

Statement of Practice School of Sanctuary



Bluecoat Beechdale
Academy

Document Owner: Maria Lacovara

Date Reviewed: September 2021

Approved by AAB:

This document sets out the arrangements for the School of Sanctuary provision at Bluecoat Beechdale Academy, which runs parallel to the Belong-Believe-Achieve vision it strives to fulfil.

What is a School of Sanctuary?

School of Sanctuary stems from an initiative that celebrates the good practice of schools that foster a culture of welcome and inclusion for all, in particular for refugee and asylum seeking families. It is an education provider that demonstrates its commitment to creating a safe environment that benefits all, including anyone in its community seeking sanctuary. Furthermore, it will help young people make sense of the world and comprehend what it means to seek sanctuary, as well as guide them towards positive change to become responsible citizens.

Introduction

As a School of Sanctuary, Bluecoat Beechdale Academy is committed to being a safe and welcoming place for sanctuary seekers. This means a space for those individuals whose lives were in peril in their own country, who are facing problems at home or are just looking for a space where they can feel safe.

The Purpose of being a School of Sanctuary

We believe that working through the process of pre and post School of Sanctuary recognition provides a valuable strategic tool for school improvement. The whole accreditation process means all staff gain an understanding of what we do well and what we must continue to work on to reinforce or meet good sanctuary practice:

- Provide learning opportunities around global issues, human rights, social justice, diversity and interdependence.
- Build a school culture that reduces intolerance, hate speech and bullying.
- Underpin work on building an inclusive and supportive school community.
- Increase pupil voice to become responsible citizens and promote active citizenship.
- Engage with families in the local community.
- Opportunities to network with other schools.
- Improve the provision of English as an additional language in school.
- Improve pupil outcomes and attendance.
- Provide evidence that meets the expectations of OFSTED.

Aims

At Bluecoat Beechdale all students have the right to feel safe, the right to feel happy and the right to learn. Our students are able to achieve this through the support of a highly effective pastoral team who encourage students to feel that they belong to the school community and that they believe in themselves enough to show the best version of who they are. This is applicable both academically and in personal development.

Inclusivity and diversity are at the heart of our academy vision and in the learning activities we offer. We aim, therefore, to appeal to a wide spectrum of needs and abilities, as well as promote transferrable skills. In doing so, students develop their sense of identity and their understanding of their place within the academy, the community and the wider world. Our objective is to ensure the needs of all students are met, irrespective of the individual's starting point.

With this in mind, our core aims as a School of Sanctuary are:

- To help its students, staff and wider community to embrace what it means to be seeking sanctuary. By doing so, it can extend a welcome to everyone as equal, valued members of the school community.
- To offer a place of safety and inclusion for all, taking action to support the emotional health and wellbeing of its students.
- To strive to meet the needs of our children and parents by listening, helping, including and taking action whenever necessary in order to provide a safe and happy place.

A culture of welcome and staff expectations

Regardless of whether a sanctuary seeker is admitted to the academy at the start of the academic year or as a result of a mid-term transfer (from abroad, another UK city or within Nottingham itself), the needs of the individual are assessed with the same level of care and scrutiny by various departments. In a first instance, this will be the responsibility of the Transition Lead alongside the Admissions team. From this moment on, relevant staff will be informed of a new student's profile in order to prepare for his/her arrival.

Each role and relevant experience of the team members working to support the child will contribute their skill and knowledge to enable the new starter to feel welcome and safe. Each staff member within the team will endeavour to meet both academic and pastoral needs of the child, while extending relevant support and providing useful information to the parent/ carer of the individual.

The flow chart that follows offers an example of a staff response to an EAL student (where English is identified as an additional language or the home language is other than English). This could apply to migrant, refugee or asylum seeking children.

**In-Year Transfers
Archway Learning Trust**



Induction Meeting or following the initial application

**If a student is identified as having English as an
Additional Language (EAL) or their Home Language is
other than English**

(EAL Coordinator) and the EAL team must be informed.



**Admin at relevant school to add
to SIMs/Go4Schools**

**Admin to Inform
Achievement and Year Leaders
(appropriate group decisions for
curriculum & pastoral)**

Cascade to staff



EAL Coordinator and Pastoral team

**To liaise and inform relevant staff and organise
provision**

Same as Year 6—7 induction.

*All EAL students need to be highlighted to Admin team in order for the EAL spreadsheet to be updated on Staff Public.