

 Places of Sanctuary
Céad míle fáilte
Ireland



Schools of Sanctuary



Resource Pack

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Welcome to Schools of Sanctuary

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

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

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

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



Minister Hildegard Naughton and Minister Mary Mitchell O'Connor at Scoil Bhríde National School, Shantalla, Galway City.

To discover more of our resources, or to read about the experiences of other Schools of Sanctuary click [here](#).

What is a School of Sanctuary?

A School of Sanctuary:

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



Think
About

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

[Asylum seekers and refugees?](#)

[Migrants and new arrivals?](#)

[Irish Travellers and Roma?](#)

[Pupils with a special need?](#)

[Parents and Guardians?](#)



How do we become a School of Sanctuary?

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

1



Learn

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

2



Action

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

3



Share

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



Think
About

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

Getting started: What do we need to consider?

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

* To find out contact details for your local City of Sanctuary group, go to the back page of this resource pack, or check our [website](#).



Think
About

the process of becoming a School of Sanctuary.

Getting started: Where are we now?

Look at your School Self-Evaluation and School Development Plan. Does it need an inclusion focus? You may find it useful to use our sample audit to reflect on some things that you already do and to consider what areas you may want to develop.¹

"School leaders in [Primary](#) or [Post Primary](#) schools could choose the standard of "Leading Teaching and Learning: School leaders foster a commitment to inclusion, equality of opportunity and the holistic development of each student " for their school to work on over a school self-evaluation cycle. "



Think About

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



Sample Evaluation Form

School: _____

Date: _____

Tick the relevant statements below

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

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

Linking to the Primary Curriculum

Think about how the Schools of Sanctuary principles could link into learning experiences across the [Primary Curriculum](#).

Language & Literacy

Talking and Listening

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

Language & Literacy

Reading

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

Writing

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

World Around Us

Interdependence

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

Change over time

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

Religious Education

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

Personal Development & Mutual Understanding

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

Arts

Drama

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

ICT

Explore

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

Exchange/Evaluate

- Share ideas digitally. Reflect on process and outcome.


Express/Exhibit

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

World Around Us

Movement and Energy

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



Think About
learning experiences
across the Primary
Curriculum¹

Linking to the Post Primary Curriculum

Think about how the Schools of Sanctuary principles could link into skills being developed across the [Post Primary Curriculum](#).

English/Media Education

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

Music

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

Physical Education

- Explore issues related to cultural understanding.

Drama

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

Geography

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

Click [here](#) for further [resources](#).

Civic, Social and Political Education

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

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

Art and Design

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

Technology & Design


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

Religious Education

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

History

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



Think About
skills being developed
across the Post
Primary Curriculum¹

Moving forward: Action Plan



Think About

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

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

Create your Action Plan!!

Sample Action Plan

School: _____ Date: _____

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

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

Learn Some Suggestions



Think About

raising awareness
in pupils, staff and
parents about:

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

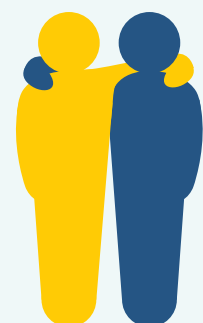


Think About

our cultures and
developing
intercultural skills.¹

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

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



¹ Toolkit for Diversity in the Primary School, Revised Edition PP125-129

Learn about... developing intercultural skills



Think
About

providing opportunities at whole school and classroom levels.

Tolerance

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

Respect for Others

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

Adaptability

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

Empathy

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



What are
Intercultural
Skills?¹

Communication

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

Discovery

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

¹ Adapted from the Council of Europe: Autobiography of Intercultural Encounters
Available at: www.coe.int/t/dg4/autobiography/default_en.asp

Learn about...



Think About

conflict in a refugee crisis.

Refugee Crisis

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



UNHCR asked youth to draw in solidarity with refugees amid the COVID-19 pandemic.



Think About

inequalities in our society.

Black Lives Matter

The [Black Lives Matter Movement](#) originated in the United States as the Black community became enraged by the continuous killings of innocent Black youth, men and women including George Floyd in May 2020. Its mission is to end violence against the Black community and create a "world free of anti-Blackness." Large rallies were held across the United States and worldwide, including Ireland, where a rally in Dublin was attended by thousands of attendees showing their support and solidarity with the Black Lives Matter movement.

Coronavirus

The [Coronavirus](#) pandemic (Covid-19), is an ongoing global pandemic of coronavirus disease. The global pandemic has had a major negative impact on our economy and our society as it has changed all aspects of how we live, and work. It has also exposed inequalities within society across the globe.



[Ellis Fearon TEDxYouth](#)

Learn about... who may be seeking sanctuary



Think About
some definitions.



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

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

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

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



Think About

others who may be seeking sanctuary.

Learn about... possible challenges



Language

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



Financial support

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



Covid 19 – Back to school

Covid 19 World Service is a joint initiative of Nasc and Together Ireland. A new video messaging for parents of children returning to school in August/September 2020 has been established. These videos were voiced by education professionals working in Ireland and the messaging has been approved by the Irish College of GPs.



Trauma support

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



Direct Provision

Some families live in a system of accommodation for asylum seekers called Direct Provision. This accommodation is often overcrowded with many asylum seekers sharing bedrooms and facilities with others.



'Ireland Of The Welcomes'



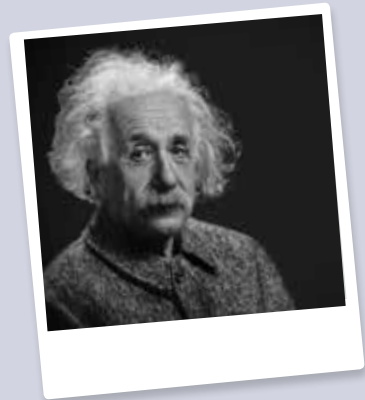
Think About

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

Learn about... contributions of others



Zainab Boladale from Ennis, Co. Clare is a TV presenter with on RTÉ. She was born in Lagos, Nigeria but has lived in Ennis since she was four years old. Zainab is the first person of African heritage to become a news anchor on RTÉ and has been a presenter on the children's programme, news2day and Nationwide.



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



Yemi Adenuga became the first female black councillor to be elected to a county council in Ireland during the 2019 Irish local elections. Originally from Nigeria, but living in Ireland since 2004, Adenuga and her family are also well-known for their appearances on TV show Gogglebox.



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



Think About

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

Learn about... how a new pupil may feel



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

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

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

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

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



Think About
the family
background.



- Families may have had to move around a lot and away from extended family members and friends.
- Some families may not want to disclose personal details, such as their immigration status, for fear of a negative reaction.
- Past experiences of school may vary. Some pupils may have had a very good education but may have had to flee suddenly. Others may have missed months or years of education because of war.

- They may worry about money for a uniform, PE kit, food for snacks, school meals and school trips.

In Primary and Post Primary Schools, details of family backgrounds may be broached by having an initial parent teacher meeting and by using a detailed data capture form. Having this information in the early days allows the teacher to cater for the pupil's needs more effectively.

¹ Inspirations Refugee Kids

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

Action

Some Suggestions



Think About
your school.



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



¹ Toolkit for Diversity in the Primary School, Revised Edition P10-26

Action in the classroom



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

Classroom 課堂

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



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



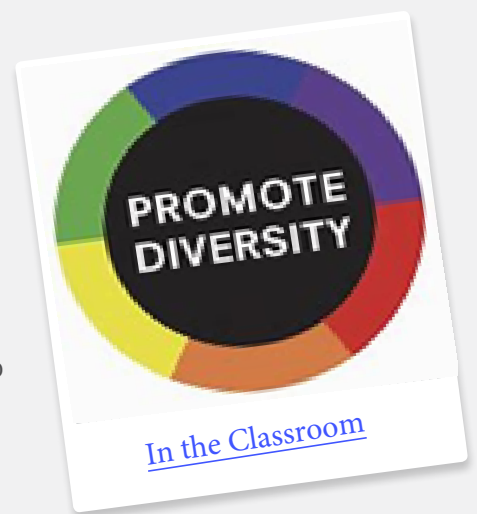
- Plan activities for the first few weeks to **teach basic classroom language**. Use fans and visuals if appropriate.
- Lend a **uniform and PE kit** to a new pupil or find out if he/she is entitled to new ones.



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



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



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



¹ Toolkit for Diversity in the Primary School, Revised Edition PP27-42

² The Primary Language Toolkit, National Council for Curriculum and Assessment.

Available at: <https://curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/Primary-Language-Toolkit/>

Action

what pupils could do



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



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

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



- Learn about another culture or country. Find out what food they like eating and what they like doing. Share things that are different and the same as you.

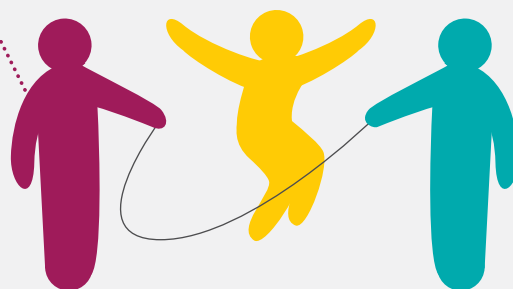
- Teach playground rhymes and songs to all your friends. Make sure new pupils are included.

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

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



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



Think
About

a simple act
of welcome.²

¹ Toolkit for Diversity in the Primary School, Revised Edition P30

² Ideas available at: www.simpleacts.org.uk/

Action settling in



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

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



Think About settling in.¹



¹ Toolkit for Diversity in the Primary School, Revised Edition P47-85

Share Some Suggestions

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



Think About

how to share.

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



Review, Reflect, Evaluate



Think About

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

Staff involvement/ awareness

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

Active pupil voice

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

Covering a wide age range

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

Self-evaluation

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

Parental involvement

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

Future commitment

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

Feedback from children

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



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



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

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

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

1



Learn

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

2



Action

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

3



Share

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

Suggested Resources



Think About

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

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



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

ages
4-6

Think About

planning healthy snacks from around the world.

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

Think About

how we are all the same but different.

[Same, Same but Different](#), is a great book about two different boys from different sides of the worlds. They are pen pals through their schools and explain to each other their daily lives. The book's illustrations show how the two boys live similar lives just in different places.

Think About

making little people.

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



¹ Toolkit for Diversity in the Primary School, Revised Edition

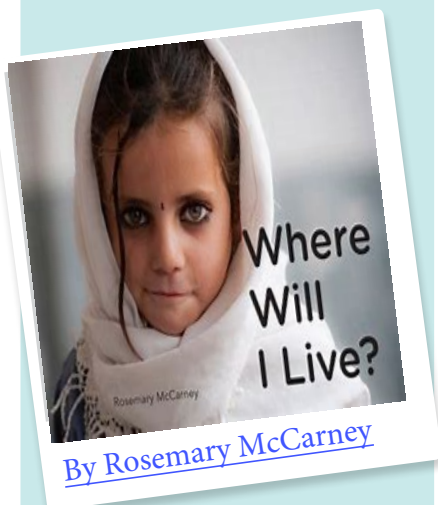
Suggested Resources



Think About

Where do you go if your home is no longer safe?

Every child needs a home. They need somewhere safe where they can be happy, eat their meals with their family, play with their toys, and go to sleep at night feeling unafraid. But many children all over the world have had to leave their homes because they are no longer safe. Because of war and conflict, they and their families have become refugees.



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

ages
6-8

RTE

MOTHER TONGUES

This RTE podcast focuses on families, languages and cultures that make up Modern Ireland.

Think About

making a community tree.

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

Think About

raising awareness of other cultures and languages.

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

¹ Where will I live? Available at: <https://youtu.be/iWzqvAojmYQ>

² 'One World to Share' by Caroline Hoile. Available at: www.grumpysheep.com/shop/product/44/xsone-world-to-share-a-song-for-refugee-week

³ Toolkit for Diversity in the Primary School, Revised Edition P132

⁴ The Primary Language Toolkit, National Council for Curriculum and Assessment.

Available at: <https://curriculumonline.ie/Primary/Curriculum-Areas/Primary-Language/Primary-Language-Toolkit/>

Suggested Resources



Think About

making identity cards.

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



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

ages
8-11

Think About

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

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

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

Think About

other faiths and cultures.

'[Ways of Seeing II](#)' provides teachers and pupils with resources and frameworks that explore diverse faiths and cultures. Pupils will recognise that people have different beliefs that shape the way they live.

Think About

Seeking Safety

This [resource](#) focuses on asylum, approaching the issue from global and UK perspectives. It encourages students to draw parallels with their own lives. Many of the activities build on an empathetic understanding of situations to develop knowledge and skills for approaching the subject of asylum.

¹ Toolkit for Diversity in the Primary School, Revised Edition P130

² A Manual on Human Rights Education for Children, 2nd edition, P82. Available at: www.eycb.coe.int/comasito/pdf/Comasito%20EN.pdf³

Suggested Resources

Oxfam Education, 'Developing Rights'

Resources for exploring rights with lesson plans and background information. The 'Developing Rights' resource is available [here](#).

STEP UP to Secondary School

The website helps students and parents with the move from primary school to secondary school. Each resource page has a number of topics for parents and students to browse through. Some topics have additional information such as advice, videos, or extra research. The website is available [here](#).

Midnight Traveler

In 2015, Hassan Fazili, an Afghan filmmaker, and his family – his wife and fellow film-maker Fatima Hussaini and their young daughters, Nargis and Zahra – were running out of time. They had fled Afghanistan for Tajikistan 14 months earlier after the Taliban targeted their Kabul arts cafe, and soon Tajikistan would send them back. To view a clip, click [here](#).

Why the Moon Travels

is a haunting collection of twenty tales rooted in the oral tradition of the Irish Traveller community. Brave vixens, prophetic owls and stalwart horses live alongside the human characters as guides, protectors, friends and foes while spirits, giants and fairies blur the lines between this world and the otherworld. Collected by Oein DeBhairduin throughout his childhood, retold in his lyrical style, and beautifully illustrated by Leanne McDonagh.



Alem

'THIS HOSTEL LIFE' by Melatu Uche Okorie

Tells the stories of migrant women in a hidden Ireland. From a day in the life of women queuing for basic supplies in an Irish direct provision hostel to a young black woman's depiction of everyday racism in Ireland, Melatu Uche Okorie's nuanced writing shines a light on the injustice of the direct provision system and on the insidious racism experienced by migrant women living in Ireland.

'Bog Child' by Siobhan Dowd

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

ages
11-14

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

'Refugee Boy' by Benjamin Zephaniah

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

The Other Side of Truth

is a kid's for ages 10+ novel about Nigerian political refugees, written by Beverley Naidoo and published by Puffin in 2000. It is set in the autumn of 1995 during the reign in Nigeria of the despot General Abacha, who is waging a campaign of suppression against journalists. A Nigerian girl and her younger brother must leave suddenly after their mother is killed in a failed assassination of their outspoken father. They are put into London but abandoned and they must cope with the police, social services, and school bullies.

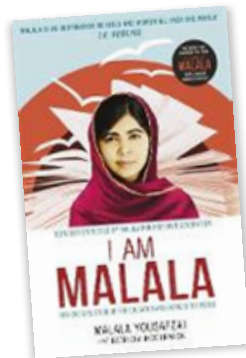
¹ Y8 Small Island Read 2007 Activity Pack. Available at: www.teachers.org.uk/files/refugeeboy.pdf

Suggested Resources

ages
14-16

Amnesty International, 'Classroom to Community'

Eight educational [resources](#) to better understand the refugee crisis including interactive activities, comic book stories and a board game.



[The Story of the Girl Who Stood Up for Education](#)

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



'By the Sea' by Abdulrazak Gurnah

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



Think About

similarities and differences.

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



Think About

the latest news.

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

¹ 'Ways of Seeing' book. Available at: www.eani.org.uk/ids

Suggested Resources



[BeLonG To](#) Youth Services is the national organisation supporting lesbian, gay, bisexual, transgender, and intersex (LGBTI+) young people in Ireland.

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

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

ages
16-18

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



Think About

what your school and your community may do to help.

Consider ideas that you can do to help refugees. Check out some ideas [here](#).

Think About

having a debate.

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

Think About

your own identity and being part of a group.

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



¹ Toolkit for Diversity in the Post Primary School P118. Available at: www.eani.org.uk/ids

Other Resources

Migrant Rights Centre Ireland

MRCI is a national organisation working for justice, empowerment and equality for migrants and their families. Check out the website for resources. Website available [here](#).

Post Primary Languages Ireland

Check out the website for Language Awareness resources. For further information click [here](#).

The Islamic Cultural Centre of Ireland

The centre's goal is in preserving this Islamic identity as well as encouraging the positive integration of Muslim's, both Irish and Non-Irish into the Inter-Cultural society we now live in. Website available [here](#).

Children's Books Ireland

Children's Books Ireland launched the #ImagineNation campaign bringing together leading Irish children's authors and illustrators to create a free 24-page

#ImagineNation playbook available for children from all over Ireland to enjoy. The playbook is available [here](#).

The Yellow Flag Programme

An 8-step programme that explores issues of interculturalism, equality and diversity. The website is available [here](#).

The Movement of Asylum Seekers in Ireland

MASI is an independent platform for asylum seekers to join together in unity and purpose. The collective seeks justice, freedom, and dignity for all asylum seekers. The website is an excellent source for information. Website available [here](#).

The National Youth Council of Ireland

The NYCI's Equality and Intercultural Programme supports you to embed equality, inclusion, diversity and interculturalism in a youth setting. Resources are available [here](#).

SpunOut.ie

is Ireland's youth information website created by young people, for young people. It provides information to more than 180,000 active readers each month. Established in 2005, the vision is to help create an Ireland where young people aged between 16 and 25 are empowered with the information, they need to live active, happy, and healthy lives. Check out the website for resources [here](#).

Irish Network Against Racism

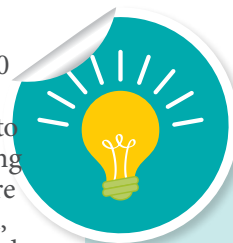
INAR provides a number of practical training focused on anti-racism, reporting and finding practical responses to racism, to support your professional development, organisational capacity and work with those affected by racism. The website is available [here](#).

UNHCR in Ireland

UNHCR has had a continuous presence in Ireland since 1998 and works with the Irish government, officials, ngos and other partners to protect people forced to flee their homes and support them to live their lives with dignity and respect. Website available [here](#).

Irish Refugee Council

Provides tailored school talks, workshops, and resources to educate children and young people on the issues affecting people seeking protection. For further information click [here](#).



Think About

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

Useful Dates



Think About

Important dates in your calendar where you live.



Nov

College Awareness Week

A national campaign which aims to promote the benefits of going to college, to help students of all ages to become college-ready and to showcase local role models.

Available [here](#).



Mar

World Book Day

Celebrate books including bilingual books. Why not invite a local author to talk about becoming a writer. Available [here](#).



Sept

European Day of Languages

Learn a few phrases in a new language. Why not extend this to include all the languages spoken in your school? Available [here](#).



Dec

World Human Rights Day

Stand up for someone's rights at an event. Resources and information about events are available [here](#).



June

Refugee Week

Why not invite a refugee speaker in to school to talk about their experiences? Activities and events are available [here](#).



Sept

Culture Night

An annual, all-island public event that celebrates culture, creativity and the arts.

Available [here](#).



Jan

Holocaust Memorial Day

Read about life stories and consider how life can go on. Resources and activities are available [here](#).



Think About

other important days that you celebrate.

Notes:

A series of horizontal dotted lines for writing notes.

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

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

For further information click [here](#).





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

This a revised version of the Northern Ireland Schools of Sanctuary resource pack that has been adapted for use in schools in the Republic of Ireland.

If you want to find out more, or read about how other schools have become a School of Sanctuary, visit our website [here](#).

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



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

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

To find out more about your local City of Sanctuary group click [here](#).