuff, like, what do you do if you go to the doctor? What do you do if you go to a shop? You know, how do you just talk about the weather? Just having conversational stuff to empower them really. ... So, we do that. You know, we do.... we do workshops for parents as well, not just refugee parents. But we might do a workshop on how to help your child with reading, everybody's welcome, this is how to help your child with maths. We don't want to always just do it for refugee children because it can cause antagonistic views with other parents that... so we try and frame it: anybody who wants help with homework, anybody who wants to know how to help them with maths. You know, that kind of things, so we try to do it inclusive. But the refugee parents, we want them to learn English, so we either do it in school or we signpost them. And then sometimes we'll use their skill. So we haven't... so we do a massive Eid event in school in all three of our schools after school. It's a massive thing. It's... it's basically to stop Islamophobia because we have got parents that have been Islamophobic. So we want to... so we get them to empower them to... would you like to share the food from your country? So then it's a massive positive thing then. And some of those will actually do the henna because they'll say, "you've done so much for us, we want to give back, we will volunteer to do the henna". It's really lovely.

Interviewer

Oh, that's lovely, yeah.

Teacher 4

Because they're like "gosh, you know, you got our..." Because the other thing that we help with with families is, we've got a Parent Support Worker in school. And if that parent needs beds or uniform because some of them are in hotels, you know, she will help with that. So she will go to other agencies, food banks. We've got a list of food banks that are for Muslim families as well that... so we... we're not just going to give the local ones, but we've got, so... So they're so grateful because they get so much support, like uniform, when it's Christmas, or when it's Eid we always give gifts. The staff all collect gifts for, not just refugees, any really, really financially vulnerable families. So they get things for Eid, they get things for Christmas, if they're

on our radar that they're vulnerable, basically. And then we help them get visits from other charities, we help them get benefits. But what they do then, they give back and they make food to say thank you. And we don't tell them to do that. They just say: "you've done so much for us" and the money anyway they raise for Eid or Christmas fairs is for student fund or charities that we support. And we deliberately chose a charity of Save the Children because of all the amount of things going on in the world, you know, that are causing refugees.

Interviewer

Yes

Teacher 4

So we wanted children to know that this is how we can help really. A few years ago, when we had the Ukrainian, Afghan refugees, it was horrific in the news. It was like, this is happening Ukraine. This is happening Afghanistan. So what we did was, we went off timetable, we had a peace day in all three of our schools. And in that day, children learnt about, not the horrors that are going on, because sometimes you have to shield them but we... we learnt then about, there's lots of wars, there's lots of refugees. So we're gonna have the importance of peace. So they made things. So they made things like, things with maybe models or art with flags from different countries saying 'we need peace in the world' and then some of them made biscuits and cakes and sold it and donated to refugee families. So we had a peace day and the Schools of Sanctuary put it in their newsletter and shared it because it's like, you can't do everything, but all we can do is, like, teach the children why we get refugees, talk to them about the importance for you to, you know, be compassionate, be empathetic. You know, all that kind of thing, welcome refugees and also do a bit of fundraising. We can't do everything, but we can just teach them that we can learn about the refugee stories, you know, the need for peace in the world. And that just might make some of our children, you know, into politics, and compassionate. But it is all about, I guess, what it is, is about them seeing refugees on that level when the country's... but also people like me who [you] would never have thought I came as a refugee. So what you're doing there is, you're trying to say, "oh, wow, you know, anybody can be a refugee". It's those messages really. But, yeah, so the parents do get a lot of support and lots of different ways. They might not need financial support. But, you know, others might... or they might need support in other ways. Like, like I said, trauma. So we have... we did publish letters in different languages to do with trauma...

Interviewer

Mmmm.

Teacher 4

And I can send those to you, that we gave out to those families that first came, of... to signpost them to other places to get support with trauma. 'Cause we can't... we can do some things like make them feel safe and welcome and happy and recognise they've got these emotions but we can't actually do the trauma [counselling]... The other thing that we did as a school is we... we are a trauma-informed school now. So we got some people coming in to train us about trauma and refugees are a part [of staff learning on trauma]. It's not just that, because there's so many different types of trauma, childhood trauma, you know, trauma from abuse, drugs, financial... but refugees is in that. So all the staff have had trauma training. That doesn't mean that we can still unpick what's gone on in their country, but it gives us a little bit of... it's all about relationships. That's what... that's what the upshot is. If you have got good relationships with the families and the children, then, they're like, less likely to have trauma because they feel safe, they feel secure. They feel like... they might not have been able to tell us things about them, whereas now might come to us now and say, "oh, I'm really sad because last night I got some news from our country that somebody's passed away." And then, yeah, we don't want to talk about it too much and dwell on it and make them feel.... but we can say, "oh, you're safe here."

Interviewer

Yeah.

Teacher 4

We had to do a little bit of... Because of what happened in Gaza, we had families coming in really... lots of children upset. And then we had to deal with that. So we had some guidelines published because at the same time, we can't have them being anti-Semitic and saying, "death to Israel" and "we hate Jews" and all that. So what we had to do was, we had to say, "I know you're feeling like this and there are some bad people in all religions and sadly, they're getting caught in this. What you can do is, why don't you write to your MP? And if you're religious, you can pray. Why don't you do some fundraising?" So we had to do that because it was really hard, we had children going in the playground with the Palestinian flags [mimes waving a flag], people that weren't even from Palestine. And so it was... we couldn't ignore that. And this is what I think we do. We're not *scared*, talking about riots. We're not *scared* of talking about racism and all that kind of thing. We do... we did a massive year on Black Lives Matter once. So this year we're trying to do more on refugees. So as I said, we chose somebody who's a refugee for one of our black heroes. So you have to be able to... So we've had trauma training, really. So, we can't shy away from what's going on because the children see it on the news and we do tell the parents "look,

please don't show them things on the news" because then they're gonna get- they're only young- they're gonna get really angry. They're gonna be like, "I'm gonna go to Syria and I'm gonna do this, I'm gonna go to Palestine, I'm gonna do this." All you can do is tell your children to pray if they're religious, fundraise, write to the MP, talk to them about, there's good and bad in the world, and not be, you know, not, like, judge countries by that...

Interviewer

Yeah, not too black and white, yes.

Teacher 4

But it's really tricky. It's very sensitive at the moment, but we found it... We had to get... we had to get trauma trained but we had to have some advice for the number of people that were coming to me saying such-and-such's said, "I hate Israel", or such-and-such said this. So I had to kind of like be very, very diplomatic with the parents, saying "you are... have got every right to feel angry and upset, but at the same time..." And I use that example of, imagine if everybody said all Muslims were bad, you know, we have to... And I also use that example of, you know, Jews like Michael Rosen support Palestine, so we can't... we can't go down that road of everybody is bad, everybody is good. You know, there's like, good and bad in everyone. And it's really complicated, some things, and children are very simple, they want things to be simple, so... And we did talk about Anne Frank as a refugee as well. You know, we've, you know, there's all that, kind of, through history we've had refugees. That's why [our city] is like it is. So it's like, yeah, there's... there's quite a lot that... If you need anything sent like templates or the one page profile that we use in school because we do do those. And then if you want anything more, if you want any more evidence, obviously of how... is there anything else that you need, anything... any questions?

Interviewer

Yeah, yeah, I would really love to see that. That would be really interesting. I'll make it my last question. So in September I'll e-mail you like a little summary of the findings. So like kind of different things that schools are doing. And I've been asking every school for that, is there anything you particularly want to highlight to share with other Schools of Sanctuary that's been really successful at your school or that's worked really well or really helped the teachers?

Teacher 4

I think just... not just doing refugees as a tick box. "Let's just do Refugee Week, let's just do it". Because some schools just do that. I think really threading it into the

curriculum because the children need to know why [our city]'s so diverse from so many different... Also not shying away from the riots because I'm, I'd be surprised to see how many schools actually mentioned the riots and said, "look..." I mean I... I was, you know, I was like a little bit... that's a little bit controversial. I had Farage on the slide and the, you know, a hotel on fire, but I'm sorry, this is what happened. But then the next slide you try and do the positives. So not shying away from what is really going on is the media against refugees. The government can be, you know with all the 'stop the boats', the Rwanda thing, we talked about that last year in assembly. So not shying away from things but showing children that they don't have to be on that, we can be on the other side, by being compassionate, by understanding *why*, having that empathy. So just, yeah, just putting in the curriculum, I would say. Definitely needs to be put in the curriculum, you can't just do assemblies and say, "oh, we've done Refugee Week. We're a School of Sanctuary." You need to be able to... and not just welcome refugees, understand the stories and you know... So I think just like... we, we call it a thread that we weave through. Diversity is a thread we weave through the ethos and curriculum. It's not just an assembly or in the library. It is there. So I think, yeah, just may... maybe do that. And then obviously if there's anything other schools do that we'd be interested in that maybe we could look? I mean, maybe they do more fundraising than we do for refugees, where we tend to do Save the Children as a blanket kind of charity, I guess.

Interviewer

OK, perfect. Thank you so much. So I'll send you the sort of... a little summary and that will be September time. So you can see what other schools, what other schools wanted to share as well. But thank you so much. You've been absolutely fascinating.

Teacher 4

Ah, you're welcome. Oh, I know, I know. I'm... as you can see, I could talk for hours on this subject.

Interviewer

No, it's actually amazing. It's been, like, really amazing to speak to teachers who are so passionate about it because in the current kind of climate, you know, it's... it's easy to feel a bit kind of downhearted about-

Teacher 4

One of the schools that I was on the panel with, the local school, the teach... one of the teachers there, she actually went out to Calais because she saw in the news, you know, the poor little Syrian boy on the beach who drowned? And he was on the beach and there was a headline. And then she saw all the negatives. So she said, "I

want to see for myself". And she said when she went there, it was eye opening. And now they're a School of Sanctuary because she was so traumatised. She went to Calais, she said, "oh my God, these refugees have been treated so badly where they are now, and the country they were in". And she said... so then she made this big thing about... doing that thing about threading it through the curriculum. There's a subject called P4C, which is Philosophy for Children and PSHE [personal, social, health and economic education] and so she made sure it was threaded in through there, through that as well. I forgot to say, in PSHE and Philosophy for Children [P4C], we've got like pictures of, like, Banksy's work, and what does that mean? Because he's done loads of really good, you know, like the birds and the other birds telling them [mimes pointing] "you don't belong here". And Steve Jobs as a refugee because his dad was a Syrian refugee. So we do it in PHSE as well, the refugee topic, and P4C. Obviously I was a refugee, I'm going to be passionate, but she... she went to Calais and I was like, wow. And now that school is a School of Sanctuary because they... they, they really wanted to do it for refugees and for the children. So you're doing it for refugees so that they feel welcome and have role models of other refugees that have done well, but you're doing it for the children and the families, you're doing it for them, so it's like a two... It's an anti-racist thing, I would say. So it's... on one hand, it's an anti-racist tool. On the other hand, it's, like, empowering the refugees so that they feel like they can do things, they can achieve. So yeah, I think so. Some schools are so passionate. It's been eye opening when she said she went to Calais. I was like wow, that's amazing really. But, yeah. So thank you for that, that's been really good. But if you want anything I can just quickly e-mail you it now.

Interviewer

Yeah, I would love to see the... the one page... yeah, that would be great. Thank you so much.

Teacher 4

One page profile. Yeah, I'll send that to you now then, I'll send that to you now. Oh, you're welcome.

Interviewer

Thank you. Have a nice day. Bye.

Teacher 4

You as well, bye.

Appendix H

Interview 5: Yorkshire, Humber, and Greater Lincolnshire

Interviewer

I've had a little look on your school website, but I just wanted to invite you to tell me a little bit in your own words about your catchment area and your school.

Teacher 5

Yes, so we're in the heart of [x] between the [x] and the [x], that's where we kind of reside at the moment. Lovely little school. We're in the bottom 5% of social deprivation in the country, though. So it's... it's interesting because we've got quite a mixture in our school, we've got quite a lot of... sorry, like a mixture of that social deprivation, but also we have quite a few of these student families and some, kind of, potentially in inverted commas, "middle class" and all those sort of different things. So it's a bit of a mixture there, but we do have a lot of children from that kind of social deprivation area here, so that provides its challenges in terms of that. In terms of kind of mixture of our school, we're 24% EAL and 38% Pupil Premium, so that's quite high, certainly the Pupil Premium in terms of that. But you can see with the EAL that provides... it's not really, really high for our area, but yeah, we've got a bit of EAL there and obviously the children in that sense and supporting those children. We came on the Schools of Sanctuary kind of journey... we looked at it, started looking at it really in kind of like autumn '23 and then we kind of really, you know, went for it in that kind of 23-24 year. And I think we achieved it in, in June '24 there. So that was when we got our award and we picked it up and from civic courts, really nice, and it was lovely. It was led very much by our previous RE and collective worship leader who was called [x], and she... she really led that so it's for me to take on the mantle. So yeah, so that... that was very much led by her, but with me in the background and we achieved it in that time. So it's been really nice. We participate in Refugee Week each week [year] and we're going to start with doing... we've been on the webinars today, the Refugee Week webinars, and we're gonna do some stuff on it next week, which is gonna be nice. We've got some visitors coming in, some refugee visitors, we've got somebody from Afghanistan, and we've also got- what's it called?- ref- what's the one? The- I can't remember the name of it now. It's a play on Britain's Got Talent. Refugees Got Talent. As I say- Sanctuary's Got Talent. That's it. We've got those, some of those people coming in next week as well to talk to the kids. So that's really nice. So we did a little bit... because kind of the theme is 'community is a superpower,' so we're really, really playing on that. So that's quite nice. But yeah, that's, that's where we're at at the moment. In terms of kind of

refugee families, we have got about two or three, so we're not inundated, but it's... it's certainly gr- it's gradually increased, which is nice.

Interviewer

So I wanted to ask, when you have a new arrival at your school, what do you think are the most important things that you can do as a school to support them? What would be your priorities?

Teacher 5

I think... just... sorry to jump in on the welcome and say it again, I think the welcome is the crucial bit and also building up that relationship with that child and with the family as well. And obviously, like I say, some,... we've had a few refugee families, a little bit nervous, a little bit scared and actually just talk about... because our vision, our school vision is, 'we are cherished, we're challenged, we're children of God', and certainly the *cherished* part is something we're really proud of and we do cherish all our children and make them feel welcome. That warm, loving kind of... almost like a metaphoric embrace that we bring them into here under God's love. And that's... and that's really special, you know. And it obviously doesn't matter what religion they are, we support them there. And you know it has its challenges, one of our refugee children is a type one diabetic so it's been a real challenge in terms of supporting her but also communicating with mum- whose English isn't great- about supporting her, so that's, that's been a bit... that's been a bit challenging but we're still... we show that level of love and that care and that... yeah, just that, just that embrace really, to all those... all those children and families coming in, and parents.

Interviewer

Yes. And then on the language side, what's your sort of EAL approach, do you use a specific scheme or...?

Teacher 5

Not really no, so I think, I think we just... we support... we have a number of speakers in the staff community, like a lot of... we have a staff member who can speak Urdu so we can communicate in that sense with parents if we need to, and children. But it's... for example we had a lad who started this year. Very, very low English and actually we... he was in Year Three and we got him into Year One to do phonics. So we looked at supporting that and his phonics and his reading and his speaking, actually, it's really shot up because of that, so that's been really useful to do that. So actually supporting through different... using different year groups as well on that EAL front.

Interviewer

Yes. And also on the pastoral side, do you have to... do you offer anything additional there or is it the same as what all your pupils have access to?

Teacher 5

It depends, it depends on need really. We've got a pastoral leader, an internal Pastoral Leader who's fabulous and she works really well. We have a... something called the welcome club. So we have we have our before-school kind of, provision that we, you know, all schools have to do, but we have something called the welcome club as well, which is for nervous, worried children, anxious children, children who maybe have attendance issues. And our Pastoral Leader runs that and it's a bespoke one, we invite certain children in and then a few of our... a few of our EAL children. At least one, actually, of our refugee children are coming to that which is nice, that really... that lovely kind of start and affir- a kind of affirmation to the day and then really, really starting the wor- the day in a positive manner.

Interviewer

Yes. And in the first kind of month after a new arrival joined your school, what kinds of changes would you hope to see?

Teacher 5

I think... I think just the confidence, the kind of, you know, reducing nervousness. I think, you know, making lots of friends. I think it's key in that month just to build up those relationships with children around them, staff members in the class. I think that's the key thing is strengthening those and then everything can be built upon that.

Interviewer

And do you run a specific buddy schemes or anything? Or would you just expect all the children to sort of chip in with the welcome?

Teacher 5

Yeah, we've got some great kids in class and we expect them to chip in. And yeah, there's no specific [buddy scheme]... they'll all flock and they... you find this, that they... they all want to flock around new kids and support them and help them. They're lovely children, they want to do that. So yeah, we... we don't have to do much on that front.

Interviewer

And I wanted to ask as well about how the School of Sanctuary scheme shows up in

your curriculum, because I know you have to show that you've embedded it in some way.

Teacher 5

Yeah, yeah. It's supported through the kind of... the various RE topics, through our collective worship sessions, through PSHE, we thread it through at that point and there's lots of lots of themes running through that. So certainly... and the Refugee Week helps, of course, doing a really specific bespoke kind of week of... of looking, reflecting on that aspect. So yeah, I think... I think that really helps.

Interviewer

And how have you found working with these pupils' families?

Teacher 5

Yeah, really, really pleasurable. Yeah, because the two, three families we've got are very, very receptive and appreciative of everything we do and how we try and like, once again, build those bonds and those friendships and put the kids at ease really because they've got a few... like, we haven't seen any kind of trauma with these children at all, but certainly the, you know, nervousness of starting a new school, potentially in new country, has been, has been something that we've really supported. But yeah, I think they've... they've been lovely and we work really well with them.

Interviewer

Do you do any sort of events or anything to try and get parents into school or just [communicate] through the more informal discussions at pick up and drop off?

Teacher 5

Yeah, it's more the informal. Yeah, informal chats and informal kind of celebration at that side. Yeah, it's nothing too major. Like I say, Refugee Week's our a big one that we take part in.

Interviewer

Yes, that's coming up quite soon, isn't it? Next week?

Teacher 5

It's next week, yeah, next week. Yeah, so we've done the webinars today and then the day of welcome and then it starts next week in earnest.

Interviewer

Fantastic. And I was wondering kind of where your work sits in your local community. So have you found that in general your parents are... as a whole have been quite supportive of you doing this award?

Teacher 5

Yeah, yeah, no, very supportive. We've got... we have an equalities group of parents that meets with me every half term and it's nice bringing those in and that's been lovely actually. And they've kind of supported with Refugee Week and other things that we've done. They were... yeah, they were very, very happy with what we were doing in terms of supporting these children. We have a nice big display just outside the office there about refugee- Schools of Sanctuary, excuse me, and that's been really positive. So yeah, it's... it's been lovely. It's been nice to show new parents around and show that board off as well.

Interviewer

Yes. And do your governors play much of a role, or did they have any role in becoming a School of Sanctuary?

Teacher 5

Yeah, they were involved in the process of setting up and we have a link governor that works with us in terms of... not... not a kind of refugee governor, but certainly our, kind of, our RE, that kind of side. We have an equalities governor that kind of supports with that side of it. So that's been quite useful.

Interviewer

And do you sort of collaborate or work with any other Schools of Sanctuary?

Teacher 5

There are not many around here. Yeah, we're one of the first. There aren't many primary schools in [our city] who've got it, actually. So the answer is no on that one. Yeah, it's not... I know [name of local secondary] have got it, the high school round the corner where a lot of our kids go. So that could be a kind of future thing to work with them, because I know they're a School of Sanctuary, [local secondary]. But yeah, not... not many primaries, no.

Interviewer

OK. And I've been asking all schools, because in September I'm going to share like a summary of the findings so you can see what other schools are doing...

Teacher 5

Yeah, that'll be lovely. Yes, please.

Interviewer

Is there anything that you particularly wanted to share for other schools to know about, that you've found really successful or that pupils have found really engaging?

Teacher 5

Just trying to think really. I think it's something that... once we made ourselves a School of Sanctuary, we almost kind of... a bit of that barrier to families who are refugees was kind of broken down. We're not... there's schools close to us that [are] further into [our city] that get more refugee families and have a higher EAL percentage. But I think some started looking at us and... potentially because we're a church school as well that might put some families off, who knows? But it's nice that it broke down some of the barriers and we started... we started getting a few families in, which is nice to see that they felt... they felt comfortable with us.

Interviewer

Yeah. Yeah, I think that's definitely something that's come out of speaking to schools is just, yeah, that their work with the families has really been helped by the award. Perfect, thank you very much. That's everything I have to ask you.

Teacher 5

Great stuff, yeah. I look forward to seeing you report. Thank you for that. And good luck with that, hope it goes well.

Interviewer

Thank you so much. Thank you.

Appendix I

Interview 6: Midlands

Interviewer

So I've had a little look on your school website, but I just wanted to invite you to tell me a bit in your own words about your school and your catchment area.

Teacher 6a

OK, so we are located in [x]. We're a Catholic primary school. Our catchment area is really varied. We have some children who come from very affluent housing around the school- [x] is an affluent area in itself- and then we have children travelling a bit further away from estates that are close to the school on bus routes. So we're blessed to have different communities coming into our school. I think about maybe 10, 15 years ago, the school was predominantly white, second, third generation Irish, but now it's a much more mixed school. We have a lot of Muslim families, last three or four years, a lot more African families joining us and then recently a lot of families from Hong Kong. So it's become a very... much more mixed community than it once was.

Interviewer

OK. And can I ask, why did you decide to become a School of Sanctuary?

Teacher 6a

Well, I... in my previous headship I'd been involved in the early days of the project. I was previously Head in an inner-city school which had a lot of asylum-seekers and refugee communities within the school. And then when I came here it was something that I did first of all, fairly quickly, although it was much more of a challenge because it was a lot more about educating parents about why we were doing it. We did meet with some resistance. But [Teacher 6b]'s been very much... [Teacher 6b]'s our RE lead and that's her part in this, is that we made the decision a few years ago and [Teacher 6b]'s been instrumental in the last couple of years of really pushing that and driving it forward, of having RE not just through our, you know, separate RE lessons, but having it woven through the school curriculum. So we use a document called 'Caritas [love or charity] in action' and we have various things. So 'dignity of the human person' is what we're going on to in autumn, and that links in with the idea of sanctuary. And then [Teacher 6b] will just speak about the... how we've made sure that the children are *living* the School of Sanctuary status with the Corporal Acts of Mercy.

Teacher 6b

Yes, so every term we plan in certain weeks called Corporal Acts of Mercy into the timetable and every phase will decide what they're going to go and do in the community. So they'll... each phase will decide on an action that they're going to do in the community that kind of helps during Refugee Week. That's this week, isn't it, Refugee Week. Reception have invited another local primary school in to learn a little bit more about what it means to be a refugee and what 'asylum' means, and they'll do a range of little activities to try and help them decide -sorry- help them *understand* what it means. They're also donating to [x] Sanctuary. We've done things like litter picking in the area, singing in the elderly people's homes and we did welcome...

Teacher 6a

I think it's, yeah, it's... it's really just about what it is to be a School of Sanctuary and our... for our children these acts of mercy is an opportunity for children to take those Gospel messages and actually put them into action. Our school motto, if it is such a thing, we say to the children, "no one's too small to make a difference". So in terms of the School of Sanctuary and the welcome, everybody is capable of smiling at someone who's new to our school and doing those kind things, so we felt it was important to be a School of Sanctuary here really as an education for our school. And actually, when you look at the School of Sanctuary application, as a faith school, you should already be doing everything on that list, but it's about just trying to evidence where you're doing that.

Interviewer

Yes. So for you, it was more about kind of creating that understanding and that empathy amongst your pupils and parents rather than because you had asylum-seeking or refugee pupils themselves?

Teacher 6a

Yeah, yeah, very much so. And I think through the RE lessons, you... you hear messages of the Gospels and the parables, but the School of Sanctuary award was an opportunity for our children to demonstrate those messages and make them relevant to 2025. And actually, for a lot of those gospel messages, they're more relevant now than they were a hundred years ago. In terms of trying to combat, I think, some of the some of the negativity that's in the press.

Interviewer

OK, that makes sense. And we've... you talked a little bit about raising awareness

amongst parents. Is that something you've done by kind of having evenings where parents could come in and you would speak to them? Or is that more informal at pick up and drop off?

Teacher 6a

No, what we have done... we have had... because we get involved in some of the refugee campaigns. So we did the Orange Hearts campaign and the Valentine's campaign. Our children did some messages and sent them to our local MP....

Teacher 6b

The Mother's Day cards...

Teacher 6a

...and they were read out in Parliament. So that's great for our children. Our local MP is [x] and he was very... he's been very vocal on... when he was in opposition, he was very vocal on refugee and asylum matters so he was a good local MP to have to... to promote that. So we have had events like that. But equally our Twitter, our social media, which [Teacher 6b] organises, is full of these sort of events and messages. And we have had some resistance to what we're doing. Some parents have come in and said they don't want their children taking part. But our message is clear. You know, this is our curriculum. It's not about just sitting out of one lesson, these are our beliefs. Pope Francis is.... Pope Francis was very, very energetic and enthusiastic on how we should welcome the stranger. Very, very telling that his first ever visit when he became Pope was to the island of Lampedusa [where there is a large reception facility for refugees]. You know, that really set the tone for his papacy and again, not everyone in the church agrees. But it's something that, you know, we've... we're very keen to promote.

Interviewer

OK. And do you think for those parents who are a little bit more hesitant or reluctant about the scheme, do you think that maybe stems from their own views on immigration?

Teacher 6b

[Nods] Some of them.

Teacher 6a

Yeah, no, I would say, yeah, that I think, you know, it's very much... it's, you know, it's a minority, three or four parents who have spoken to me and, you know, you get the impression they're fresh from reading the *Daily Mail* that morning and they're

armed with all the quotes and the... Because we work with... what's Steph Neville's charity?

Teacher 6b

The Stories of Hope and Home

Teacher 6a

Stories of Hope and Home, which is a brilliant organisation, if you come across them. And so we've actually had some refugees and asylum-seekers in school, talking... talking to the children. And that... that created some... again, some issues. But then this year we organised... One of our training days was an awareness day, you know, as evidence for our School of Sanctuary. So we had Stories of Hope in, and then we had lunch, and then we did some joint planning so it's not something that we just *have* and then don't do anything with. We... we do feel we do well to try and... Because, look, unbeknownst to me, there may be some staff who don't agree. You know, no one's ever expressed that to us, but there might be some people who might be thinking 'I don't know'. But it's important for them to know that actually, while you're working here, this is our mission.

Interviewer

Yeah, part of your ethos really.

Teacher 6a

Yeah.

Interviewer

And I wanted to ask if your governors have any role in your School of Sanctuary work or any role in becoming a School of Sanctuary?

Teacher 6a

We report to the governors each governors' meeting on the Catholic life...

Teacher 6b

Catholic life, which is what School of Sanctuary would come under.

Teacher 6a

Yeah, they've always been very supportive of the stuff that we do, but it's not something they've done...

Teacher 6b

They haven't really been involved in the day-to-day, they're just... they are aware of it.

Interviewer

Yeah. OK, so more led by the teachers then, really.

Teacher 6b

Yeah, yeah.

Interviewer

And have you ever worked with any other... I don't know if there are any other Schools of Sanctuary local to you?

Teacher 6a

Yeah, so what we would tend to do is... I was invited to... Because the school I worked at previously, we were the first School of Sanctuary and it was ten years anniversary last year, so I was invited to that. But we're part of a cluster of Catholic schools local to us, and most of them would be Schools of Sanctuary and we would share good practice, you know, if someone needed help doing their folder to get going for the first time then... then we would help so... And then we've done events through School of Sanctuary. We've been up to the... sorry are you in [our city] or are you aware...?

Interviewer

I'm at [REDACTED], that's where I'm doing my master's.

Teacher 6a

But do you... do you know [our city]?

Interviewer

Not particularly well, no.

Teacher 6a

OK, so when... a couple of years ago we went up to- through Refugee Week, through Schools of Sanctuary- we went to [our city] Town Hall and the children spoke there and then we... so that was with about five or six other Schools of Sanctuary. So there are those sort of events that we... we tried to get involved in if transport allows and... and that sort of thing. So we do... we do work with other schools.

Teacher 6b

The retreat day we had recently had... Stories of Hope and Home came in. That was with another local primary school, [x], and that's when we had then, the joint planning afternoon with them, which is why they're coming back to our Reception class this week

Teacher 6a

And then through that, for the last two years, through Schools of Sanctuary, I have been part of a project that... it's... I think it's all headteachers in Wales, no?

Teacher 6b

Not all, but they're all invited.

Teacher 6a

Yeah, no, but everyone who went was a headteacher. We took a mini... a few minibuses of asylum-seekers and refugees to the seaside in Wales for a few days. And that's only through that really, but that's organised by the [our city] Catholic Partnership, who're also very engaged with the Schools of Sanctuary programme. The Archbishop... the Archbishop expects every school to be a School of Sanctuary and a school that does the LiveSimply [an award which Catholic schools can achieve by evidencing that they're living simply and sustainably, and are showing solidarity with poverty-affected communities].

Interviewer

OK, wow. Yeah, this has been fascinating to me because you're the first Catholic school I've spoken to, and it's interesting how different schools kind of frame their commitment to the Schools of Sanctuary programme. And it's interesting that, for you, it comes under your Catholic ethos really strongly.

Teacher 6a

Yeah.

Interviewer

And I wanted to ask, are there any practices that you'd like to share with other schools? So- for when I share the findings- any sort of events or activities that the children have found really engaging or that have been particularly successful?

Teacher 6a

I think all of those Corporal Acts of Mercy have been really good because the children... It used to be [to Teacher 6b], when you first started, there was an

expectation that through the 'building the kingdom' [living in line with Christian values] everyone would do something, but it tended to be a bit last minute.

Teacher 6b

Yeah, and they'd all be the same.

Teacher 6a

Posters was a big one, you know....

Teacher 6b

Yeah [laughs].

Teacher 6a

... but they only ever went in our school, they didn't do anything else, and we were already doing all the stuff. But since you've put it as this... the week [Refugee Week]...

Teacher 6b

Yeah, there's more time for people to plan it and just do something more.

Teacher 6a

And what [Teacher 6b] and I have organised with some of our other schools is that we're going to do more curriculum work together, and that will involve us doing the same Corporal Acts of Mercy. But the children have... the children enjoy getting *out* of the school and *into* the community. So Founda- Reception at the moment are collecting socks- new socks, not used socks- to take to the sanctuary at [x]. And that's worth a Google if you haven't got on to that. That is an organisation in the city centre who are there to serve refugees and asylum-seekers, and a lot of the Catholic schools in [our city] would be providing them with stuff like clothing. They run a food bank. So there's a... there's a real togetherness, I think, in [our city], around the Schools of Sanctuary.

Teacher 6b

A lot of our texts that we use during English have been deliberately chosen about refugees or about welcoming. So I think that helps the children to understand as well when they're reading, you know, these... these stories throughout the year, it's kind of always on their radar, not just in Refugee Week.

Interviewer

Yeah, so it's kind of woven in through the curriculum in RE and English and things, in addition to the Refugee Week.

Teacher 6a

Yeah.

Interviewer

Perfect. Thank you so much. That's everything I have to ask you, unless you have anything else you'd like to add.

Teacher 6a

No, I mean, if there's anything you want us to send you, like the 'building the kingdom' documents that we base the curriculum on or any of these plans for the Corporal Acts, then you've got my e-mail. If you think of anything, just drop us... and we're not precious, we'll share anything with you, no problem.

Interviewer

Thank you so much. Yeah, that sounds great. I'd really like to see those two, those two documents.

Teacher 6a

No problem, we can send you links to those.

Interviewer

Thank you very much, have a lovely day.

Teacher 6a

And you, take care.

Appendix J

Interview 7: Northwest

Interviewer

So I've had a little look on your school website, but I just wanted to invite you to tell me in your own words a bit about your school and your catchment area, and your role at school as well.

Teacher 7

So I'm a class teacher in Year Two at the minute. We're in... we're in quite a deprived area of [our city] so we get quite a lot of movement because we have got about 48% EAL in the school, lots of different languages. We've got... we used to have mainly Polish children, but now we get a really big mix of, like, Romanian children, Polish children, we get quite a few traveller communities into our school. So there is quite a lot of movement and we get quite a lot of children throughout the year as well, some new to the country, some that have just come from other schools. Sometimes families will come to our school while they settle in [our city], but then when they find permanent accommodation they might move. So we do get quite a lot of movement. We- I think it was five years ago now- we did the Inclusion Quality Mark [an award recognising inclusive practices] at our school because we were such a diverse community and because we wanted to show all the things that we were putting in place to welcome people. And then linked to that- after that- we found Schools of Sanctuary and that's how we ended up doing that really. So we don't actually have any refugee children on our roll at the minute, but we thought it was a really good way to be welcoming to different families. When we send out, like, newsletters and things we have to make sure that we do it in a variety of different languages so that all the parents can access it. We use Class Dojo a lot [an online platform on which teachers and parents can communicate] where parents can translate different elements to make sure they all understand. We do different workshops in different languages, so we've really got a community feel to the school. And over the next year we're thinking about different ways in which we can get parents in to understand the learning a bit better, because language sometimes is a barrier for parents coming into to our school, especially things like parents' evening and stuff. Our figures for parents evening- of attendance- are always quite low, and a lot of reasons are that parents don't understand what we're saying. We need to be a bit more accessible, and through School of Sanctuary, we've done quite a lot to make it accessible to more parents.

Interviewer

OK, so for you it was more about sort of those... if you've got Polish or Romanian families, they've been here a while rather than being newly arrived, a lot of the time?

Teacher 7

Yeah.

Interviewer

OK. And could you talk a little bit about how the School of Sanctuary shows up maybe in your curriculum or any extracurriculars that you do at school?

Teacher 7

So for example this week, for Refugee Week, we've been... lots of the Key Stage Two children, their texts in guided reading have been around refugees. We have... we spent quite a lot of money last year getting books about refugees and people seeking asylum for reading areas. So our reading areas are full of books that we talk to the children about. We read books to them, discuss different elements of refugees. I held an assembly last week to introduce the Refugee Week. We've entered the competition for our local council for Refugee Week and we have a display in school. So we do the assembly and then all the children have, like, a little task after the assembly so we can create a display around welcoming refugees. It's quite a big subject in our school now that all the children talk about. In our curriculum, we do things like Ancient Egypt, and we talk about how people moved in Ancient Egypt and we talk about refugees in that way through history, geography. We've also done... because we're a Catholic school, we link it to Bible stories as well, of people seeking refuge in the Bible, so it's threaded into our curriculum quite widely. Some of the poetry that we look at surrounds refugees. We do a poetry challenge once a year where the children have to learn and perform a poem. One of the classes did a refugee poem during that so it's quite a big topic in our school.

Interviewer

OK, and have you done any work within your local community or with any other Schools of Sanctuary that are local to you, or is it mainly just sort of led by you at your school and your teachers?

Teacher 7

It's mainly led by me. We've not met up with any other schools yet, but we have only been doing it for a year. We did have a... we had a man coming from the charity Migrant Help last year and he'd do workshops with our Year Four and Year Five children. They were really, really useful. And we had a speaker from the British Red Cross that came to speak to the children as well, about his experiences as a

refugee. So, we don't do it *all* the time, but it is dotted throughout the year where we might have speakers come in. I went and collected our award for the School of Sanctuary as well, but that is definitely something we're looking into, hooking up with another school to talk about the School of Sanctuary and how we can help. We also went and met... our school council went and met the mayor at the beginning of the year and we talked to him a little bit about the work that we've been doing and what [our city] does. We've had a counsellor in speak to the children about how [our city] helps people seeking sanctuary as well.

Interviewer

Yes, that's really interesting. And I was wondering, are your governors... are they involved in your School of Sanctuary work or the decision to become a School of Sanctuary? Or is it again mainly led by the teachers being like, actually, this is a really interesting award?

Teacher 7

The governors are part of it. When we had our sort of assessment, there was a short meeting with the governors and the governors talked about it. One of our... our chair of governors actually, is in charge of our school library, and she's been putting some books about refugees and stuff in the library as well. So they're on board. It was our headteacher that found the award initially, and she came to me and said, "can we do this?" Because I'd done the IQM [Inclusion Quality Mark] award as well, and done all the paperwork and led that. She said "can we do this as a project?" So that's where it came from.

Interviewer

That makes sense. So have you had, in the past, any pupils that you've been aware were from a refugee background or does it tend to be they've been here a little bit longer?

Teacher 7

Not from a refugee background that we know of, but we do get quite a lot coming from overseas. We've... we have had pupils that have moved to the area fleeing domestic violence, so not necessarily from another country. So we have had those sorts of things and we've got things like... we have a counsellor on site that we can refer children to if they've seen things like domestic violence. We have workshops like talking and drawing workshops. We're really lucky in our school, we actually have a member of staff that is a Family Support Worker, which isn't there a lot in a primary school, but in our school there is a need for it. So our Family Support Worker will take certain children out that are pinpointed by teachers if they've got trauma or

they've got struggles at home and do a bit of talking and drawing sessions with them, do some social skills lessons with them. She's very much involved in that side of it.

Interviewer

OK. And what's your general sort of EAL approach? Do you use a specific scheme or is it more just ad hoc?

Teacher 7

You used to... a few years ago, we used to have a teacher who was an EAL teacher that we employed, and when we got EAL children with no English or little English to school, she would take them for the first six to twelve weeks to do some work with them. But when- she left she got another job- she left and we thought, 'how are we going to do this? We could get another teacher'. But actually, we decided the best approach would be to keep them in the classroom and get them familiar with the classroom routines, the language. So we use a lot... we do our EAL in hand with our SEN really, and we use a lot of the same resources. So we've just bought into Widgeit online, so we use a lot of visual stimuluses, a lot of writing frames, a lot of colourful semantics with the EAL children to kind of help the English come along. We do phonics with them at the very beginning, we've got the Read, Write Inc. phonics scheme to get them reading, get them actually understanding those letters. And actually having them in the classroom rather than out has had a real benefit because it's meant they've made friends a lot quicker. They're not separated from the classroom. And we do kind of let them get a feel for it first. Obviously, we put the support in place in terms of differentiated activities, using the widgeits [symbols for different items], the sentence stems, that sort of thing, but they do do the same work as everybody else, just sort of on their level.

Interviewer

Yes, that's something that I've heard from other teachers as well, is trying to give them, you know, their right to access the different subjects in the curriculum, not just be learning random, you know, colours, and whatever it might be.

Teacher 7

We have in the past as well done, like, little labels in the classroom in their home language. We've let them teach the other children a bit of their home language as well, give them their moment to talk to the other children in their home language. But we're really fortunate, where we have got such a wide spread of languages, most of the time there is somebody within the Key Stage or the phase that does speak that same language. So they... we seek those out as well and do a bit of a buddy system with that as well.

Interviewer

OK. And is Widgit- because I heard another school talk about this, but I'm not familiar with it- is it like is it sort of like Twinkl, like a website with lots of resources on it?

Teacher 7

Yeah, it's to make your own resources. So there's, like, a symbol for every word. So if you type a word in, it'll come up with a symbol or a picture for that word. So you can write, like short sentences, short stories. It's really good for things like word maps, vocabulary maps. So we use them a lot in, like, science and history, where there's gonna be unfamiliar words to the children. And it gives the word and a little picture at the top as well, so that they can link it with that picture.

Interviewer

OK, that makes sense. Have you found that in general, sort of your parents and your school community are being supportive of you doing the School of Sanctuary award? Or has it again, not really been much engagement from parents?

Teacher 7

No, we have [had engagement from parents], because... because we've done these competitions. So in [our county], the Refugee Week, they have a theme every year for the Refugee Week. So last year was 'our home'. So I set a competition for all the children to do at home where they could design a poster or a piece of artwork of what our home means to us. And we got *loads* of entries that families had done together and we ran a big competition and we ended up sending one of the entries off to [our county council], and they ended up winning one of the prizes to be displayed in the town hall as well. So I've just... I introduced that competition last week and the deadline's on Friday, so I'm hoping we get lots of entries this year as well from the parents. Because our parents are really engaged in things like competitions and things like that, they engage much more with things like that than they do with parents' evenings, the more sort of informal elements. So we're doing, from next week actually, we're doing some reading and phonics workshops for our Year One parents where they're gonna come in and actually... and it's targeted children that need the support. But a lot of them are the EAL children, where parents are invited in to come and do a phonics lesson with their children so they can see what we're doing in school and how they can help them in school. They can see, like, the language that we use, they can see what we expect of the children. So we're trialling that next week and then hopefully next year we're gonna try and implement that every half term.

Interviewer

OK. Oh, good luck, I hope it goes well. And I'm going to share- so when I've finished all the research, I'm going to share a summary with all the schools that participated, so everyone can see what were the successes that other schools have had. So are there any practices or events you've done that have been particularly successful or that really engaged the children, that you'd like to share with other schools?

Teacher 7

Trying to think now, because I've got... I do, like, the school council and things like that, so we do so many different events. The competitions [nods], the competitions have been the main one that the children have engaged with. And like I say, last year and this year, we've done an assembly where we've given them like a little task to do. So last year with the 'our home' one, I did the assembly and then all the children got a little cut out of a little house that they had to design and say what a home means to them. We put them all up on our display and the children loved going past that display and looking at each other's work, finding their own work and, like, parents' evenings, for example, you had to walk past the display. They were pointing out their work to the parents and that started a few little conversations about what a School of Sanctuary was. We also did... I set up a drama group with some of the Year Five and Six children last year, and we came up with a short, like half an hour performance about seeking sanctuary, about a family who- and I wrote it- about a family who were seeking refuge and their journey to get to a safe place. And we did it sort of a bit abstract, so it wasn't just like a little performance, we used, like, dance, we used music, and we had the parents in to watch that and that went down really, really well. We've not had a chance to do that again this year just because of everything that's been going on in school. But I'm hoping that next year we'll get another opportunity to do that, because the parents really loved seeing it, and again it started some conversations about refugee families, really.

Interviewer

Yeah, and I suppose, like the visual of the acting as well, it's a bit more accessible language-wise.

Teacher 7

[Nods] And 'cause we didn't do it just as a performance- we did it with, like, dance and drama and it... it did look really, really good.

Interviewer

Wow, fantastic. Thank you so much. That's everything I have to ask you.

Teacher 7

All right. Thank you, thank you.

Interviewer

Thank you. And I'll e-mail you, it'll be September time, so you can see all the findings.

Teacher 7

Alright, thank you. Good luck.

Interviewer

Thank you. Bye.

Appendix K

Interview 8: Northwest

Interviewer

OK, so I've had a little look on your school website, but I wanted to invite you to tell me a bit in your own words about your school and your catchment area.

Teacher 8

Yeah, sure. So we're in [our town], which is part of [our county]. We are sort of in the deprived area of [our town]. So some of it is quite affluent, but we're in the town centre. So lots of our families are on, sort of, Universal Credit, or don't work, or are sort of single parent families. We've got just over 200 children, which... so we're one-form entry and we've got a nursery.

Interviewer

OK, and your role, is it Pastoral Lead?

Teacher 8

Yeah, so I'm Pastoral and Safeguarding Manager and that means that a lot of those things, like Schools of Sanctuary, come to me. I work closely with the SENCo [special educational needs coordinator], the inclusion lead, to make sure that we're sort of, not ticking those boxes, but making sure that maybe children who are in a minority are represented and celebrated.

Interviewer

And I wanted to ask, why did you decide to become a School of Sanctuary?

Teacher 8

So the School of Sanctuary was set up to support asylum-seeking families, and when we started we didn't have any. We did in the past, and those two children left us. So when we were doing the award, we didn't have any. We were looking at it more because we believe that we're a School of Sanctuary for all families, really. So we have got... we did it alongside the Rainbow Flag Award, which is looking at supporting LGBTQ+ families, and the Young Carers Award. So we do have some children and families that are marginalised, who... we get a lot more families who are EAL and they just need a place to come. So we wanted our school to be welcoming, a place of belonging and inclusivity, and School of Sanctuary seemed to sum it up. So it wasn't so much, 'oh, we've got lots of refugee children to support'. It was 'every

one of our families are vulnerable because of the context of where they live'. And so we want to support and welcome everyone.

Interviewer

OK, and so is that still true today that it's less... you don't have, that you know of, any kind of refugee background families?

Danielle

Yeah, so we've got one at the moment and they've needed support with also the language barrier, that sort of thing, the, sort of, uniform and access to, like, a pram, that sort of thing. But no, we have.... it's just one family, so we don't have a big... it's not a big thing for our area and maybe it will [be] in the future. But no, at the minute it's not. So it's very much welcoming *all*, we wanted to make sure that the minute you walk in our school, you know that you're in a place of safety.

Interviewer

OK. And could you give an example of how the School of Sanctuary kind of shows up, either in your curriculum or any extracurriculars that you do at school?

Teacher 8

Yeah, sure. So, we... through our curriculum, we expose the children to all sorts of books and texts and media, so music and film from all over the world. And we make sure that the children are aware of, OK, you might be very white British in your class and in our school, but people who are different than you exist and, you know, when you get a bit older and maybe go into the world of work, you're going to be exposed to a lot more people, a lot more, sort of, differences in people, than maybe you are right now in the classroom. So, for example, when we did Schools of Sanctuary, we looked at forced displacement, especially with Year Five and Six, and that was something that the kids didn't really have any awareness of. They're sort of quite sheltered and even if they are exposed to the news, very often their parents are not sympathetic to people in plight, really. We have had instances where parents have made, sort of, unwelcome comments about people who may not be from their area, so we really want our children to be exposed to that [learning about forced displacement]. So we had a drama group come in and we talked about, sort of, refugees and being displaced and what that looks like and how, as a school, we want to make sure that we're- as I said before- a welcoming and a safe place. So that was a focus week really, that was that was during Refugee Week. But [for] those texts and media and that theme of welcoming we use a curriculum scheme called No Outsiders. Throughout the year that's woven through all year groups all throughout the year.

Interviewer

OK, is No Outsiders like an independent organisation that offers like schemes of work for different subjects?

Teacher 8

Yeah, yeah.

Interviewer

OK, got you. And so Refugee Week, that was a couple weeks ago, wasn't it? So could you talk a little bit about everything that you did for that?

Teacher 8

Yeah, so as I say, we had the drama group called Altru. I think it's a A-L-T-R-U, if you wanted to look them up. They came in and worked with Year Five and Six, and they were talking about forced displacement. We also wanted to get the parents involved. So we did like, 'well, please come and share your cooking'. So lots of parents brought in dishes and then we shared it in the class, which was lovely. And they also provided the recipes, which was really nice. So we put them together so that we can share them out with families, which was lovely. We encourage the children to dress up, we're always having own clothes day in our school, so we encouraged them to dress up in, like, traditional dress if they wanted to, which was lovely. We've got one girl who always wears, sort of, ceremonial lovely dresses anytime there's an opportunity. Yeah, so just really getting the parents involved because then, I don't know, the parents who maybe are a bit averse to it, it feels like they don't really have a leg to stand on. They can't really argue when our children actually learn so much and are having such a lovely time learning about other cultures.

Interviewer

Yeah, you're definitely not alone in that. Like, I was speaking to another school the other day, he was saying something similar about how, you know, it can be quite tricky to navigate those different views amongst parents. And are your governors... were they involved in the decision to become a School of Sanctuary or are they involved in the work, or was it more driven by teachers within the school?

Teacher 8

Yeah, more driven by teachers, but we did get governors involved. So we sort of... we had to create a PowerPoint anyway to present to get the award. So we made sure the governors were aware, we got governor voice. Because also at the same

time we were doing the Rainbow Flag Award as well, because I just feel like they're very similar in terms of the messages behind both awards. Yes, so we got governors to sort of come and look at everything we're doing, look at the books, come and sort of look at the... the work that children are producing. We have like big floor books [large scrapbooks where photo evidence of learning is collated] that the kids... we put a bit of evidence in from the lesson and the kids can complete it. Yes, we got some governor voice and they said that they were, sort of, really impressed with the intent behind it and the work. They want to continue, you know, we want to carry on with those messages. And we're really fortunate, actually, that our governors are very open-minded and very progressive as well.

Interviewer

OK, and you mentioned that you might have one pupil from a refugee background currently and you've had a couple in the past. I was wondering when you receive pupils like that, what are your priorities that you think: as a school, these are the most important things that we need to offer, you know, immediately when they arrive?

Teacher 8

Yeah, OK, so what we do for all families- and this isn't just for those coming from non-white British backgrounds- we offer them a tour, every single family, and we're quite lucky to be able to do that because... So I do it, so I'm out of the class, and maybe if we didn't have the staff that we've got, we couldn't offer that but we can, and we do. So we show them all around the school, even if there is no English whatsoever, we make sure that they know where the toilets are, the times of the day. We make sure that they've got, sort of, they've all got a pack that they leave school with, that they have to fill out with their, sort of, permissions and things. But we make sure that the times of the day are written in digital, that there is also a clock, like a pictorial image as well of a clock. When we give the tour, quite often then we get an understanding of their level of English. So we have had someone come round, she lived in a refuge, and the refuge manager came with her. So she was able to interpret through the... she has an app on her phone. So we do use apps on iPads and things like that. For parents, we translate any documents that they need via Google Translate and we can print that out. As I say with the tour, we get to know their level of English. When this most recent girl came, I've... I mean I'm not an expert at all in in sort of seeking asylum or refugees. So I then had to... They were they were moved here by, there's an organisation that moves people safely and I can't remember the name, but anyway I got in touch with them, see if they needed anything at all. We then get the children- straight away- started on a programme called Learning Village, and that identifies their language, so that we can see sort of

where they're at, and you know, whether there's an SEN there. So is it just language barrier? Is there an SEN? It matches the work to, sort of, their ability. We also- we did this for Schools of Sanctuary, actually- we made labels for around the school. So, for example, we had the word 'toilet' and then we had every language that is spoken in our school with the flag and the translation of 'toilet'. And we've done that for every room around the school. So when children and families go around, we had... we've got one little girl from Brazil, she speaks very good English, but she came round and was amazed that there was a Portuguese translation of every room. So it just, like, it just makes, I think, families feel like we're thinking of them. If I went somewhere that I didn't know the language, I would want to know where the toilets are and where the exits are.

Interviewer

Yes, yeah. And do you use, like at any point during that induction, do you use interpreters or staff at school that might speak their language? Or is it because there's so many different languages you would just use kind of Google Translate and things like that?

Teacher 8

Yeah, and our staff are all white British, so we don't have that sort of skillset. So we would use translation apps. We have used translation services before for meetings. So for example, on the way around, we can sort of get by with translation apps. But for a meeting where things might need to be actually logged and recorded, we have used, sort of, translators, so you can hire them, you know, either over the phone or in person. Yeah, and then we have noticed as well that we're now sort of accumulating a few families from different areas, so we've encouraged them to sort of group together so that they've got that support network. So it used to be we had, oh, a couple of families who didn't speak English. Now there are lots. And although there are lots of languages, there is sort of these little pockets of support for them.

Interviewer

Yeah, it's interesting as well what you were saying about how there was that family who... I think you said you helped them with accessing a pram and things like that. And that's something that's definitely come out is schools sort of going above and beyond their sort of official remit to kind of try and support those families more broadly.

Teacher 8

Yeah, and it's... I found that really difficult with that family because first of all, they said "we want a car". And I said, "oh, that's a bit beyond my pay scale. I can't get you

a car, let me see if I can get you a bus pass". Now, I can apply for bus passes for children, and I do that all the time, but applying for a bus pass for an adult is very different because you need all sorts of benefits paperwork that... and that paperwork was very difficult because it's a sort of, even to translate that, you know... How are they going to know what PIP [personal independence payments] is when they've just arrived in the country? So I feel like that could be better. But, you know, that could be a service that is improved, especially because I don't... you know, as I say I'm not an expert, we haven't got lots and lots of asylum-seeking families, it's not something we do every day. It's just, it's Googling.

Interviewer

Yeah. And have you found that those children that you have or that you've had in the past from those backgrounds, have they required anything extra in terms of, on the pastoral side, or has it just been what you offer to all your pupils?

Teacher 8

Probably what we offer to all, but that's because our cohort is very... there's a big social and emotional need. So I'm just thinking of that little girl, she's in Year Four. Now, often we've got children... so we've got a lot of Brazilian families and they tend to, sort of, sometimes group together. That little girl, no one else in the school speaks her language, so that must have been really scary. So she was offered, sort of, lots of... She needed lots of hugs, she needed lots of reassurance, but lots of our children do, so I wouldn't say that her need was any greater than the... what we have.

Interviewer

OK. And the last thing I'll ask is... because I'm going to share the findings in September so you can see what the other schools have found challenging, what they've found works. So I've been asking everybody if there's anything, any activities that you've done that have been particularly successful, that the children have found really engaging, linked to Schools of Sanctuary, that you'd like to share with other schools?

Teacher 8

Probably accessing books, so we already had quite a few, but we made sure to order the recommended ones from Schools of Sanctuary and a few more that, sort of, we knew about. So having that... and we've created a reading spine. So having that available throughout the school has been really helpful. So it's not, 'oh, here's one book for your class'. It's 30, 40 books all available in school that teachers can go, 'right, that's what I'm going to do today, and kids can take them if they want to,

but just having that range of texts. And then also ordering some in different languages as well, so we... there isn't a great amount that you can get, so we used our local library service to order them. There isn't a massive amount, maybe there is in other areas, so yeah, definitely using that.

Interviewer

And is a reading spine, is that just like a large collection?

Teacher 8

A large collection, yeah. So we did the same with the Rainbow Flag. We've got a collection of LGBT authors talking about, sort of, different families, and often they will cross over. But yeah, definitely that, having that access to a lot of media.

Interviewer

Perfect, thank you very much. You've been really interesting to speak to.

Teacher 8

Thank you. No, that's fine.

Interviewer

Thank you. And I will e-mail you, it'll probably be September, so you can see all of the findings.

Teacher 8

Ah, brilliant, thank you so much.

Interviewer

Thank you. Bye.

Appendix L

Interview 9: Midlands

Interviewer

Ok, so I just wanted to start by inviting you to tell me a little bit about your school and your catchment area.

Teacher 9

So we're a two-form entry Catholic school in [our suburb], but our catchment area... we get some children that come from [x], which is a more deprived area. And then we get children who come from [our suburb], which is quite a well-off area. So we've actually got quite the mix of children at school. We get a few come up from [x], which is quite a well-off area as well, it's like, in the middle. But [our suburb]'s like, million-pound houses, so it's quite a big [gestures to indicate a wide range]. We are a Catholic school, but we've got a very limited number of Catholic children. Most of our intake are Muslim, and most of them are Pakistani origin. So I'd say, actually, across the whole school, I think there's like, twenty, maybe, Catholics across the school and that's it, yeah. In terms of refugees, even though we are a School of Sanctuary, we've got two refugees in our sch- well, no, three now, actually, we've got three refugees in school. Two are from Ukraine, they came basically when everything was kicking off. So one of them's in Year Six now, his brother joined and he's now in Year Two. And I know that their mum lives very close to the school, she moved over first, the dad's moved over now with them. And then we have a boy who is a refugee from Syria, but he's kind of... before joining our school, he's been here, there and everywhere. Like, he's been in France, he's been in Belgium, he's been to Belfast, and now he's in [our city]. So that's pretty much the overview of the school, unless there's anything else you want to know about it.

Interviewer

I just wanted to ask, why did you decide to become a School of Sanctuary?

Teacher 9

Well, as a Catholic school, kind of our principles are how we can look after God's creation, how we can look after other people and that we're all neighbours. And so it kind of stemmed from that really, because we follow the Pope's teachings and what the Pope... and it's one of the things that the Pope is for- or the old Pope was, now there's a new one- but I'm sure he's for the same things he [the previous Pope] was, you know, to try and advocate for asylum-seekers and refugees and support them in any way that you can. So, as a Catholic school, then, you had to, kind of, show...

because we have, like, a Catholic Ofsted [the Catholic Schools Inspectorate] as well. That's one of their requirements, is that you've attempted to be a School of Sanctuary or you're at least doing something to show that you support and, you know, you actually have a concern, trying to do charity work for asylum-seekers and refugees. So that was the main reason that we did it.

Interviewer

And how long have you been a School of Sanctuary?

Teacher 9

Been two years now, two years.

Interviewer

OK, and were you, as the School of Sanctuary lead, were you there doing the application at the time when you first...

Teacher 9

When I joined the school- it was three years ago- they'd already applied, and they were halfway through the assessment process. And then I kind of took it on when I joined the school, and they said, "there you go". Because the RE lead was doing it at first, obviously, as I said, it comes under the Catholic branch, and it was too much for her to do so they kind of just said, "can you do this?" And I said "yeah, go on then, may as well".

Interviewer

And I wanted to ask, could you give an example of how the School of Sanctuary kind of shows up, either in your curriculum or any extracurriculars that you do with the children?

Teacher 9

Yeah. So because we are so multicultural as a school, I kind of feel like we were doing things anyway when I joined school and we were looking to be... I thought... It's kind of what you do anyway, so there's a lot of multi-language signs across school, but it's not like it's French and Spanish, it'll, you know, be like Mirpuri [a dialect of Punjabi] and Ukrainian and things like that. We've got Chinese, we've got some- they're not asylum-seekers and refugees- but we have a lot of children who've come from Hong Kong as well, or are starting to come from Hong Kong. So we've got the two different dialects of Chinese in school as well, and it's everywhere. So you could go in being, you know, speaking only Ukrainian, you'd probably still be able to get round. But as I said, they were doing that anyway. But I think it's a nice

impact because a lot of the children, even though they're not asylum-seekers and refugees in our school, their parents were, or their grandparents were, and they speak multiple languages at home. So it's quite nice for them in that sense. We've also done a lot of charity work for [x] Cathedral in [x] city centre, they have a sanctuary for refugees and migrants, asylum-seekers, they provide clothes, education or whatnot, all of that. So we kind of do fundraisers as a school for them. We do food packages, we do clothes donations from the parents who... we request that they bring them in. We also, on Valentine's Day we actually make Valentine's Day cards for them [the charity's beneficiaries], and send them up, and, like, they write messages like, "oh, we hope you feel safe in our country, we love you so much, here's some food." You know, like, we'd go up with a gift. So we've got quite a good relationship with them. And then we always do like a whole-school Refugee Week writing project. And this year, actually, we did a writing project and an art project. So the writing project, we tend to do it linked to a book that the whole school does. They all look at it, but obviously how they look at the book differs from EYFS [Early Years Foundation Stage] to Year Six. And then the art project was actually... It was really good this year, I went to the [our city] Museum and there was an exhibition on Ukraine and it'd kind of been facilitated by an artist and she displayed it. So I just asked perchance if she could send me some of the pictures to show school and in the end, she said, "oh, I'll come in and work with the children if you want". But she got really ill, so didn't in the end. But at some point in the future, our children who are from Ukraine and our boy from Syria, she's going to come in and do a bit of, like, art therapy with them like she did for the exhibition. And then she's going to come and do some work with the children in school because she herself is also a refugee- I can't remember where she said she was from- and she's from somewhere in Africa. So she said it's really important for her to kind of get people's stories out in a way that relaxes them, because she's now, like, an art therapist, so that was cool.

Interviewer

Yeah, that's really interesting, like having people in school, you know, who have experienced that themselves.

Teacher 9

Yeah, and it's quite powerful. We've... I mean, I forgot to mention as well, sorry if I'm going on too much, but we have had Stories of Hope and Home. I don't know whether you're aware of them.

Interviewer

I've heard of them from one other school that I spoke to, yeah.

Teacher 9

Yeah, they're kind of... through art and drama, they almost give refugees, asylum-seekers, migrants who've just come into their care, give them a way to kind of vent out. Or it might just be that they're now, they're doing like, a play, but it gives them something to do. So they like to come in, perform it to schools. I mean, sometimes they're bit... questionable. You're like, you know, you're watching it and you're like "oh my gosh", but... and because of that, my headteacher was like, "I want a bit more out of this than they [the children] are just watching something and going well, what was that about?" So we actually then invited them to, like, stay for lunch and, like, we had... we're very close to [local nature reserve], we've got a nice picnic space, we had a picnic with them. And then they just sat down and talked to the children about, like, their experiences, really, and I think especially our Year Six children... I mean, you had some of, like, younger children going, "oh, OK", completely- pretty much going over their head. But then you had like their older siblings, like, the Year Six children were really asking them a lot of questions. And they were going, "oh my gosh, I can't believe that's happened". So yeah, the one gentleman that came in, he had a son who was- who would be in Year Six and he hadn't seen him in, like, ten years. So as soon as he said that, they were all like, "oh my gosh, they're our age, and where are they? [the speaker's family]" He was like, "oh, they're still at home, I'm trying to get them to the UK". And I think to hear that, they... they all got quite emotional and they still talk about it now. So yeah, that's another thing that we've done before. I suppose it doesn't really support them [ASR pupils themselves]. But they've [other pupils] heard the stories first hand, and we're quite blessed, we have actually got really lovely children in school that... They want to do stuff, and they ask, if we're not doing any charity or fundraising for them, they go, "do you remember when that happened? That really upset me, so I want to do this, this and this for them". So yeah, that's also been helpful because all of the charity fundraising that we do, the children know why we're doing it, and they want to do it. So yeah.

Interviewer

Fantastic, that's really interesting. And I wanted to ask because you mentioned that you have a couple of children who are from a refugee background themselves. So when you get a new arrival in school, what do you kind of consider your priorities as a school that you think, these are the most important things for us to think about?

Teacher 9

Just that they know that they're safe, and that they're happy, and that's it, really. We don't even... I know [x], he's now in Year Six, or Year Five, but when he first joined

the school, he... yeah, it was all about... he could not speak English, you know, as expected, just could not speak English. It was literally all about just making sure he's happy, not that he's engaging with any curriculum content unless he wants to. He just so happened to be really good at maths and as soon as maths started, he was like 'oh, I can do this, I can do this'. But even though he couldn't speak anything, they were just doing addition and subtraction so he was like, 'oh, let me do it'. But anything like English, it was just very laid back, like we've got sensory rooms and stuff in school, or he'd be doing, like, flashcards. So they said, you know, obviously, if he can't access it, it's all about that. And then, if he said he wanted to do some colouring, that's what he did for, like, those first couple of months and then slowly, slowly, he got built into being in lessons. And now, like, he's fluent English, really involved, he's on all the sports teams and everything. So yeah, that's it, really. But yeah, just that they... they're happy.

Interviewer

And for the EAL, like the English acquisition side of things, is that something that you would do separately in intervention or would that just be in class and kind of give him scaffolds and things to help him access?

Teacher 9

A mixture of both. We've got some members of staff that are allocated for speech and language. They would be kind of directed to a child in their interventions. But the class teacher would be doing that work with them anyway and giving them scaffolding [support to complete an activity] and things like that. But then of course, like just interaction with their peers. Like I said, we are blessed, we haven't got, like, nasty children. At my previous school, there were some nasty children. They [children at current school] are all quite nice. They're all really like, oh, you know, they'll point to things and say, "oh, do you need help with this?" or "do you want...?", you know, do you know what I mean? So yeah, that's it really.

Interviewer

And do you have any sort of buddy systems or do you just find that the children tend to sort of flock and they all want to chip in and help welcome?

Teacher 9

They all flock. They always ask, "Oh, can...?" You know, "who wants to look after so-and-so, and make sure they're alright?" They're all like: "Me! Me! Me! Me!" [mimes raising hand]. So they all just do flock, to be fair, yeah.

Interviewer

And have you found that in general, like, your school community and your parents have all been quite supportive of you doing the award?

Teacher 9

Yeah, definitely. And with any, as I say, charity work we do, they give more than what they've been asked for. Yeah, they're very, very charitable, our parents, and they're very, very supportive of everything. But I think that's also because the majority of our parents, although they might not be from that background themselves [a refugee background], they might have parents that are, so they're, you know, they're really, really supportive, yeah.

Interviewer

Yeah, empathetic, yeah. And on the pastoral side, have you found that those children tend to need anything extra or would you just sort of offer the pastoral support that all your children would have access to?

Teacher 9

Yeah, just kind of offer the same pastoral support that all of them would have access to. I mean, we have... I'm sure it's in most schools, we have, like, three houses and you ask them what makes them sad, what makes them angry, what makes them happy, to kind of just evaluate where they're at. But I think that kind of thing we wouldn't do because of the language barrier when they're first coming in and then being asked, "oh, what are you angry about? What you sad about?" It's just like, oh yeah, give me the trigger point to make me start crying. You know what I mean? So we haven't done anything like that, but we have a Family Support Worker in school who kind of works with the families and she'll come in and work with the children at the same time. But she's got contacts, so when we had the Ukrainian boys start, she had contacts with people who are Ukrainian, actually- where are they from?- from the Good Shepherd appeal, they had a few people. So again, this is within the church community. She knew a few people and got them in contact, and I think they had, like, some groups and things so they weren't alone. And then our Syrian boy that started, one of our members of staff is Syrian, so she was kind of put in connection with the family as they came over. And I think, like, her family all talk to the pupil's family as well and she does, like, goes out with them on the weekends and stuff. So that was kind of their support system. But, like, the general Family Support Worker, kind of like free school meals, all of that kind of support that other children would get, they get. And, like, any additional maths and reading, if they need it, then they get the extra support and stuff.

Interviewer

Yeah, because that was something I was wondering about was, kind of, if schools had found it challenging to work with those families in terms of language barrier and things. But as you say, having a member of staff in who might be able to speak that language is an incredible resource really.

Teacher 9

Yeah, I think so. We're just quite fortunate that we're in that position. But I know in my previous school we didn't have that luxury. And because I kind of moved in the middle, I had a Ukrainian pupil at my last school, and it was... There was no one who could help us, so I remember being there, like, on Duolingo [a language learning app] and everything, just trying to learn bits of phrases when she started so I could at least say, "Hello, are you OK? This is your chair". Like, I literally wrote down little phrases. In the end, she spoke Russian and not the dialect of Ukrainian I'd learned anyway, and I was like, "oh, oops". Yeah, but it does... I think... I could imagine it's a barrier for a lot of schools, and it does make it difficult, but I think you can always put the effort in to try and do something.

Interviewer

Yeah. So your Family Support Worker, would they be involved in maybe kind of making documents accessible and things like that, so, like letters from school and that sort of thing?

Teacher 9

Yeah, she'd be... she does all of that side of things for them. And she's always accessible as well, and she does, like, coffee mornings where they can drop in and things like that, so yeah.

Interviewer

Yeah, it's building up those relationships.

Teacher 9

Yeah.

Interviewer

And I wanted to ask as well about... did your governors have any role in the decision to become a School of Sanctuary or in your current like ongoing work with that?

Teacher 9

I actually don't know. You know what, I don't have to report to any governors about what I'm doing, I just kind of do it. But I do tell my headteacher and he's very

invested in everything, and I think he relays it to the governors. So, I'd have to ask him, actually, I don't actually know. I imagine they are [the governors are on board] because it's a massive part of our daily life in school and the headteacher, he really... it's like in every other assembly, he'll mention... or like, you know, things that have happened on the news and he'll say, you know, "don't believe everything on the news", and "go and talk to your families about it". And he'll talk about it in assembly. So I imagine if he's doing all of that they are [the governors are on board], but I actually... yeah, I'm not sure.

Interviewer

All right, thank you. And have you been able to work with any other Schools Sanctuary in [your city]? I don't know how many there are in your area.

Teacher 9

Yeah, there's a fair few. We have, like, a meeting once a year, sometimes twice a year, but with everybody's schedule so busy, tends to be once a year, around March. We tend to meet in a school in [x] city centre that very kindly host us and there are about twenty schools in total that would turn up to the meeting and it'd be one person from each school. We kind of just talk about what's happened in our school, talk about things that we've been doing, fundraising, kind of exchange ideas, and I always feel like I'm one of the only people there, most of the time, where I'm like, I don't have... we don't have as many asylum-seekers and refugees as other people in the meeting. So, yeah, it's good to get ideas and stuff. And then there's also like, a festival, I want to call it. I can't remember what they call it, but it's like a festival where children from all the schools meet at a different school from where we meet. It's got, like, a big hall space and they kind of show off what we've done for the year. And we do that in July, so we'll be doing that next week, where we kind of ship them off to a school and they say, "oh, we've done this, and we've done that", and you know, we select, like, six children from across the school and they present to other schools in [our city] that are Schools of Sanctuary what we've all done, so.

Interviewer

Oh, that's amazing, that collaboration and getting ideas from other schools. Great. And my last question is, I'm going to share the findings in September, so everyone can see what other schools have found successful and what they found challenging. So I wanted to ask, are there any practices or any events you've done that have been really successful linked to Schools of Sanctuary, or that your children have found really kind of engaging, that you'd like to share with other schools as an idea?

Teacher 9

I would say, as I mentioned earlier, I think actually when they heard the stories from people, when they actually came in and it was just that they were chatting away. And obviously that has to be taken with caution because it's, you know, so much of their story probably is inappropriate for primary school ears. And we were quite fortunate last time that the person that we did have in, he'd learnt English quite well, but he did say when he came here couldn't speak any. And he was very good at phrasing things in a way where it's just, "oh, you know, they got hurt, I lost them on the way. I don't know where they are now". But you know, he'd look at us like [widens eyes].

Interviewer

Yeah, you can tell there's a deeper...

Teacher 9

I do think that's... even though the children didn't know the full details, you know, I got quite emotional listening to it, and I know the other staff did as well. So I think it just kind of gave us that drive, but it is really powerful, I think, when you actually... because it's easy enough, isn't it, to watch what's going on in the news or hear about it and go, "oh yeah, I feel bad". But I think until it's actually put in front of you and you see it... I think that's probably the most powerful thing you can do. So that's all I'd say.

Interviewer

Yeah, just to like, foreground the voices of people who've actually gone through it, you know, themselves.

Teacher 9

Mm hmm, yeah, yeah.

Interviewer

Oh, thank you so much. You've been really interesting to speak to.

Teacher 9

Yeah, that's all right. Thank you. Hope... have you got many more to do?

Interviewer

This is my ninth out of ten, so I've got one more next week and then I will go through and look at all the findings, so yeah.

Teacher 9

Yeah, well good luck with your dissertation.

Interviewer

Thank you. And I'll e-mail you, as I say, it'll be September, so you can just see a summary of what I found.

Teacher 9

Perfect, lovely, thank you very much. Take care, bye.

Interviewer

Thank you, bye.

Appendix M

Interview 10: Midlands

Interviewer

So I just wanted to start by inviting you to tell me a little bit about your school and your catchment area, and your role at school.

Teacher 10a

So our school is a two-form entry school. We're in probably what would be called, not a- I wouldn't call it deprived, but maybe slightly deprived area. We are quite multicultural. Our headteacher's actually retiring this summer, we're going to be under a new headteacher September, there's a lot of change going on. But we've got a real family feel to this school. I actually came here as a pupil when I was at primary school, and I evidently didn't want to leave because I ended up coming back here as an adult. But we've always had a real strong family ethos. We're all supportive, it's a really lovely place to be, and I have worked in other schools, and I honestly don't think you get that everywhere, unfortunately.

Interviewer

And how big is your school in terms of the number of pupils?

Teacher 10a

Oh, it's around 500. It's... I haven't got an exact number for you, I'm afraid. But it's two-form entry with a nursery as well.

Interviewer

OK. And I wanted to ask, why did you decide to become a School of Sanctuary?

Teacher 10a

Well, I think we already had the ethos of, 'everybody's welcome'. It was introduced to us at an inset a while back and we thought well, we're already doing lots of these things anyway, why not get a bit of recognition for it as well and highlight to the city that we are a School of Sanctuary?

Interviewer

And had you had many pupils from a refugee background, or was it more trying to be sort of welcoming to everybody, or teaching other pupils about forced migration and things, that you decided to become a School of Sanctuary?

Teacher 10a

We haven't. I mean, last time, when I checked at the time, we didn't have any refugees in school. But I think there is one in Year Six now, isn't there? I'm sure... I think there is one in Year Six, I might be wrong, but it was more about just being prepared, being ready, if we ever did. And we always... we've- for years now- always took part in national Refugee Week. We always do work for that as well and make a display from it. So it is something that we've been interested in and even though we didn't have actual refugees in our school, we still wanted to teach the children about that. And we've had books bought for the library as well. The books are out on my geography display. I can't think of any example titles now. There's a one about a journey-

Teacher 10b

Yeah, yeah, there's some lovely ones.

Teacher 10a

There's some lovely... we have got some lovely books in school about refugees.

Teacher 10b

And it's about making the children aware, isn't it, of other people's experiences. And being... we've done something about being united, about unity, and it doesn't matter where you come from or what your past experiences is, it's about unity and being together. So it's not just limited to refugees, is it. It's about welcoming everyone...

Teacher 10a

Exactly.

Teacher 10b

... and having empathy for what other people have been through.

Teacher 10a

Our school motto, actually, is treat others- isn't it- the way that you like to be treated. So it's a very strong ethos through our school anyway.

Interviewer

OK, and I wanted to ask, have you sort of threaded the School of Sanctuary either into your curriculum or any extracurriculars, you mentioned, like, the Refugee Week?

Teacher 10a

I think the inclusion is threaded... like we've got a BAME [Black, Asian and minority ethnic] curriculum overview where it's not necessarily always about refugees, it's just inclusion in general and valuing everybody. So we have got a BAME curriculum overview which the School of Sanctuary advisor- what do we call it?- really liked. So it's just a curriculum overview outlining that even from the very beginning and Early Years, our dolls are multicultural, the books... we have books from a range of backgrounds. We highlight different religious festivals and we teach it from a standpoint of, 'this is what some people believe, and we all believe different things, and that's OK.' So it's just from the very beginning really. And then, I mean, I don't know if you want me to- I can bore you with things from Reception to Year Six [laughs], but a lot of our English texts, as well, are multicultural and just open children's eyes to other ways of life.

Teacher 10b

Yeah, we do a super book called *Sulwe* in Year Three. It was a new guided reading text and they absolutely loved it last year when we did it- oh, this year, this present year. And it's about a little girl who is concerned that she looks different to everybody else and it's a lovely story, and the empathy that particularly the class I teach showed was... it was wonderful. So it threads all the way through into the English curriculum, especially in Year Three, in the guided- in the whole-class reading. And also the geography links as well.

Teacher 10a

Yeah, yeah, the geography links. I mean, when we learn about a different country and we learn about their way of life, and comparing it to our way of life, and the British values threaded through that as well, isn't it, about everyone just being equal.

Teacher 10b

And we've got the world maps displayed, haven't we, with references to all of our countries. And the lady who wrote the book- I think her name is Lupita Nyong'o- yeah, she's a Kenyan, part Kenyan. But we've got that on our board and it just shows the children where we... like different places around the world and where they've got family connections. Year Five have got an amazing display, haven't they, in the corridor, with their family connections to around the world. It's fantastic.

Teacher 10a

It's something that every classroom has now, isn't it, the world map. And any children that are from another country, or staff, and any family links, it's celebrated in everyone's classroom visually, lovely photos of the children linked with a string to the country that they're from or their relatives are from. Oh, and in Reception- sorry, I'm

just going to keep popping up because things will keep popping in my head. We actually answer the register in a wide range of languages, even at age four and five. So we build on it slowly. We look on Google Earth, identify a country, look at its flag, and then we add it to our bank of ever-growing lang- we must have about fourteen different languages, now, that we answer the register in. And if there is a child from a particular country in our class, we'll start with those and branch out.

Interviewer

Wow, that's amazing. So was the BAME kind of curriculum overview, was that sort of inspired by wanting to kind of reflect the different identities in your school?

Teacher 10a

I think that was... I can't take any credit for this BAME curriculum, this was... this has been around for years.

Teacher 10b

Yeah, for a few years.

Teacher 10a

We've built on it with... because we're an International... we won the International School award as well. So I think a lot of the work we did with that link... we had a link school in Zambia, so I think we built on some of that curriculum overview, but it was Black History Month as well, a lot of it, wasn't it?

Teacher 10b

We've always celebrated Black History Month and we've built on that over the years, haven't we?

Teacher 10a

Yeah.

Teacher 10b

And now it's become... it was- it started off as just a celebration of Black History Month, and now that Black History Month is embedded into the curriculum. Again, I'm the Year Three teacher, that's why I keep chirping on about Year Three. But we studied Harriet Tubman as part of Black History Month, oh, years ago. And now she's fully embedded in our curriculum and our new whole-class slot we're developing for this year, our whole-class reading text is going to be Harriet Tubman. I've got grand plans for the corridor to make forests and safe houses and all sorts. I've kept myself awake the last few nights thinking about it, but I've got to check with

the caretaker that I'm not going to set off any fire alarms if I'm building trees and etcetera. So yeah, it's about embedding it, isn't it? And I think that's slowly happening and I'm the history coordinator and we try and reflect the BAME curriculum in the history of Britain, and we do the Romans in Year Three and World War Two, how the Black soldiers represented our country. And they do a study in English, I think of- I can't remember his name, that's really bad, I should know this- anyway, so it's one of the first fighter pilots in the RAF. So that's it, it's become embedded, and part of it. So not just a separate, 'oh this is what we do in October, for Black- or November' or whenever. It's not isolated anymore, now it's embedded and we're developing those threads through the whole curriculum, and I think that's obviously better than it just being an isolated thing.

Teacher 10a

And I think the reason why... when we got awarded the International School award, we had to prove that it was embedded in the curriculum anyway. So, I mean, for example, in Year One, I'm looking at the BAME overview now. For English, they look at local Black British inspirational people. Well, we've got a local- retired now, isn't she?- Olympian, Tessa Sanderson. I don't know if you've ever heard of her. She actually came to this school and is from this area. So it's just, it is embedded, and that's just an example for English. We've got, in geography, looking at communities of people- in Year One- that live in the Arctic. For music, it's reggae, soul, jazz, calypso music. RE, it's, you know, Christianity, Sikhism, and cel- like, Diwali.

Teacher 10b

And we pick up again on that in Year Three, the Hindu festivals as well as Christianity.

Teacher 10a

And you have your Newsrounds, [a BBC children's news programme], don't you? We have picture news.

Teacher 10b

We do Newsround every day in the juniors and discuss anything that comes out from news across the world. Yeah, the children really engage with it.

Interviewer

OK. And could you give an example of what kinds of things you might do during Refugee Week?

Teacher 10a

Yeah, well, there's been... I don't think we did an assembly this year, but there's been...

Teacher 10b

We have done in the past in the past, haven't we...

Teacher 10a

... in the past, an assembly. But every year group, I mean, I always share the links from the national Refugee Week website. There's activities on there. I normally get... I get given some nice examples of work, sometimes posters that the children create, the books are highlighted in the library again for children to go and read. And it's just lots of class discussions, isn't it? And a bit of, like, case studies. And I actually approached a Year Six child and I asked him for a quote because when we won the award we were asked for a quote to just sum everything up. And he summed it up perfectly, I can't.... I'm not going to be able to remember it word-for-word, but it was something like: 'the award is important to us because we are a school that welcomes anybody without any...' I can't remember the word. Discrimina- yeah, like, no discrimination. Even the children will tell you that we're a welcoming school. And I know [x], the [our city] advisor who actually came to audit it us, had a walk around our school and picked up the same feel, and she liked the maps and the fact that books are on show from different cultures. It was just, she said... she actually walked around with people who have got children from other... from minorities- ethnic minorities- and they think, 'would I be happy for my child to come here? Would they feel welcome here?'

Interviewer

I was going to ask, because you mentioned that you might have one child from a refugee background in Year Six, and it sounds like you also have lots of children who might have EAL, from different backgrounds. So when you get a new arrival, who might have, EAL, what would be sort of your priorities or your approach?

Teacher 10a

I think definitely, well, first of all, just making sure that they feel welcome. And I actually completed a course- who was it by?- a workshop. Something about preparing a safe space for landing. The IRC [International Rescue Committee], I think it was. And I actually... I've uploaded it all onto Teams, anyway, I've made staff aware, so it's just... it's got resources, it's got ideas, it's got discussion points. It's got lots of lovely things that is available to everybody that I uploaded. And it was my entire workshop that I attended and it was just about preparing a safe space for these families for these... well, the children to land. And I know... I'm sure there is

because I remember [x] saying... and I mean, I think we also need to find out, as well, what level of English and understanding that they do have, to build on.

Teacher 10b

Yeah, that's... it's about... they spend a lot of time one-to-one with our support staff. And then, the children are lovely as well. You buddy them up and they support each other and actually, they learn as much from the children around them as they do from the staff. And we had a little girl come from Italy in Year- well, she's in Year Four now, she was in Year Three- and she had hardly any English. And they looked after her and they helped her, and they supported her. And now, to hear her, she'll have a full conversation with you now, and that's only sort of twelve months after she came. She wasn't a refugee, she just... she came to this country, her family just emigrated to this country. And it's about that network of support. It is challenging, it is challenging when you've got one TA [Teaching Assistant] and you have a child, especially with no English at all, and it's a challenge to make everything accessible. But we try to do that for everybody, it's not just incoming children, is it? And that's the ethos here. We try and make it accessible for all, whatever level, whatever background, and we do our best. We don't always... doesn't always work but we... it's not for the want of trying. And we have, like, word books, don't we, word banks...

Teacher 10a

Yeah, and lots of translating.

Teacher 10b

Google Translate is a Godsend. What did we do without it?

Teacher 10a

We actually made sure... I know, I don't know how we ever lived without it... It's on our school website, the Google Translate button. We made sure that was on as part of our audit for School of Sanctuary, so that the... so that any family can come to our website and access it in their own language. We've just had a new child in Reception this week. She's broken English with a bit of Arabic, but just lots of visuals, buddying her up with the other children, like [Teacher 10b] said. And she's happy. I don't know what she knows yet, and she's come in the last but one week of term, but I didn't- I don't want to just jump straight on her with assessments. Obviously she needs to settle in and just feel safe here, first of all, which she already does.

Interviewer

I think that's something that's come out really strongly from speaking to schools is that when they have a new arrival at school, their priority is really the wellbeing, and

do they feel happy, and do they feel safe, rather than kind of, you know, engagement with curriculum and the English progress side of things. You mentioned about making the school a safe space. And I wondered like, what does that mean to you?

Teacher 10a

I think it's just what we already do about just proving that every nationality and culture is welcome here by what we have on display. The whole ethos of the school is just... it's always been a family-feel school, isn't it?

Teacher 10b

We have... we've done a lot of work over the last few years about our school rules. We used to have lengthy school rules and now it's just 'ready, respectful and safe'. And everything that you... everything that you introduce falls under those and to make that... and that's what makes the space a safe place, not- for everybody, if they know that those three things are in place, they know that they're OK here. And all of the staff follow them and all of the children, if you ask... If you walk around school and you say to them, "what's our main school... what are our school rules?", they go "ready, respectful, safe." They all know and they know what that means, they're not just spouting the words, they know what that means. They know what that looks like, even though some... sometimes they don't always follow them. But you know it's... that's... they, they do know and they know the expectations and we've worked really hard over the last few years to really embed those to make it... all in the name of making it a safe space for people. And adults, as well, children and adults, and having that having that support for around, and yeah.

Teacher 10a

What I think is good at our school is... I don't get to come to assemblies anymore because Reception children don't access assemblies anymore. But- I don't know if you still do it- there would be a value for each month. You know, like, it might be 'resilience', it might be 'empathy'. It... you know, just the different values and lovely examples would be given of each and discussions on how... and I think 'resilience' in particular, like, 'discipline', there's just a different value every month that's focused on through the school and particularly in assemblies. And I think that's good for the children to go away knowing. And another one of our mottos is 'aim to be the best we can.' We have a song about it as well, and it's just all part of being the very best that we can be, and that means treating others the way that we would like to be treated as well.

Interviewer

Yes. Oh, thank you so much. And I will make this my last question. So I'm going to

share the findings, I'll e-mail those to you in September, like a summary of what other schools have found works and what they found challenging. So to finish, I was just going to ask, is there anything you've done linked to Schools of Sanctuary that your pupils have found really engaging or that have been particularly successful, that you'd like to share with other schools as an idea?

Teacher 10a

It's hard to think about something particular, isn't it? I mean, I think the Refugee- I know it's a one-off week and we're saying that's not in isolation, but I think the week that we do do that is...

Teacher 10b

Yeah, they focus in, they get really... they do engage in it really well. And it is nice- while it's great to have everything embedded, it is nice to have those memorable one-off weeks where you go to town on something.

Teacher 10a

Exactly, yeah, and we see it as a... like, it's like a celebration, isn't it? It is like, yeah, so it holds... it's key, isn't it? It's hard to think of anything in particular, I'm really sorry I can't be more specific.

Interviewer

No, no, that's great. So it's like, just really having that one week where you sort of have that as a focus in and of itself.

Teacher 10a

Yeah, 'we know we do it anyway, but let's celebrate it more this week.' And I suppose it's a chance to look at more specific case studies of, yeah, refugees...

Teacher 10b

...and delve a little bit deeper...

Teacher 10a

...into their perspective. And a lot of PSHE [Personal, Social, Health and Economic education] comes from that, as well, doesn't it?

Teacher 10b

Oh, gosh, yeah, yeah, lots of empathy and support for others.

Interviewer

Yeah, so, like, threading through the curriculum as well.

Teacher 10a

Yeah. I mean, the school council were involved a little bit as well and they... you know, it's on their radar to ensure that everything that goes through school council is always to the value of others as well.

Interviewer

OK. So it's about that pupil voice, as well, coming in. Thank you so much. You've been really interesting to speak to.

Teacher 10a

Thank you.

Teacher 10b

Thank you.

Interviewer

And as I said, I will e-mail you in September, so you can see a little summary of all the findings.

Teacher 10a

Ok, thank you, good luck with your dissertation.

Interviewer

Thank you. Have a good day at school, bye.

Reference list

- Ang, J. 2024. *Legal briefing on the right to education for migrant children and young people in England*. [Online]. London: Indoamerican Refugee and Migrant Organisation. [Accessed 13 May 2025]. Available from: <https://irmo.org.uk/wp-content/uploads/2025/02/Legal-Briefing-Education-1.pdf>
- Arnot, M. and Pinson, H. 2005. *The education of asylum-seeker and refugee children: A study of LEA and school values, policies and practices*. [Online]. Cambridge: Research Consortium on the Education of Asylum-Seeker and Refugee Children. [Accessed 26 May 2025]. Available from: <https://www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf>
- Arnot, M., Pinson, H. and Candappa, M. 2009. Compassion, caring and justice: teachers' strategies to maintain moral integrity in the face of national hostility to the "non-citizen". *Educational Review*. [Online]. **61**(3), pp.249-264. [Accessed 1 February 2025]. Available from: <https://doi.org/10.1080/00131910903045906>
- Ashlee, A. and Gladwell, C. 2020. *Education transitions for refugee and asylum-seeking young people in the UK*. [Online]. London: UNICEF. [Accessed 13 May 2025]. Available from: <https://www.unicef.org.uk/wp-content/uploads/2020/06/Education-Transitions-UK-Refugee-Report.pdf>
- Aubrey, K. and Riley, A. 2022. *Understanding and using educational theories*. [Online]. 3rd ed. London: SAGE Publications. [Accessed 2 May 2025]. Available from: <https://www.perlego.com/book/3799785>.
- Bale, T. 2021. Policy, office, votes - and integrity. The British Conservative Party, Brexit, and immigration. *Journal of Ethnic and Migration Studies*. [Online]. **48**(2), pp.482–501. [Accessed 15 May 2025]. Available from: <https://doi.org/10.1080/1369183X.2020.1853909>
- Bates, D. 2023. 'The jobs all go to foreigners': a critical discourse analysis of the Labour Party's 'left-wing' case for immigration controls. *Critical Discourse Studies*. [Online]. **20**(2), pp.183-199. [Accessed 15 May 2025]. Available from: <https://doi.org/10.1080/17405904.2022.2041451>
- Bell Foundation. 2023. *Recommendations for sustainable provision in schools, for children who are refugees*. [Online]. [Accessed 9 February 2025]. Available from: <https://www.bell-foundation.org.uk/app/uploads/2023/03/Refugee-Recommendations-flyer-FV.pdf>
- Biasutti, M., Concina, E. and Frate, S. 2020. Working in the classroom with migrant and refugee students: The practices and needs of Italian primary and middle school teachers. *Pedagogy, Culture and Society*. [Online]. **28**(1), pp.113–129. [Accessed 21 May 2025]. Available from: <https://doi.org/10.1080/14681366.2019.1611626>
- Block, K., Cross, S., Riggs, E. and Gibbs, L. 2014. Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive*

Education. [Online]. **18**(12), pp.1337–1355. [Accessed 20 January 2025]. Available from: <https://doi.org/10.1080/13603116.2014.899636>

Boolsen, M. W. 2005. Data construction and analysis of qualitative data. In: Mikkelsen, B. ed. *Methods for development work and research: A new guide for practitioners*. [Online]. 2nd ed. New Delhi: SAGE, pp.157-199. [Accessed 12 May 2025]. Available from: <https://r1.vlereader.com/Reader?ean=9788132102038>

Braun, V. and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*. [Online]. **3**(2), pp. 77–101. [Accessed 7 July 2025]. Available from: <https://doi.org/10.1191/1478088706qp063oa>

Bronfenbrenner, U.1981. *The ecology of human development: experiments by nature and design*. [Online]. Cambridge, Massachusetts, and London, England: Harvard University Press. [Accessed 27 April 2025]. Available from: <https://www.perlego.com/book/1978635>.

Bronfenbrenner, U. 1989. The developing ecology of human development: paradigm lost or paradigm regained?. In: Bronfenbrenner, U. ed. 2005. *Making human beings human: bioecological perspectives on human development*. Thousand Oaks, California: SAGE, pp.94-105.

Bronfenbrenner, U. 1992. Ecological systems theory. In: Bronfenbrenner, U. ed. 2005. *Making human beings human: bioecological perspectives on human development*. Thousand Oaks, California: SAGE, pp.106-173.

Bronfenbrenner, U. 2001. Growing chaos in the lives of children, youth, and families: how can we turn it around?. In: Bronfenbrenner, U. ed. 2005. *Making human beings human: bioecological perspectives on human development*. Thousand Oaks, California: SAGE, pp.185-198.

Brydon, L. 2006. Ethical practices in doing development research. In: Desai, V. and Potter, R.B. eds. *Doing development research*. [Online]. London: SAGE, pp.25-33. [Accessed 10 May 2025]. Available from: <https://r1.vlereader.com/Reader?ean=9781847877826>

Choi, S., Mao, X. and Park, S. 2025. Promoting school belonging for immigrant students: the interplay of inclusive school climate and multicultural education. *School Effectiveness and School Improvement*. [Online]. pp. 1–21. [Accessed 22 May 2025]. Available from: <https://doi.org/10.1080/09243453.2025.2492012>

Citizens UK and National Association of Schoolmasters Union of Women Teachers (NASUWT). 2023. *Refugee welcome schools*. [Online]. [Accessed 9 February 2025]. Available from: <https://www.nasuwat.org.uk/static/d06e4fef-cd4b-4006-a278bbff64c1d560/Refugee-Welcome-Schools-Guide.pdf>

City of Sanctuary. n.d. *List of Schools of Sanctuary*. [Online]. [Accessed 28 April 2025]. Available from: <https://data.cityofsanctuary.org/schools/list>

- City of Sanctuary. 2021. *City of Sanctuary strategy development 2022-2025*. [Online]. [Accessed 14 June 2025]. Available from: <https://cdn-e2wra3va3xhgzx.cityofsanctuary.org/uploads/2021/09/City-of-Sanctuary-Strategy-2022-2025.pdf>
- Cooper, G., Blumell, L. and Bunce, M. 2021. Beyond the 'refugee crisis': how the UK news media represent asylum seekers across national boundaries. *The International Communication Gazette*. [Online]. **83**(3), pp.195–216. [Accessed 16 May 2025]. Available from: <https://doi.org/10.1177/1748048520913230>
- Department for Education (DfE). 2011 (updated 2021). *Teachers' Standards. Guidance for school leaders, school staff and governing bodies*. [Online]. [Accessed 12 May 2025]. Available from: https://assets.publishing.service.gov.uk/media/61b73d6c8fa8f50384489c9a/Teachers_Standards_Dec_2021.pdf
- Department for Education. 2014a. *Promoting fundamental British values as part of SMSC in schools: departmental advice for maintained schools*. [Online]. [Accessed 14 July 2025]. Available from: https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf
- Department for Education. 2014b (updated 2024). *School applications for foreign national children and children resident outside England*. [Online]. [Accessed 13 May 2025]. Available from: <https://www.gov.uk/guidance/schools-admissions-applications-from-overseas-children>
- Department for Education. 2025. *Keeping children safe in education 2025*. [Online]. [Accessed 12 July 2025]. Available from: https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf
- Fandrem, H., Jahnsen, H., Nergaard, S.E. and Tveitereid, K. 2024. Inclusion of immigrant students in schools: the role of introductory classes and other segregated efforts. *International Journal of Inclusive Education*. [Online]. **28**(4), pp.440–455. [Accessed 25 May 2025]. Available from: <https://doi.org/10.1080/13603116.2021.1950222>
- Fassetta, G., Grazia Imperiale, M., Alshobaki, S. and Al-Masri, N. 2023. Welcoming languages: teaching a 'refugee language' to school staff to enact the principle of integration as a two-way process. *Language and Intercultural Communication*. [Online]. **23**(6), pp. 559–573. [Accessed 22 May 2025]. Available from: <https://doi.org/10.1080/14708477.2023.2247386>
- Faul, M.V., and Savage, L. 2023. Introduction to systems thinking in international education and development. In: Faul, M.V., and Savage, L. eds. *Systems thinking in international education and development: unlocking learning for all?*. [Online]. Cheltenham, UK, and Northampton, MA, USA: Edward Elgar Publishing, pp.1-26. [Accessed 8 May 2025]. Available from: <https://www.elgaronline.com/edcollbook-oa/book/9781802205930/9781802205930.xml>

- Gibbs, E., Jones, C., Atkinson, J., Attfield, I., Bronwin, R., Hinton, R., Potter, A. and Savage, L. 2021. Scaling and 'systems thinking' in education: reflections from UK aid professionals. *Compare*. [Online]. **51**(1), pp.137–156. [Accessed 8 May 2025]. Available from: <https://doi.org/10.1080/03057925.2020.1784552>
- Gladwell, C. and Chetwynd, G. 2018. *Education for refugee and asylum-seeking children: access and equality in England, Scotland and Wales*. [Online]. UNICEF. [Accessed 3 February 2025]. Available from: <https://www.unicef.org.uk/wp-content/uploads/2018/09/Access-to-Education-report-PDF.pdf>
- Goodman, S. and Kirkwood, S. 2019. Political and media discourses about integrating refugees in the UK. *European Journal of Social Psychology*. [Online]. **49**(7), pp.1456–1470. [Accessed 16 May 2025]. Available from: <https://doi.org/10.1002/ejsp.2595>
- Griffiths, M. and Yeo, C. 2021. The UK's hostile environment: Deputising immigration control. *Critical Social Policy*. [Online]. **41**(4), pp.521-544. [Accessed 14 May 2025]. Available from: <https://doi.org/10.1177/0261018320980653>
- Hampshire, J. 2024. 'Full-fat, semi-skimmed or skimmed?' The political economy of immigration policy since Brexit. *The Political Quarterly*. [Online]. **95**(2), pp.234–242. [Accessed 15 May 2025]. Available from: <https://doi.org/10.1111/1467-923X.13413>
- Hibberd, L. 2018. Supporting schools to teach about refugees and asylum-seekers. In: McCloskey, S. ed. *Policy and practice: a development education review*. [Online]. Centre for Global Education, pp.94-108. [Accessed 18 January 2025]. Available from: https://www.developmenteducationreview.com/sites/default/files/Full%20Issue%2027_0.pdf#page=97
- Home Department, UK Government. 2025. *Restoring control over the immigration system*. [Online]. [Accessed 15 May 2025]. Available from: <https://assets.publishing.service.gov.uk/media/6821f334ced319d02c906103/restoring-control-over-the-immigration-system-web-optimised.pdf>
- Kendall, A., Morrice, L., Gola Boutros, M. and Puttick, M.R. 2024. *Evaluation of the city of sanctuary 'Schools of Sanctuary' programme*. [Online]. [Accessed 17 June 2025]. Available from: <https://wlv.openrepository.com/bitstream/handle/2436/625715/CityOfSanctuaryEvaluationReportFINAL.pdf?sequence=2>
- Knowles, G. 2013. Families, identity and cultural heritage. In: Holmström, R. and Knowles, G. eds. *Understanding family diversity and home–school relations: a guide for students and practitioners in early years and primary settings*. [Online]. Routledge: Oxon and New York, pp.24-39. [Accessed 23 May 2025]. Available from: <https://www.perlego.com/book/1614422>.
- Koral Kordova, S., Frank, M. and Nissel Miller, A. 2018. Systems thinking education: seeing the forest through the trees. *Systems*. [Online]. **6**(3), pp.1-14. [Accessed 8 May 2025]. Available from: <https://doi.org/10.3390/systems6030029>

- Madziva, R. and Thondhlana, J. 2017. Provision of quality education in the context of Syrian refugee children in the UK: opportunities and challenges. *Compare*. [Online]. **47**(6), pp.942–961. [Accessed 18 January 2025]. Available from: <https://doi.org/10.1080/03057925.2017.1375848>
- Mayoux, L. 2006. Quantitative, qualitative or participatory? Which method, for what and when?. In: Desai, V. and Potter, R.B. eds. *Doing development research*. [Online]. London: SAGE, pp.115-129. [Accessed 10 May 2025]. Available from: <https://r1.vlereader.com/Reader?ean=9781847877826>
- McIntyre, J. and Abrams, F. 2021a. Concluding thoughts. In: McIntyre, J. and Abrams, F. eds. *Refugee education: theorising practice in schools*. [Online]. Oxon and New York: Routledge, pp.165-173. [Accessed 27 May 2025]. Available from: <https://www.perlego.com/book/1974422>.
- McIntyre, J. and Abrams, F. 2021b. Introduction. In: McIntyre, J. and Abrams, F. eds. *Refugee education: theorising practice in schools*. [Online]. Oxon and New York: Routledge, pp.1-8. [Accessed 27 May 2025]. Available from: <https://www.perlego.com/book/1974422>.
- McIntyre, J. and Hall, C. 2020. Barriers to the inclusion of refugee and asylum-seeking children in schools in England. *Educational Review*. [Online]. **72**(5), pp.583-600. [Accessed 20 January 2025]. Available from: <https://doi.org/10.1080/00131911.2018.1544115>
- McIntyre, J. 2021. Safety, belonging and success. In: McIntyre, J. and Abrams, F. eds. *Refugee education: theorising practice in schools*. [Online]. Oxon and New York: Routledge, pp.11-27. [Accessed 27 May 2025]. Available from: <https://www.perlego.com/book/1974422>.
- Mikkelsen, B. 2005. Conclusion on ethics and interventions. In: Mikkelsen, B. ed. *Methods for development work and research: a new guide for practitioners*. [Online]. 2nd ed. New Delhi: SAGE, pp.325-345. [Accessed 12 May 2025]. Available from: <https://r1.vlereader.com/Reader?ean=97888132102038>
- Miller, E., Ziaian, T., Baak, M. and de Anstiss, H. 2024. Recognition of refugee students' cultural wealth and social capital in resettlement. *International Journal of Inclusive Education*. [Online]. **28**(5), pp.611–628. [Accessed 26 May 2025]. Available from: <https://doi.org/10.1080/13603116.2021.1946723>
- Montgomery, T., Calo, F. and Baglioni, S. 2023. (Re)constructing a hostile environment: political claims making and the primary definers of a refugee “crisis”. *International Journal of Sociology and Social Policy*. [Online]. **43**(7/8), pp.661–676. [Accessed 16 May 2025]. Available from: <https://doi.org/10.1108/IJSSP-05-2022-0130>
- National Education Union. 2023. *Welcoming refugee children to your school*. [Online]. [Accessed 9 February 2025]. Available from: <https://neu.org.uk/sites/default/files/2023-02/neu335-refugee-teaching-guide.pdf>

- Ndaruhutse, S., Jones, C. and Riggall, A. 2019. *Why systems thinking is important for the education sector*. [Online]. Berkshire: Education Development Trust. [Accessed 8 May 2025]. Available from: <https://files.eric.ed.gov/fulltext/ED603263.pdf>
- Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J. 2017. Thematic analysis: striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*. [Online]. **16**(1), pp.1-3. [Accessed 7 July 2025]. Available from: <https://doi.org/10.1177/1609406917733847>
- Pentón Herrera, L. J. 2022. Students with limited or interrupted formal education in primary and secondary classrooms in the U.S., Australia, Canada, and the UK. In: Pentón Herrera, L. J. ed. *English and students with limited or interrupted formal education: global perspectives on teacher preparation and classroom practices*. [Online]. Washington DC: Springer, pp.25-42. [Accessed 22 May 2025]. Available from: https://doi.org/10.1007/978-3-030-86963-2_3
- Pinson, H. and Arnot, M. 2010. Local conceptualisations of the education of asylum-seeking and refugee students: From hostile to holistic models. *International Journal of Inclusive Education*. [Online]. **14**(3), pp.247–267. [Accessed 26 May 2025]. Available from: <https://doi.org/10.1080/13603110802504523>
- Prentice, C. M. and Ott, E. 2021. Previous experience, trickle-down training and systemic ad hoc-ery: educators' knowledge acquisition when teaching refugee pupils in one local authority in England. *Teachers and Teaching*. [Online]. **27**(1– 4), pp.269–283. [Accessed 25 May 2025]. Available from: <https://doi.org/10.1080/13540602.2021.1946034>
- Prentice, C. M. 2022. Educators' positive practices with refugee pupils at two schools in England. *British Educational Research Journal*. [Online]. **48**(6), pp.1125–1144. [Accessed 18 January 2025]. Available from: <https://doi.org/10.1002/berj.3818help>
- Pugh, K., Every, D. and Hattam, R. 2012. Inclusive education for students with refugee experience: whole school reform in a South Australian primary school. *The Australian Educational Researcher*. [Online]. **39**(2), pp.125–141. [Accessed 23 May 2025]. Available from: <https://doi.org/10.1007/s13384-011-0048-2>
- Refugee Education UK. n.d.A *Inclusive and sustainable promising practices in refugee education: learnings from case studies in high-income settings. Executive Summary*. [Online]. [Accessed 14 May 2025]. Available from: https://www.reuk.org/files/ugd/d5aa55_497666c9c146409f8000d0a71537751e.pdf
- Refugee Education UK. n.d.B. *Inclusive and sustainable promising practices in refugee education in high-income contexts (InSPPIRE): Synthesis Report*. [Online]. [Accessed 14 May 2025]. Available from: https://www.reuk.org/files/ugd/d5aa55_1163cbce86884d26934ea6965d2343e2.pdf
- Rosa, E.M. and Tudge, J. 2013. Urie Bronfenbrenner's theory of human development: its evolution from ecology to bioecology. *Journal of Family Theory & Review*. [Online]. **5**(4), pp.243-258. [Accessed 1 May 2025]. Available from: https://doi.org/10.1111/jftr.12022open_in_new

Schools of Sanctuary. 2024a. *2023/24 Schools of Sanctuary Report*. [Online]. [Accessed 14 May 2025]. Available from: https://www.canva.com/design/DAGVJvR7CVk/mb4N0xqgB8F0RVoNTqKqwg/view?utm_content=DAGVJvR7CVk&utm_campaign=designshare&utm_medium=link&utm_source=editor#2

Schools of Sanctuary. 2024b. *The Schools of Sanctuary award: guidance for completing an application*. [Online]. [Accessed 13 May 2025]. Available from: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fcdn.cityofsanctuary.org%2Fuploads%2Fsites%2F159%2F2024%2F09%2F2024_25-Guidance-for-SoS-Application.docx&wdOrigin=BROWSELINK

Schools of Sanctuary. 2025a. *About*. [Online]. [Accessed 12 May 2025]. Available from: <https://schools.cityofsanctuary.org/home/about>

Schools of Sanctuary. 2025b. *Minimum criteria*. [Online]. [Accessed 12 May 2025]. Available from: <https://schools.cityofsanctuary.org/award/minimum-criteria>

Shepherd, A.V. 2025. Seeking asylum during a pandemic: A postcolonial media discourse analysis. *International Journal of Comparative Sociology*. [Online]. **66**(2), pp.195–214. [Accessed 16 May 2025]. Available from: <https://doi.org/10.1177/00207152241260722>

Thomas, A. 2007. Challenging cases. In: Thomas, A. and Mohan, G. eds. *Research skills for policy and development: how to find out fast*. [Online]. Los Angeles: SAGE, pp.301-324. [Accessed 10 May 2025]. Available from: <https://www.vlebooks.com/Product/Index/47563?page=0&startBookmarkId=-1>

Tong, P. and An, I.S. 2024. Review of studies applying Bronfenbrenner's bioecological theory in international and intercultural education research. *Frontiers in Psychology*. [Online]. **14**, pp.1-17. [Accessed 2 May 2025]. Available from: <https://doi.org/10.3389/fpsyg.2023.1233925>

UK Government. 2025. *How many people claim asylum in the UK?*. [Online]. [Accessed 4 July 2025]. Available from: <https://www.gov.uk/government/statistics/immigration-system-statistics-year-ending-march-2025/how-many-people-claim-asylum-in-the-uk>

United Nations (UN). 2015. *Resolution 70/1: Transforming our world: the 2030 agenda for sustainable development (25 September 2015)*. [Online]. A/RES/70/1. [Accessed 3 July 2025]. Available from: <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>

United Nations High Commissioner for Refugees (UNHCR). 2010. Introductory note. In: UNHCR. *Convention and protocol relating to the status of refugees*. [Online]. Geneva: UN, pp.2-5. [Accessed 13 May 2025]. Available from: <https://www.unhcr.org/media/1951-refugee-convention-and-1967-protocol-relating-status-refugees>

- UNHCR. 2019. *Migrant definition*. [Online]. [Accessed 20 May 2025]. Available from: <https://emergency.unhcr.org/protection/legal-framework/migrant-definition>
- UNHCR. 2025. *Global Trends: forced displacement in 2024*. [Online]. Copenhagen: UNHCR. [Accessed 4 July 2025]. Available from: <https://www.unhcr.org/global-trends-report-2024>
- UNHCR UK. n.d.A. *Asylum-seekers*. [Online]. [Accessed 13 May 2025]. Available from: <https://www.unhcr.org/uk/about-unhcr/who-we-protect/asylum-seekers#:~:text=When%20someone%20crosses%20an%20international,seekers%20and%20should%20be%20protected.>
- United Nations Children's Fund (UNICEF) UK. 2018. *UNICEF UK policy position: access to education for refugee children*. [Online]. [Accessed 13 May 2025]. Available from: <https://www.unicef.org.uk/wp-content/uploads/2018/09/UNICEF-UK-POLICY-POSITION-England.pdf>
- Willis, K. 2006. Interviewing. In: Desai, V. and Potter, R.B. eds. *Doing development research*. [Online]. London: SAGE, pp.144-152. [Accessed 10 May 2025]. Available from: <https://r1.vlereader.com/Reader?ean=9781847877826>
- Woodhouse, P. 2007. People as informants. In: Thomas, A. and Mohan, G. eds. *Research skills for policy and development: how to find out fast*. [Online]. Los Angeles: SAGE, pp.159-179. [Accessed 10 May 2025]. Available from: <https://www.vlebooks.com/Product/Index/47563?page=0&startBookmarkId=-1>