# Evaluation of the City of Sanctuary 'Schools of Sanctuary' programme

**Final Report**


**Research team:**

**Prof. Alex Kendall** - London South Bank University

**Prof. Linda Morrice** - University of Sussex

**Marcela Gola Boutros** - University of Sussex

**Dr. Mary-Rose Puttick** - University of Wolverhampton

**Acknowledgements**

The research team would like to thank the young people, parents, teachers, school leaders, members of the wider school communities who gave up time to participate in this evaluation and the local Schools of Sanctuary volunteers who helped with brokerage and facilitation. The energy and commitment to the work of building cultures of welcome was palpable throughout the research phases of the study and we were appreciative of the willingness of participants to share their stories and insights with us so openly, thoughtfully and enthusiastically.

# Executive Summary

## Key Findings

***What types of activity did the SofS programme generate?***

- Working with the SofS programme generated a wide range of imaginative, sometimes provocative, activity aligned to the CofS aims that often engaged whole school communities;
- Activities undertaken as part of the SofS programme were influenced by a school's locality, churn of the student population, and the diversity of its staff and students;
- Schools were highly creative in their approach to embedding Sanctuary work into the curriculum and everyday life of the school;
- In some cases, activities extended out into local communities, including promoting the CofS's work amongst local shops, and to the wider public through art exhibitions, with some activities reaching a national audience through engagement with local Members of Parliament and the press

***How responsive were SofS activities to the CofS network principles?***

- Activities were predominantly centred within the key principles of 'Promote Understanding', 'Common Cause and Practical Action' and 'Networking and Partnerships', with schools finding these three principles the most accessible in terms of their practical application
- Activities were responsive to some extent in the 'Creating Opportunities for Relationships' principle, particularly in schools where parent/carer/community participation in school activity was already well developed;
- 'Engaging People seeking sanctuary in Decision-making' and 'Recognising the Contributions of People Seeking Sanctuary' were less well covered in participating schools. Engagement with people seeking sanctuary depended on the make-up of the school community: schools with higher number of people seeking sanctuary were better able to respond to this principle.

***What 'community capitals' appear to be most important to sustaining the effects and impacts of SofS?***

- The 'community capitals' that appeared to be most important to sustaining the effects and impacts of SofS were the human, social, and political values upon which the work was pinned, such as a school's core values or religious values, and how this was then framed within the wider school community in order to promote a collaborative culture, this was a protective factor when schools at times faced hostility because of their Sanctuary work;
- The work of 'passionate enthusiasts' inside and outside the schools were critical to the success of the SofS work, including individual champions, staff members, school leaders, and SofS Local Leads who played a pivotal role in kick-starting initiatives, sustaining momentum and connecting the work to wider Schools or Places of Sanctuary, or to Local Authority networks;

- The extent to which children and young people were able to exercise agency and voice within CofS activity was also critical to the success and sustainability of the workstream.

**Key Recommendations**

**CofS might consider:**

- embedding their 'theory of change' more explicitly in the resources that scaffold the journey towards SofS accreditation. This would encourage schools to be more impact orientated and actively work towards demonstrating the difference their SofS makes and promote the value of working across the full spectrum of CofS principles;
- developing resources, case studies and examples of inspiring practice should be developed to support engagement with the CofS principles that schools appear to find more challenging to achieve;
- facilitation of greater interconnected across the wider CofS work streams to has the potential to expand opportunities for engagement and contributions from people seeking sanctuary;
- encouraging opportunities through development of resources and events for increasing young people's involvement in decision-making activities;
- driving forward the reach of the work to parents/carer and local community to secure sustainability beyond particular school cohorts;
- recognising and rewarding the very significant contribution and commitment of individual 'passionate enthusiasts' through development of SofC/CofC branded achievement/recognition awards, certificated continuing professional development (CPD) and possibly accredited CPD.

# Contents

**1. Context**.....7

1.1. Introduction .....7

1.2. Theory of Change .....7

1.3. Evaluation Objectives.....8

2. **Methodology** .....9

2.1. Key concepts .....9

2.2. Benefits of Ripple Effect Mapping .....9

2.3. Sampling.....9

2.4. Research Phases.....10

2.5. Ethics, consent and safeguarding .....10

3. **Findings** – Phase A .....11

3.1. Conditions for engaging with the School of Sanctuary Programme.....11

3.2. The role of stability .....13

(i) Mobility/churn of student population .....13

(ii) Staff churn .....15

3.3. Conceptualising Sanctuary.....16

(i) Faith.....16

(ii) Expressing Values .....16

3.4. Environmental factors: resources and resonance .....17

(i) Networks .....17

(ii) Financial resources.....18

(iii) Building community inside and outside the school .....18

3.5. The importance of the 'Passionate enthusiast' .....20

(i) Leadership .....21

(ii) Children .....21

(iii) Teacher practitioners .....22

3.6. Resources .....22

(i) Children as Resources .....23

(ii) SofS resources .....23

(iii) School resources / community organisations as resources .....24

(iv) Media coverage / local policymakers.....24

(v) School website / social media .....25

3.7. Summary .....25

4. **Findings** – Phase B ..... 27
4.1. Methodological Reflections ..... 27
4.1.1. A bespoke approach / learning from the pilot ..... 27
4.1.2. Fluidity in participant groups ..... 28
4.1.3. Accessible language ..... 28
4.2. Analytical Approach ..... 29
4.3. Overall Engagement with CofS Principles ..... 30
4.4. Evidencing the principles: 'Promoting Understanding' ..... 31
(i) Curriculum and resources ..... 32
(ii) The Importance of Refugee Week ..... 32
(iii) Embedding a culture of welcome ..... 33
4.5. Evidencing the Principles: 'Common Cause and Practical Action (Act with Purpose)' ..... 33
(i) Reducing barriers ..... 34
(ii) Fundraising ..... 34
(iii) Public visibility ..... 35
(iv) Representing actions through artefacts ..... 35
4.6. Evidencing the principles: Creating Opportunities for Relationships ..... 35
(i) Building school-family relationships ..... 36
(ii) Support for secondary schools and 'working towards' schools ..... 36
4.7. Evidencing the Principles: Networking and Partnerships ..... 36
(i) A key linchpin across principles ..... 36
(ii) School networks ..... 37
(iii) Outreach and creativity ..... 38
(iv) Network and partnerships to strengthen connections across wider City of Sanctuary ..... 38
4.8. Evidencing the Principles: Engaging Sanctuary Seekers in Decision-Making (Participation and Agency) ..... 39
4.9. Evidencing the Principles: Recognising the Contributions of People Seeking Sanctuary ..... 39
4.10. Tracing the Impact of the SofS Programme ..... 40
5. **Conclusions and Recommendations** ..... 45
5.1. Adapting the self-assessment/audit tool ..... 46
5.2. A school community mapping tool to use moving forward ..... 46
5.3. REM as a learning and dialogic tool ..... 47
5.4. Key recommendations for City/Schools of Sanctuary ..... 47
5.5. Inspiring practices for schools ..... 48
R**eferences** ..... 50

# 1. Context

### 1.1. Introduction

**City of Sanctuary** (CofS) coordinates and supports a growing network of welcome for people seeking sanctuary in the UK. It works in a number of sectors or 'workstreams', schools, universities, libraries, gardens, theatres, Councils, and healthcare, to encourage inclusivity, compassion and solidarity by creating opportunities for understanding, friendship and hospitality. In the face of an increasingly hostile political discourse towards refugees the movement promotes a vision of more compassionate and welcoming communities. CofS has grown rapidly and has broad reach across the UK.

The **Schools of Sanctuary** (SofS) programme is a key dimension of this work and there are now close to 400 schools across the UK holding SofS awards or working towards an award. The SofS strand comprises a national network of primary and secondary schools, nurseries, and sixth form colleges, as well as a small number of special schools, supplementary schools, and pupil referral units (PRU) all with a shared aim to create a culture of welcome and inclusion for people from refugee and asylum-seeking backgrounds (Schools of Sanctuary, 2023).

**SofS Local Leads** comprise a network of individuals who promote, coordinate, and support SofS's work in particular localities. Local leads include people working in local authorities as well as people working for partner organisations or those involved in local CofS groups. The number of SofS local leads has increased from 20 to 54 in the last three years. Since early 2022, CofS has been developing its communication with, and development activities for, its Local Lead Network in order to work towards consistency across the UK. CofS's work in this regard has included, amongst others, a Memorandum of Understanding outlining roles and responsibilities of local leads; development of training activities and appraisals for local leads; and termly invitations to Local Lead Network meetings to cultivate networking opportunities and regular updates (CofS, 2023). An important additional context for this evaluation is that two of the three Local Leads (Birmingham and B&H) had been carrying out the role for considerable time, from early on in the establishment of the SofS programme, and were more autonomous due to having developed their own unique approach before the CofS Local Leads Network was fully established. They are therefore not necessarily representative of the way Local Leads who are newer to the role are now supported to operate, that is in a more directed, nationally centric way through CofS's Local Leads Network with regular training.

### 1.2. Theory of Change

The work of CofS and the SofS workstream is based on a theory of change which assumes that social contact and building social connections can inspire and encourage more people to become involved in promoting a culture of welcome and turning compassion into action. At a micro-level, it is assumed that through personal contact long term residents can become sympathisers and activists bringing about changes in personal attitudes and ultimately public discourses. It is anticipated that micro-level effects mobilise macro-level impacts building networks, movements and public support for policy and practice changes.

*in order to achieve our vision, and realise the change needed to make the UK more welcoming, we must contribute to building the movement through encouraging and inspiring the involvement of more people in promoting welcome.*

CofS's theory of change forms part of its strategy development, underpinned by six key principles which are integrated into the 'Learn, Embed, Share' criteria for schools working towards their SofS award and as part of their ongoing SofS work. The integration of the principles are discussed in-depth in Section 4.

The theory of change is based on social contact theory (Allport, 1958) which assumes that if people have opportunities to meet and make connections, the more likely they are to recognise their

commonalities and the less likely they are to focus on their differences. Personal contact is assumed to support the development of empathy, which can be mobilised to action and build a movement of welcome across the UK.

The theory of change approach was developed by Carol Weiss and aims to evidence how and why a particular initiative works (Weiss, 1995 in Connell & Kubisch, 1998). A theory of change articulates both the intended outcomes and impacts of a particular programme, project, or intervention and the routes to delivering them (ibid). Prior to this evaluation being undertaken CofS did not have an established model for evaluating its work and testing the assumptions underpinning its theory of change.

**1.3. Evaluation Objectives**

CofS commissioned the research team to undertake an evaluative study to qualify and evidence the CofS theory of change in practice through the SofS work stream as an exemplar of their work. The project had three key objectives:

- To illustrate how CofS's work with schools helps develop values, attitudes and practices that support cultures of welcome;
- To facilitate an exploration of SofS's 'community ripple effects' and the extent to which they deliver on thesix core principles that CofS have identified as being necessary to build a movement for change to realise their vision of welcome.
- To develop a model for capturing change that can be embedded into everyday practice so that CofS has a set of tools for sustainable evaluation across its other strands of activity.

# 2. Methodology

### 2.1. Key concepts

This evaluation combined:

- desk based analysis of secondary data to build a **Pen Portrait** of each school
- **preliminary interviews with school leaders** to understand motivation for and governance of SofS work in each context and to support understanding of the importance of infrastructure and administration including the role of different agencies for example local organisers and Local Education Authorities, in supporting SofS activity;
- **a Ripple Effects Mapping** (Kollock et al 2012, Welborn et al 2016, Huss and Bos 2022) activity in each school.

Ripple Effects Mapping (REM) is a collaborative, approach to evaluating participatory programmes that allows participants to create visual representations of project impacts and benefits, the 'ripples', of an intervention.

### 2.2. Benefits of Ripple Effects Mapping

The 'Ripple Effects Method' (REM) was selected as a strategy for maximising both **inclusion** and **benefit:**

- REM takes a contemporary 'research with' rather than 'research on' approach to understanding the value of SofS to local communities. It enabled the evaluation to not only 'test' the efficacy of the CofS approach to working with schools but also allowed school communities to document, in very nuanced ways, how working with SofS had allowed them to build capital in ways that may not have been anticipated (Welborn et al 2016);
- REM facilitates the co-creation of a community owned asset (a large visual map) that will be multifunctional, providing the basis for the analysis for the purpose of evaluation, but also articulating distance travelled and value added that can be displayed within the public spaces of a school as a key reference point for community and wider public awareness/engagement of the impact of SofS activity;
- The process provides validation of evidence – statements, claims and perceptions of individuals are 'tested' by the wider community and issues/evidence captured through the process have to find consensus. This offers a different perspective to individual interviews that capture the thoughts and perceptions of individuals at a moment in time and without the benefit of discussion with others;
- The REM approach secures a more inclusive approach to participation, ensuring that the views and perspectives of a wide-range of stakeholders, including those for whom English is not a first language and those least able to exercise power and agency within the established structures of school communities, feed into the process.

### 2.3. Sampling

The size and scale of the project was determined by resources available. The study does not make claim to generalisable findings but provides a 'snapshot' of the SofS programme in practice in school settings in two contrasting urban areas, Birmingham and Brighton. Three schools in each area were selected opportunistically by the local SofS network volunteer. An additional school in a rural setting in Norfolk was selected to provide further nuance to the study.

The two primary fieldwork sites, Birmingham and Brighton, were selected to capture the importance and complexity of the communities within which schools operate. Birmingham has a long tradition of migration with a relatively large settled ethnic population. Birmingham has also been a major recipient of asylum seekers and refugees under the Government policy of dispersal. In comparison, Brighton has a significant migrant population but a relatively shorter history of migrant groups and a relatively small settled ethnic community. More recently people crossing the Channel in small boats are being accommodated in hotels in Brighton.

### 2.4. Research Phases

The work was undertaken in two phases between March and July 2023.

**Phase One** a desk-based review of material collated by each school for the CofS assessment process (using the CofS SofS audit tool) was undertaken to provide an overview of the range of actions and activities (and their audiences) that schools had initiated. This was followed by a preliminary visit to each school and a short interview with the Headteacher and/or SofS co-ordinator to understand the school context and set up phase 2 workshops.

**Phase Two** a REM workshop was undertaken in each school following a common protocol (*see Appendix 2*). Workshops were face to face in each school setting and aimed to bring together representatives from across the school community, including parents, teachers, young people and other members of the wider community. The timing of the workshops was guided by each school and each school helped facilitate the distribution of invitations and the practical co-ordination of workshops.

Workshops were structured in three 'ripples'.

- In **Ripple One** participants used post-it notes to identify all the actions/activities that had been undertaken as part of the SofS initiative and anything they felt people were doing differently. On a large piece of paper they then mapped these activities/actions to the 6 principles that CofS have identified as necessary to build a movement for change to realise their vision of welcome;
- In **Ripple Two** participants were invited to reflect upon the beneficiaries of each action and to add (draw) connections and responses on to the map;
- In **Ripple Three** participants reviewed the map and considered a) how the community has changed and b) how everyday practices of thinking and doing have changed?

### 2.5. Ethics, consent and safeguarding

The project was granted full ethical approval by the ethics panel of the School of Law and Social Sciences at LSBU. Participation was voluntary and all participants gave full, written consent prior to participating in any aspect of the project. Participant information forms and consent forms were differentiated for primary aged students and older students and adults. The research team reminded participants of their right to anonymity and confidentiality and that they could withdraw from participation at any point in the process. The research team worked under the safeguarding protocol of each host school.

# 3. Findings – Phase A

### 3.1. Conditions for engaging with the School of Sanctuary Programme

In this section we draw on data collected in phase one of the study to explore the factors that appeared to frame a School's decision to engage with the Schools of Sanctuary Programme and enabled or frustrated continued participation.

Of the 7 schools participating in the study 6 had achieved their SofS award, 3 of which had been in the programme long enough to have been re-accredited, and one was 'working towards'. Pen portraits of the schools, including size, demographics and language spoken and proportion of pupils receiving pupil premium are shown on p8 below.

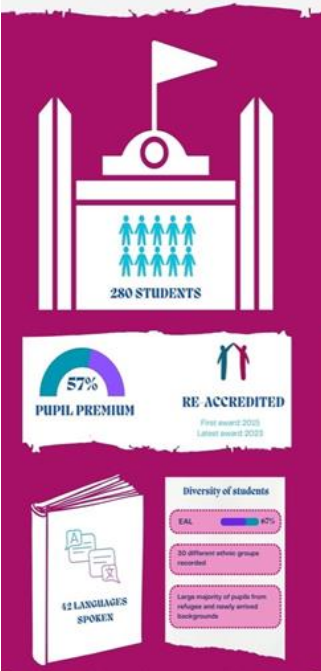
| Locality | Phase | School Type | SofS Award |
|---|---|---|---|
| Brighton & Hove | Nursery | Local Authority | Achieved |
| Brighton & Hove | Primary | Local Authority | Achieved |
| Brighton & Hove | Secondary | Local Authority | Achieved |
| Birmingham | Primary | Academy | Achieved |
| Birmingham | Primary | Catholic, Local Authority | Achieved |
| Birmingham | Secondary | Catholic, Local Authority | Working towards |
| Norfolk | Primary | Local Authority | Achieved |

The research team conducted interviews with senior leaders at each of the seven schools, with the Brighton and Hove (B&H) and Birmingham school interviews conducted in-person, and the Norfolk school carried out online on Microsoft Teams. The leader of the SofS work within each school was asked a series of semi-structured questions in two sections to create a 'pen portrait' of each school (*see appendix 1*). As part of the interviews, some of the schools shared additional documents, including their SofS audit tools or 'working towards' plans; blogs; social media posts; and photographs. Some of the in-person interview visits also included a walk around the school to show different aspects of the Sanctuary work. Additionally, for this desk-based evaluation, the team contacted the SofS Local Leads for Birmingham and B&H to ask for clarification for some of the questions that had come out of the project meetings. Five distinct yet interconnected themes emerged from the school interviews which frame each School's engagement with the SofS programme:

- The role of stability
- Sanctuary
- Environmental: resources and resonance
- Passionate enthusiasts
- Resources

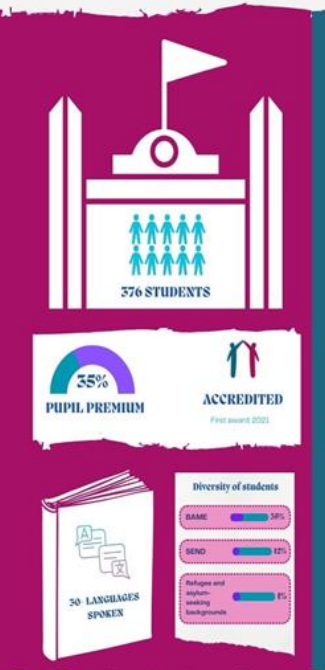
PEN PORTRAIT

## Primary Academy School Birmingham



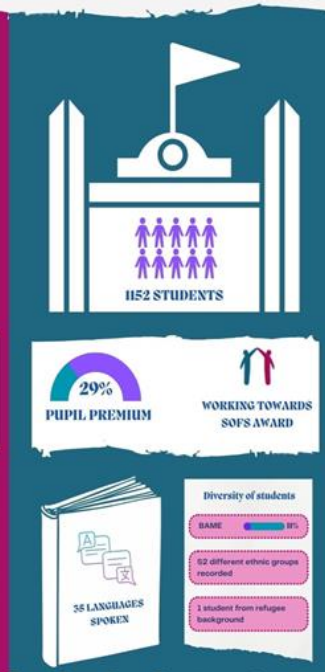

PEN PORTRAIT

## Catholic Primary School Birmingham



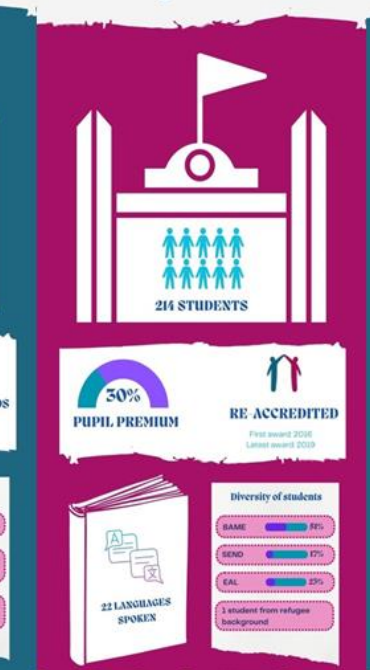

PEN PORTRAIT

## Catholic Secondary School Birmingham



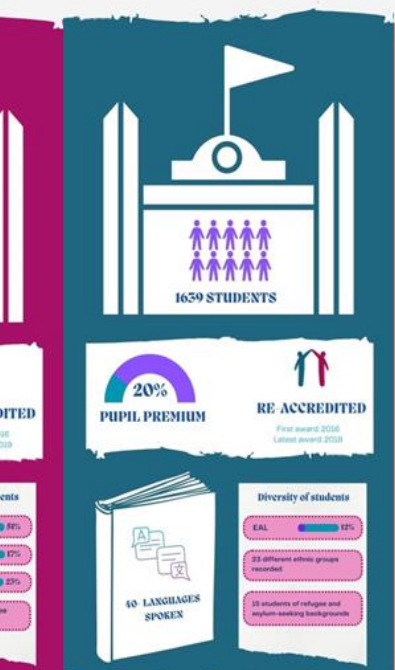

PEN PORTRAIT

## Local Authority Primary School Brighton & Hove



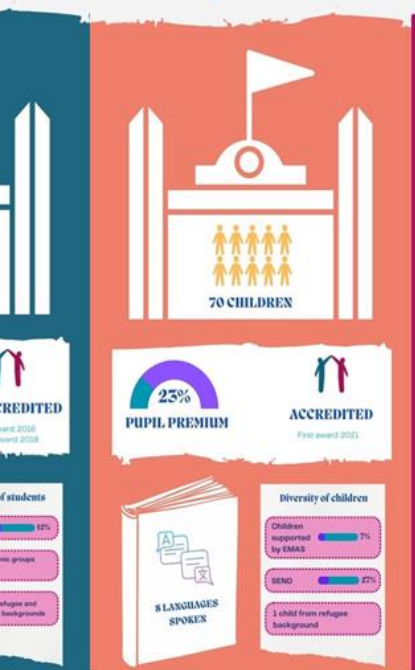

PEN PORTRAIT

## Local Authority Secondary School Brighton & Hove




PEN PORTRAIT

## Local Authority Nursery Brighton & Hove




PEN PORTRAIT

## Local Authority Primary School Norfolk

### 3.2. The role of stability

The stability of the student and staff population appears to have had an impact on the extent to which the Sanctuary work maintained or lost momentum at different points of a school's SofS award journey.

(i) Mobility/churn of student population

Stability was shown to influence the nature of the SofS work in the Birmingham schools in different ways. Since its establishment in 2014, the Birmingham Primary Academy had a consistently high churn of students, with large numbers of children from refugee and asylum-seeker backgrounds, as well as children from Roma backgrounds and children whose parents had come to the UK to study or work temporarily on international visas. This significant churn has remained a key motivator in the school's SofS award:

> *it supports us to work together out of a place of respect and kindness and through a common language of respect and understanding. We have new children starting all the time and all of the children have been really kind and supportive to new starters (Headteacher, Birmingham primary academy).*

This school was the second in Birmingham to be awarded SofS, receiving their award in 2015 and reaccrediting in 2023, and it was the nature of mobility that had shaped the Sanctuary work from the outset:

> *When school started in 2014 there were a huge amount of pupils here at that time whose families were looking for sanctuary and we had children from all over the world with no English, parents had no support network and that's when we realised we needed to do something slightly different: building that support network through the Hub model to address the needs of the community (Headteacher, Birmingham primary academy).*

The other Birmingham primary, a Catholic LA school, who received their SofS award in August 2021, at the time of the report had a stable cohort of students with only 1% of its population from refugee and asylum-seeking backgrounds. However, this school historically has had groups of children coming in from the hotels and hostels for one or two months at a time, moving on once they have been rehoused or moved to further temporary accommodation. In order to best support the children's education whilst living in emergency temporary housing, the school had developed a close relationship with a local refugee charity which worked with the families in the hostels and through this collaboration the school had made a commitment to provide the children with bus passes, school uniforms, school meals and to 'welcome them into our community for however long they are here' (Assistant Head – Birmingham Catholic LA primary).

Contrastingly, the Birmingham secondary school did not know of any students from refugee backgrounds and generally had a stable student cohort. Whilst the school population was ethnically diverse, the school felt it was important to address the absence of students from refugee backgrounds as part of their 'working towards' SofS award in order to expand the knowledge and awareness of their students:

> *this is an even more important reason for us wanting to raise the awareness amongst our students because they are not immersed with refugee students in their school life (Assistant Principal, Birmingham Catholic LA secondary school).*

Similarly, the Norfolk rural primary school, which received their SofS award in 2022, also had a stable student cohort. Although they do currently have one Ukrainian student from a refugee background,

their student population is predominantly white British: a context that has had added an important aspect to the school's SofS work:

> *I mean being a predominantly white British school, I think one of the most important things for our children is exposure. They need to be aware of and understand that there are different cultures out there and people of different races and to understand that and to be exposed to that as well (Teacher, Norfolk LA primary).*

B&H's primary school has a fairly mobile population, although they are currently almost full in all classes – which has been the case for a while. Mobility has not stopped the school from developing ongoing work with the community that they serve and has contributed to the development of Sanctuary initiatives such as a formalised 'welcome pack' developed in collaboration with the school council, for new arrivals. The school is very diverse, both socially and culturally, and the school catchment area includes a large area of social housing. With more than 22 languages spoken and a variety of religions, the school often has children arriving new to the UK. Locally, the school is known for being inclusive, and it is frequently sought after by parents of children with high levels of need because of the support they provide.

B&H's nursery has a steady intake of children and a stable population, meaning that most of their pupils enrol when they are very young and stay up until going to primary school. However, the nursery's manager and the equality representative have struggled to engage parents more with the nursery's community and Sanctuary initiatives. They received their award in 2021 at the height of the Covid pandemic which curtailed celebrations and engagement with parents. During the pandemic staggered drop-off times for children were introduced and this flexibility has continued, exacerbating difficulties of building a parental community around sanctuary. The community where the nursery is located used to be classed as 'poor' since it housed mostly low-income families. Wealthier families have lately migrated to the area, and this mix of higher and lower income is reflected in the pupils from different backgrounds who attend the nursery. Nowadays, the community is seen as a 'developing community', and it has attracted a more diverse population.

B&H's secondary school also reported having a relatively stable pupil community with no significant churn, although there has been some movement with their newly arrived Ukrainian students. With a 'lottery' system combined with six catchment areas across the city, the school spans a large area. Housing tends to be quite precarious for many of the children, whilst others live in quite a stable situation, resulting in a very mixed population in terms of social class. 12% of the students speak English as a second language, and the school has received refugee groups throughout the years, mainly Syrians, Afghans, and now also Ukrainians. According to the school's EAL Coordinator, it is difficult to identify the refugee pupils as they often do not know that they are, or do not identify as refugee children, especially when they arrived in the UK with their families. The case is different for unaccompanied minors, who are very aware of their situation and status.

The stability of B&H's secondary school community allowed them enough time to develop long-term programmes related to SofS, such as the 'young interpreters' scheme in which 40 students, most of them bilingual, support their peers who are non-native English speakers. Students are paired depending on shared languages and interests. This initiative started prior to the school being granted the award of Sanctuary. B&H's secondary school EAL Coordinator said that she feels Sanctuary work has 'become background', and she would like to see SofS pushing for 'how can we build from here?' and 'what are the next steps?'.

The Birmingham primary academy had also run initiatives such as a food pantry where parents could pay a small amount per week to get a large food shop. The food pantry and the presence of a Parent Hub (although the latter was currently inactive due to staffing shortages) had had a positive impact on stability and had made mobility less extreme than in previous years:

*we do have a small group of pupils who are living in the hotels and their parents are refusing to go to another school and trying to keep them at this school because of the stability and the support from the Hub, the pantry, and from us as a safe place to be; parents are looking for stability and around five families at the moment are travelling on two buses to get here from initial/temporary accommodation or hotels with their children (Headteacher, Birmingham primary academy).*

### (ii) Staff churn

Both B&H's nursery and primary school reported having very stable staff groups, with many members working at the institutions for more than 20 years. They perceive their work environment as a community, and the permanence of those responsible for running the project seemed an important feature for the implementation, continuation and strengthening of the SofS core values within the nursery and primary school. The nursery holds regular staff meetings to discuss their values, which they have connected to 'British values' for staff to remember and reflect upon those. At the primary school, they developed their own materials on equality and inclusion, and although the staff may not be familiar with the term 'Schools of Sanctuary', all members have a broad understanding of the processes that the school created, and keeps developing, to be a welcoming environment for all pupils. Due to their SofS accreditation, the welcoming process is now more formal and structured, with the addition of activities such as staff training for inclusion.

Stability also plays an important role at B&H's secondary school, where the EAL coordinator – who took the initiative to engage the school with SofS – has been working for over ten years. In this school, however, management is not as stable as in the primary and nursery, and they have seen three different head teachers in the last decade. Nevertheless, the EAL coordinator perceives that the development of SofS has not been jeopardized by these changes as the School Leadership Team is constantly working on the school's ethos, which is connected to the SofS core values.

*The longer I have been in the school, the more people I know, and this helps to embed values into the ethos of the school and across colleagues. At the same time, the School Leadership Team are behind my work, and they are also working on that ethos. Still, there is still a lot to be done (B&H Secondary School EAL Coordinator).*

Regarding staff mobility, one of the Birmingham primary schools referred to this as having had a detrimental impact on the dissipation of energy and momentum across the school in the SofS work:

*We've had a new headteacher so whenever there's a new head there's always a shift in staffing. So, this year is pretty much a new cohort of staff, some older but majority new. So, we hope this will be stabilised now. So, it does feel at the moment like it's me trying to push it whereas before it felt like everyone was onboard, so it's dropped a little this year and I'm hoping to change that (Assistant Head – Birmingham Catholic LA primary).*

At this primary school, the Assistant Head also referred to their staff population as 'not diverse enough', whereas in comparison, the Headteacher at the Birmingham primary academy referred to her staff as 'very diverse' who 'themselves tell a story'. The Headteacher discussed the fact that they had a teacher who had come with asylum-seeking experience and this, along with the diversity of the staff, was deemed highly important for maintaining the ongoing momentum of the Sanctuary work:

*He was an asylum seeker here and has gone through the education system here and I think having that journey and that story to share with the children is very motivating and they can see that we're no different from them (Headteacher, Birmingham Academy primary).*

### 3.3. Conceptualising Sanctuary

Across the schools there were some shared as well as distinct dimensions upon which the notion of Sanctuary was pegged, including the school's mission, values, faith, and motivations for pursuing the award.

#### (i) Faith

For the two Catholic LA Birmingham primary and secondary schools (of which the primary is a feeder school for the secondary) there is a strong faith-based underpinning to their Sanctuary work:

> *Our main motivation was part of our religious mission as a Catholic school – we have an ethos of helping others and being there to support vulnerable people. The SoS values fit perfectly with our school's principles of compassion and empathy. The SoS approach is powerful and topical to the current climate (Assistant Principal, Birmingham Catholic LA secondary school).*

Similarly, although not a faith-based school, the Birmingham primary academy referred to faith as an important facet upon which Sanctuary was hung, with the Headteacher referring to one of the most important outcomes of the school for working with the SofS programme as 'cohesion'; enabling them to 'open up conversations about living together and respect across faiths' and to work with different faith-based organisations as part of their Sanctuary work. Cohesion was also referred to by the Birmingham secondary school as an important outcome of the SofS relationship: in this case 'giving the whole school a shared focus, helping get everyone across the school on board with our mission statement' (Assistant Principal, Birmingham Catholic LA secondary school).

#### (ii) Expressing Values

Both the Birmingham Catholic primary and secondary schools and the Norfolk primary school spoke of the award as supporting them to 'raise awareness' and 'educate' their school community. Aligned also to an underpinning value of cohesion, the Norfolk primary school referred to their offer of a 'values-based education' that closely aligned to the SofS mission of making the UK a more welcoming place for all:

> *Two of our values of are equality and tolerance, so it ties in really well with those values. And I think as a staff community we're really on board with what the School of Sanctuary mission is and we thought it was a really important mission and wanted to bring that into school (Teacher, Norfolk LA primary school).*

At B&H's nursery, the main motivator for becoming a nursery of Sanctuary was the rise in xenophobic and anti-migrant sentiment in the context of the Brexit referendum in 2016, and how this could be counteracted in the nursery. The purpose was to challenge the views of staff and to expand the education and understanding of how to create a more welcoming environment for children and their families. This is done through connecting 'British values' with the values of Sanctuary and promoting them as 'our values' in everything which is done at the nursery. Values such as 'mutual respect', 'tolerance' and 'kindness' are written in memos on the walls of the nursery; they are used to challenge xenophobic or anti-migrant views and to encourage reflection and understanding among the nursery's community. The nursery has also introduced a formal discussion point in staff supervision which asks staff members to reflect on the diversity of the families and children they are working with.

For B&H's primary school, the key focus is on relationships – they nurture an environment where parents and carers feel welcome and involved, and they want to ensure that the school has an effective process for welcoming people from disadvantaged groups. The school referred to negative media coverage about refugees, especially during the 2015/2016 'Refugee Crisis' in Europe, and said that this became one of the main motivators for the school to formalise its first Sanctuary award in

2016. They wanted pupils to learn about the situation of refugees in an appropriate and positive way. The Inclusion Coordinator and PSHE Lead teacher explained that, when the programme started, it was heavily focused on refugees. However, the school did not have many, or any, refugee students at the time. Nevertheless, they realised that the SofS was not only about refugees but about the inclusion of everyone in the community. This made more sense to them given the profile of their pupils. The school believes that 'if you get it right for everybody, you don't need the specifics', that is, if you create a welcoming environment for all pupils you do not need to focus solely on refugees.

> *I was motivated by trying to ensure that our sense of being a welcoming school was enshrined in written agreed practice, and we developed more ways to reach all groups in our community. (Inclusion Coordinator, B&H Primary School).*

The motivation for the Sanctuary award in B&H nursery emerged from the perceived need to develop understandings of nursery staff, and in the primary school to counter the negative media representations of refugees. Similarly, the Norfolk primary school's award had 'come out of hostility'*:* in this case from the local community. Some in the local community were protesting the temporary housing of a group of asylum seekers in a former army base in close proximity to the school. It was at this point that the school decided that it was 'important to deliver the message to the children of what being a School of Sanctuary means', yet with careful awareness of the sensitive and potentially provocative nature of the message in the face of opposition:

> *You have to think really carefully as schools how you're going to deliver information and what you're going to do about any hostility because we know it's an important message of what we're trying to deliver being a School of Sanctuary. But it's about doing that in the right way, basically with a need to encompass all the children and to help them with their beliefs. I think this was a little bit of a challenge to begin with (Teacher, Norfolk LA primary school).*

In contrast to responding to situations of hostility, B&H's secondary school values were a response to its student population. The school is larger and has more children from refugee backgrounds than the other B&H schools. Therefore, one of their main focuses as a SofS is to improve the experience of students from refugee and migrant backgrounds. The EAL Coordinator explained that part of this was to develop understanding and awareness of language issues among colleagues. She sees the award as a recognition of the work that was already being done at the school. The inclusive practices of the school are recognised as positive by some of the parents who expressed satisfaction with their children growing up in an environment where they are encouraged to accept everyone.

**3.4. Environmental factors: resources and resonance**

Support mechanisms for schools, such as networks and the opportunities these presented to learn from other schools, varied across localities and temporalities. Individual schools had also experienced different degrees of hostility and support from their parent and wider school communities. Environmental factors were therefore shown to be at times an important resource, and to influence the extent to which the SofS award work had resonance in the long-term.

(i) Networks

B&H schools and nursery are Local Authority run institutions and the schools reported two key networks for promoting sanctuary work: the Council's Ethnic Minority Achievement Service (EMAS) and the Council's Personal, Social and Health Education (PSHE) network. All schools hold either regular or sporadic meetings with EMAS, and they all referred to the Council expectation that all educational institutions are inclusive. The nursery has always held meetings with EMAS regardless of Sanctuary, but they recognised that SofS has encouraged them to 'go the extra mile'. B&H now has a growing number of Nurseries of Sanctuary, and there is an emerging 'Nurseries of Sanctuary' network as a tool for communication and the exchange of ideas. The SofS Local Lead attributes the recent success with nurseries as down to the Early Years Foundation Stage (EYFS) team in EMAS, who

run an annual training session about refugees, and promote SofS through this event. The Local Lead would like to extend this model to all schools in B&H, but EMAS does not have the capacity at present.

With no dedicated local SofS network the B&H primary and secondary schools reported not having close ties with other SofS. In the case of the primary school, the links are stronger with the Local Authority's PSHE network. This is an important network locally and the SofS Local Lead has worked closely with this network to promote Sanctuary work. She reports that attempts to establish Schools of Sanctuary network meetings were poorly attended and she reverted to using the PSHE network and related training events, especially race equality events to promote Sanctuary. Training sessions were reported as having been well attended, but progress has been interrupted by the pandemic, and she decided not to pressure schools at that time as they were already struggling with an overload of work. Sanctuary work in the city has also been slowed by the retirement in 2022 of the Equalities and Anti-bullying PSHE lead for the council, who was a powerful supporter of SofS. The Local Lead also works with the Council's lead officer for Anti-Racism in Education, who also promotes Schools of Sanctuary, but as a minor part of their strategy.

In the Birmingham context, the use of networks was quite different, with Birmingham City Council not providing an EMAS service. When asked about the use of networks to promote the SofS award, the Birmingham SofS Local Lead shared:

> *It's mainly by word of mouth nowadays. At the beginning we used the School and Pupil Support service as well, which supports EAL teachers, but now that we have so many schools on board we don't do that anymore. I also contact academy chains or clusters where some of the schools are part of our network and others aren't. In July we're planning an interactive celebration day hosted by one of our Handsworth schools and will be inviting not only the schools from our network but also other schools who are within striking distance but haven't yet joined us.*

The Birmingham Local Lead also referred to a faith-based Catholic and Church of England schools' network through which the message of the SofS is actively shared amongst schools and this has resulted in an increasing number of Birmingham faith-based schools working towards their Sanctuary award in the last year.

### (ii) Financial resources

The EAL Co-ordinator at the B&H secondary school stressed the inequities and challenges of supporting children who have completely different experiences and resourcing, depending on the route under which they arrived in the UK. If they are refugee children under a resettlement scheme, they have access to many services and support at school, including EAL, because the funding for the resources is tied to the child rather than distributed across all refugee children on the basis of need. Those who have not arrived in the UK through a resettlement scheme (e.g. through the asylum route or non-humanitarian route) do not have access to the same support as the same funding is not available to them.

### (iii) Building community inside and outside the school

All three Birmingham schools referred to widening community links as a significant outcome of their SofS work in relation for example they felt SofS gave children the opportunity to 'work with and meet people that they would never have had the chance to before' (Assistant Head – Birmingham Catholic LA primary). The Headteacher of the Birmingham primary academy had used the school's expanding community links to invite speakers from diverse backgrounds into their weekly assemblies to help motivate and inspire the children: 'it's about opening the children's eyes to careers that maybe in

their own communities and families may not have embarked on so it's opening the world up to them'.

In the two Catholic Birmingham schools, their respective SofS and 'working towards' the award had led to the Headteacher and members of the staff going on retreats with refugees and visiting the camps at Calais to support Care4Calais: 'it helps us to grow as a staff and helps us to keep championing our message' (Assistant Head – Birmingham Catholic LA primary). The SofS work is in this way appears to have had a positive impact on staff development and pastoral care.

Among their initiatives, bilingual staff members at the B&H primary school reached out to parents who were perceived as being isolated and as having limited engagement with the school. This manifested in not coming to parents' evenings or school fairs and being reluctant to allow their children to participate in school trips, especially a Year 6 residential trip. Staff members realised that engagement and trust was limited by language barriers. A bilingual staff member talked to parents at pick-up times, gradually building trust and engagement. This initiative led to creation of a women's group which now meets regularly and which the school feels has improved their children's participation in their education and their life of the school. Furthermore, this initiative has grown beyond the school limits, and the families participate in several activities outside of the school, including cooking activities; health initiatives such as talks on sleep and diet; and visits to the local library and other community resources.

In the B&H primary school, the women's group has expanded its activities to spaces outside of the primary school such as the local library, the community launderette at the open market, and the gym. Further to that, they got together to cook, and this initiative resulted in the creation of a cookbook with recipes from all over the world which raised funds for the school. The children were also active in reaching out and impacting the wider community, having organised a fundraiser for a local refugee charity on their own initiative. The Sanctuary work done in the school has extended outward impacting the wider community.

In B&H, the nursery would like to see parents more involved with activities related to Sanctuary, and for this reason, they also requested the participation of some parents in the participatory phase of this evaluation project. In contrast, the primary school was able to communicate better with parents at school pick-up and drop-off times, and in the case of families who speak English as an additional language to develop their relationship through bilingual school staff. This has proven to be an effective strategy to understand their needs and expectations, enabling their engagement in the educational lives of their children.

For the Birmingham primary academy, parents had been a key driver in their early SofS work: maintaining the momentum of the SofS community building work through the Parent Hub which had a paid member of staff leading it. Parents' involvement was particularly prevalent in the pre-Covid period, demonstrated through initiatives such as a social cooking enterprise run by parents, the introduction of welcome packs and kitchen essentials that parents delivered to newly arrived families, and parent-run sessions in the community hub.

However, at the time of this report, the school had lost their parent hub leader and were waiting to refill the position and this, along with the impact of Covid, had impacted on the active involvement of the parents and the activities that the school were currently able to support parents with. The Headteacher emphasised that since Covid, 'the relationship aspect is what we've had to really work on', which has required consistency and an ongoing communication to parents, when any school activities are met with resistance, that everything they do at the school is for the children.

The other Birmingham primary school had in the past year, and for the first time since having their award, received opposition from parents regarding their Sanctuary work, and as such their approach

to the SofS had diverted slightly to a place of trying to primarily educate parents as opposed to children:

> *We have had parents who are opposed to what we do and have been quite vocal, it is a very small minority, who don't believe we are being honest with the children and think we're pushing a political agenda which we never do…..our approach to it is very much about this is what our faith teaches us to do, seeing ourselves as brothers and sisters and human dignity that everyone deserves so we don't bring politics into it (Assistant Head – Birmingham Catholic LA primary school).*

All three Birmingham schools identified re/building of relationships with the parent/carer community as a priority in their SofS work moving forward. The Headteacher of the Birmingham primary academy viewed a key approach in gaining resonance for the Sanctuary work amongst the community as 'connecting up knowledge and links in the local community…sharing knowledge and creating a wider service'. For example, the former Parent Hub leader had left the school to become project leader at a local charity to support refugee and newly arrived families and the Headteacher was in close contact with the charity to share signposting and information for the newly arrived families at the school. The Headteacher also spoke about developing close links with the local GP surgery to build a supportive connection for families at the school.

Similarly, the Catholic Birmingham primary school had been successful in building a community network in the local area to support their Sanctuary work:

> *we've got a lady who lives opposite the school who's an artist and she has got involved with our SoS work and helped us make connections with other local charities, so we've done some collaborative work together….and members of the community do come to us. We had an art gallery on the high street who approached us about what we are doing, and we had a whole gallery to ourselves last April and exhibited our artwork which was inspired by the Ukrainian crisis. So, the community know what we are doing, the library knows what we are doing and it's something that a lot of the different agencies, shops and community groups want to get involved with (Assistant Head, Birmingham Catholic LA secondary school).*

The connections with wider community organisations has not as yet featured prominently in the work of the Norfolk school but the teacher talked about a powerful play in Norwich 'The Stranger' which she thought would be an important way to connect the work they are doing at the school with some of the cultural welcoming activities in the wider locality. Furthermore, the teacher discussed how she would like to expand the Sanctuary work, and reach out to wider communities, by connecting the values of the SofS work with local histories around the Norfolk area.

### 3.5. The importance of the 'Passionate enthusiast'

Across the schools there were differing individuals or groups who had been the main drivers or initiators of the work and leadership support was shown to be more prominent in some schools than others.

### (i) Leadership

In the two Birmingham primary schools it had been the former Headteachers that had initially initiated the SofS award. In the Catholic primary school, the previous Headteacher was the first in Birmingham whose school was awarded SofS recognition in 2014 and he had brought that drive with him when he moved schools. In the same way, the Birmingham primary academy's previous Headteacher had been instrumental in initiating the idea at the school and had also been active in the Birmingham CofS movement from its outset. In both cases, although the Headteachers had been the initiators, the Sanctuary principles were taken up by other passionate enthusiasts from the outset. In the academy school the Headteacher had become the main driver since taking over leadership but had been at the school from the start of the SofS award: 'we share the Sanctuary work because it's a shared vision but a lot of it is led by myself because I'm really passionate about bringing that into the curriculum'.

> *"I was motivated by trying to ensure that our sense of being a welcoming school was enshrined in written agreed practice and we developed more ways to reach all groups in our community"*
>
> ***(Primary, School Inclusion Coordinator)***

### (ii) Children

In the Birmingham Catholic primary school the Assistant Head spoke of how fundamental a former group of Year 6 children had been in keeping the momentum for the award work, describing them as the 'most amazing activists', and how there was a noticeable gap since that group had moved on from the school, leaving her as the sole driver of the work, particularly at present due to the staff changes discussed in Section 3.2 regarding staff stability. As well as the fluctuation in staff, the Assistant Head cited potential reasons for some of the dissipated energy as being fear of staff to speak out about sensitive and/or political topics due to a lack of confidence, as well as the constraints of the curriculum and achievement targets. The dissipating staff energy was seen as impacting on the drive of the children to be proactive and agential in the work. In terms of addressing such issues, the Assistant Head suggested that perhaps by getting more staff involved in meetings with the Birmingham SofS Local Lead throughout the award journey could help to develop the confidence of staff, and also suggested that having leaders of the Sanctuary work across the key stages would also be useful and help to maintain momentum.

At the Birmingham Catholic secondary school, the work had been initiated by a member of staff who had visited an assembly at their feeder primary school and been inspired by the Sanctuary work they were doing. Since then, the Assistant Principal had started to drive the work forward as they continue to work towards their award, at present a year into their journey. Whilst a positive, the Assistant Principal reflected that he would have liked to have learnt from the primary school's SofS experience much earlier:

> *For example, we didn't know initially that there was a group of children who'd come from the school into our school who were driving the work over there. We've only identified them recently and now those children have become part of our SoS working group. The Chaplain is now also a big part of this group. I wish we could have started the group a year ago right from the beginning and kept that momentum going right from the start for primary SofS students joining secondary school and driving the social action (Assistant Principal, Birmingham Catholic LA secondary school).*

The teacher at the Norfolk school also alluded to a gap in sharing effective practice between primary and secondary schools with the Sanctuary award. Although the teacher knew that one of the catchment schools for their primary schools did have SofS award, she reported that they did not

explicitly mention this to children when leaving Year 6 and she was not aware of any opportunities for sharing Sanctuary practice between the schools.

### (iii) Teacher practitioners

At the Norfolk primary, the passionate enthusiast who had initially driven the work was a former Teaching Assistant at the school who was very knowledgeable about the process of becoming a SofS and who went on to work for the Norfolk SofS team. Once she left, the work was taken up by one of the teachers. The teacher reflected that considering the small size of the school as a one-form entry, it had worked well with only staff member being the main driver of the work and had found that all staff were fully supportive of the work and were happy for her to delegate embedding the Sanctuary work into different parts of the curriculum.

In both primary and secondary B&H schools, as well as in the nursery, individual members of staff who are personally passionate and committed to inclusion and equality were responsible for the implementation of the SofS, and they are also the ones who continue to bring in new ideas for the development of the programme within the institutions. One of these enthusiasts had been fostering unaccompanied minors for many years, another had been a PSHE lead in the Local Authority for over a decade and was involved with the SofS programme planning from its inception. In the Brighton secondary school, the application for the award was built upon ongoing activities. That is, the EAL lead was already engaged with projects which heightened awareness of language, inclusion and belonging, values that matched SofS and, therefore, they see the award as a recognition of the work that was already being developed at the school rather than a kickstart to create inclusive practices. One such project flourished from a long-term funded collaboration between the secondary school and one of the local universities, which enabled EAL students to produce films and digital stories around themes of transition, identity and migration to the UK. The films highlighted the strength and determination of newly arrived EAL pupils in the face of challenges. The workshop and dissemination activities that arose from this project were deemed a huge success by the school

as they were efficient in raising awareness and empathy from staff and other students. The films have also contributed to enhancing the self-confidence of many of the EAL pupils who participated as storytellers.

> *I wanted to 'take out of the cupboard' some things that were slightly forgotten, and I believe that anything that raises awareness is really positive. It's also good to take colleagues on board.*
>
> ***(Secondary School EAL Coordinator)***

This suggests that the personal interest of specific individuals is the drive that promotes the engagement of the schools with the ideals nurtured by SofS. These individuals also commit to spreading the word across the educational institutions where they are based and encouraging other members of staff to be part of this initiative. Passionate enthusiasts across the schools and nursery manifested a desire to enhance the welcoming processes within their institutions through the further development of their training programmes. Their aim is to provide the staff with the necessary tools to welcome people from disadvantaged groups, as well as an interest to ensure that the children and their families feel supported from the start.

## 3.6. Resources

Resources used across the seven schools as part of their SofS award journeys included children as resources; SofS resources, in different forms; electronic resources such as the school website and

social media which were important mechanisms for sharing and promoting the Sanctuary work to wider audiences; media coverage, and engagement from local policymakers.

### (i) Children as Resources

As brought to the fore in the previous section, the children were cited by many of the schools across different localities as key resources in driving the Sanctuary work forward. The Headteacher of the Birmingham primary academy spoke of the 'child's voice' as a valuable outcome in the school's relationship with SofS:

> *The School Council are very vocal and active in the school, comprised from across the school years, and are like a mini senior leadership team: they have actioned so many things they'd like to improve in our school, and they are really listening to pupils from across the classes, capturing voices on post-it notes in boxes and actions.*

In the same way, the teacher at the Norfolk primary school, who was also the School Council lead, talked about how she wanted to involve the children more in decision-making regarding child-led activities for refugee week and the curriculum more generally.

As well as involving children in decision-making about Sanctuary work, both the Birmingham Catholic schools spoke about the transition of children from a SofS primary to a secondary as an important resource that had initially gone unrecognised. The Headteacher of the Birmingham primary academy also spoke about plans that were underway to build a secondary academy school connected to their primary which she saw would be an important way to share resources and activities for the SofS work.

Overall, the engagement of the children was viewed as fundamental in keeping the Sanctuary work alive in schools:

> *I've really noticed the difference in different classes and how they can drive something like this, and the passion of the teacher and the children is what keeps it going because you could easily drop off because schools are so busy, so it has to be something the children are engaged with and that's what gives it the momentum and keeps it alive. (Assistant Head – Birmingham Catholic LA primary).*

Similarly, both primary and secondary B&H schools recognised children as valuable resources to raise awareness and establish the Sanctuary vision. At the primary school, pupils are invited to become buddies for newly arrived children, a system also in place in the Birmingham primary academy school: buddies show new pupils around and help them to understand the rhythms of the school day. Similarly, the secondary school have trained more than 40 pupils to be young interpreters who are able to help their peers who do not speak English. Furthermore, children at the B&H primary school children and both Birmingham primary schools had organised events from their own initiative such as fundraising events for local refugee charities, and events as part of the national CofS's Together with Refugees-Orange Heart campaign.

### (ii) SofS resources

The B&H educational institutions that participated in this study seemed to have little awareness of SofS online resources and reported not using them. Instead, they have developed their own materials to share with their staff according to the schools' and nursery's values, as well as their main goals in welcoming and integrating pupils. The nursery has put in place various initiatives which they trace to Sanctuary, such as training programmes designed for staff to support migrants and promote a culture of welcome – including anti-racist training; the use of persona dolls to explain sensitive

topics to the children (e.g. 'how would you feel if you were away from home?'); and visual cards for children who don't speak English or have language impairment, so they can understand the activities at the nursery. They have also reported frequently using the term 'Sanctuary' in staff training to make staff aware of what the term stands for. They believe that this can make the inclusion initiatives sound 'important', and it catches the attention of the staff.

Similarly, the SofS website resources were not referred to specifically by any of the Birmingham schools and could therefore be viewed as a missed opportunity at present. However, the SofS Local Leads were recognised as an important resource across all three sites. The Birmingham SofS Local Lead produces a quarterly newsletter for schools across the network with photographs and news, the content for which she invites schools to contribute. Additionally, guests are invited to contribute pieces to report on special events, such as University-led projects in partnership with Birmingham SofS. The Birmingham secondary school cited the Birmingham SofS Local Lead as a 'vital support' in the school's 'working towards' journey, guiding him through the full audit tool and discussing how to make the work sustainable. The Assistant Principal talked about 'not knowing where to start' initially and only learning a year into their journey of the importance of getting parents involved with the award. Importantly, he valued the flexibility, recognising that schools need to go at their own pace and work around exams. All B&H schools referred to the SofS Local Lead as pivotal in driving sanctuary work across the City, and for supporting and encouraging schools to apply for accreditation or reaccreditation. The Norfolk primary school similarly referred to their SofS Local Lead as a key ongoing support for her as the main driver of the work in the school, underlining the critical importance of this role.

### (iii) School resources / community organisations as resources

At B&H's secondary school, the SofS accreditation application was led by their EAL Coordinator after they were informed about the programme by their PSHE lead. The EAL Coordinator runs all the welcoming initiatives at the school, including staff training sessions on how to welcome newly arrived learners, how to communicate with pupils who experienced trauma, as well as how to manage trauma-informed classrooms through psychotherapeutic classes. The EAL coordinator in charge of SofS also seeks resources and training outside of the school to share new information with colleagues, such as a 'Healing classrooms' training by the International Rescue Committee, and an Amnesty International Human Rights teacher training which included decolonising curricula, as well as welcome and healing spaces.

> *In my first years at the school I was really strategy focused. Now I mostly try to get people to empathise in more accessible ways (B&H Secondary School EAL Coordinator).*

In the same way, the three Birmingham schools referred to drawing on the support of community organisations as resources in their Sanctuary work, albeit in a more informal capacity rather than specifically for staff training; for example, inviting refugees and refugee charities in to speak at assemblies and organising visits for the children and young people to local food banks and refugee charities to deliver items they had collected in the school.

### (iv) Media coverage / local policymakers

The Birmingham Catholic primary school was particularly active in the media coverage it gained for Sanctuary work, which had coincided with engagement from local counsellors and MPs. For example, on Mother's Day the Assistant Head shared that the Refugee Council had been in touch with the school to see if they were doing anything special at the school and she had told them they were doing 'Mother's Day with a difference':

*we focused on the fact unaccompanied children come over without their families, they get put into the care system and we wanted to say to MPs that families should be together, so they wanted to get some media coverage, initially we tried to get to Newsround but they were busy elsewhere so we had BBC West Midlands come in to interview myself and a parent and some children about what we're doing.*

Following their learning the school chose to support children to write to their local MP about what they had learnt and these were read out by their local MP in the House of Commons. This inspired more related civic action and they were featured in the local press on other occasions when the children had made placards to give to refugees travelling to London to join protests against the new Borders Bill.

#### (v) School website / social media

All three Birmingham schools spoke about being very active on Twitter to share their Sanctuary work with the parents and wider community organisations. Twitter was also used regularly by the Birmingham SofS Local Lead: 'Twitter is very useful as people pick it up from there'. The Birmingham secondary school also saw their school website as an important resource in sharing their Sanctuary work which currently shows the students' cross-curricular work that came out of last year's Refugee Week 2022, as well as a blog from a staff member about her trip to Calais.

In B&H, both primary and secondary schools are active in sharing their activities on Twitter, including posts about their ethos and social activities developed outside of the schools, with their local communities (e.g. food bank appeal fundraiser, international women's day event, donation to community kitchen). The nursery is active on Facebook, where they share content on child safety and also promote activities that are available for families in other spaces, such as dance and sports events, as well as library meetings promoted by the city council.

### 3.7. Summary

The 'passionate enthusiast' who had driven the initial award work, often taken up by another enthusiast once the instigator had left was a strong common element across the sample. Although there was considerable evidence of a whole-school approach once the SofS journey was underway, there remained a potential absence of a 'corporate' approach which sometimes left individuals feeling burdened with the responsibility to sustain momentum and energy for the work. The evaluation raises questions as to what happens when support declines from leadership, or the main driver of the work in the school leaves, and whether this leads to schools' award lapsing and choosing not to renew their award. Our report suggests that one potential solution to this would be to encourage young people and other members of the school community to take a lead role in governance from the beginning of the award journey with some capacity for decision-making and involvement with some of the meetings with the SofS Local Leads.

The SofS work was shown to be an important mechanism for addressing hostility across different groups, including staff, parents/carers, and the wider community, although addressing opposition was not without its challenges. It was also shown to be an important process in staff development: perhaps most explicitly shown in the B&H schools where sanctuary was often linked to anti-racist work, and some had invited external organisations to deliver training as part of their staff training days. The SofS Local Leads were also shown to play a significant role in promoting the SofS amongst their school's networks and through word-of-mouth. In the Birmingham context, the SofS Local Lead was also prominent in promoting the Sanctuary work of the schools through the use of Twitter and newsletters. There was a lack of awareness shown towards the national SofS site as a tool for resources and effective practice sharing. One suggestion in this regard could be to connect the SofS

activity to statutory work on ‘British values’ so that it can be embedded (rather than bolt on) in the school curriculum. This approach appeared to find particular traction in the Catholic Schools in our sample.

# 4. Findings – Phase B

In this section we draw on findings from the REM phase of the project to understand the ways in which the SofS programme delivers against the 6 core principles that CofS define as characterising a culture of welcome;

- Promote understanding: get a better understanding of refugees and their lives and hear their stories in their own words;
- Networking and partnerships: making connections outside the school for example with libraries, theatres, galleries, gardens and parks, with other schools, with communities;
- Contribution of people facing sanctuary: celebrate and recognise the different ways refugees help us in our everyday lives (e.g. as doctors, nurses) and what we can learn from them;
- Create opportunities for relationships: making friends and supporting each other;
- Common cause and practical action: taking action to change things for the better for refugees;
- Engage sanctuary seekers in decision-making (participation and agency): making sure that refugees have a say in how things are done.

As referred to in Section 1.2, as part of CofS's theory of change strategy, the six network principles are integrated into the 'Learn, Embed, Share' criteria for schools working towards, or renewing their SofS award. Therefore, whilst the REM phase focused in-depth on each of the six principles as a way to explore explicit understandings and applications of each principle, as well as gaps in such regards, schools were already using the principles to some extent implicitly through this integration into Learn, Embed, Share even if they did not realise it.

### 4.1. Methodological Reflections

#### 4.1.1. A bespoke approach / learning from the pilot

Given the busy nature of schools and their operation under constrained resources, particularly in terms of teaching staff, we took a flexible approach to the REM phase to adapt to the needs of each individual school. The need for this approach became clear after the pilot REM at one school in June 2023. For the pilot REM, the two Research Assistants (RA) from the University of Wolverhampton and University of Sussex came together to do the REM so that they could feed back their learning to the research team and ensure a consistent approach in the subsequent workshops.

During the pilot at the Birmingham primary academy school, the headteacher had asked for the RAs to help recruit parents on the day of the mapping due to the school having had challenges with recruiting parents in advance for other initiatives. Whilst the RAs were successful in encouraging some parents to participate, it meant that the parents were not necessarily those who had been actively involved in the SofS work. Whilst this might be a limitation in terms of the planned activity, it also delivered an advantage for the school as it meant that this particular group of parents went away from the REM sharing that they had learnt a lot about the SofS work and communicating that they now wanted to be more involved. Similarly, the team found at other schools a lack of awareness amongst parents regarding the Sanctuary award, yet that the REM process had motivated them to be more involved moving forward.

Additionally, during the pilot workshop whilst the RAs had planned to have all four groups together (children, staff, parents, community members), due to the school having to get cover for one of the teachers to come out of class to participate, this meant that the RAs had to work with the parents first and they then left after the first hour and the teacher and children participated in the second hour. For the pilot, a community member from a local faith-based organisation was present

throughout yet, similarly to the parents, was not familiar with the SofS initiatives. After the RAs explained the CofS movement, this community member also manifested an interest in learning more about the initiative and in their organisation becoming a place of Sanctuary. The pilot REM therefore taught the research team the importance of flexibility in the REM groupings, with a tailored approach that was responsive to the often opportunistic circumstances of each school workshop. The REM process was also an important learning process for highlighting the way that it could be viewed as a key initiative for learning about and sharing Sanctuary work and in encouraging wider groups to commit to the movement.

#### 4.1.2. Fluidity in participant groups

At the Birmingham 'working towards' Catholic secondary school, the SofS lead had communicated in advance that they did not feel ready yet to have parents and community members present in the mapping as for their first year of working towards they had primarily focused on work within the school with the student and teacher community. As such, the REM at this school involved two distinct groups (students and teachers) as opposed to four groups.

In B&H, the groups to which participants belonged overlapped in certain instances. In the secondary school, for example, one of the parents who took part in the activity was also a bilingual worker supporting another parent in the group. At the nursery, the only parent who participated was also a member of staff. Similarly, at the Norfolk primary school, whilst the SofS lead had invited a distinct group of parents to participate as well as a distinct community group, both community members (one of whom ran a local art gallery and one was the lead for the local Rainbows club) were also parents at the school.

#### 4.1.3. Accessible language

Additional learning from the pilot phase included the need to adapt the language of the six CofS Theory of Change principles to make the language of the REM more accessible to particular groups, such as those with English as an additional language. At the subsequent mapping workshops simplified principles were used as shown in the table below:

| **Sets of principles** | | **Description** |
|---|---|---|
| **CofS Principles** | **Simplified principles** | |
| Promote understanding of asylum and refugee issues, especially by enabling sanctuary seekers voices to be heard directly | Promote understanding | Get a better understanding of what it means to be a refugee by hearing their stories in their own words. |
| Recognise and encourage partnership working and network development across localities | Networking and partnerships | Making connections outside the school such as with libraries, theatres, galleries, gardens, and parks, as well as with other schools and communities. |
| Celebrate and promote the welcome and | Contributions of people seeking sanctuary | Celebrate and recognise how refugees help us in our daily lives |

| | | |
|---|---|---|
| contribution of people seeking sanctuary | | (e.g. as doctors, nurses) and what we can learn from them. |
| Create opportunities for relationships of friendship and solidarity between local people and those seeking sanctuary | Creating opportunities for relationships | Making friends and supporting each other. |
| Celebrate and promote the welcome and contribution of people seeking sanctuary | Common cause + practical action | Taking action to change things for the better for refugees. |
| Engage people seeking sanctuary in decision-making processes at all levels and in all activities | Engaging sanctuary seekers in decision making | Engage sanctuary seekers in decision-making, ensuring that they have a say in how things are done. |

The adaptations made following the pilot phase aligned to the emergent and participatory nature of REM as a methodological tool, which is not under tight control and rather opens up opportunities for stakeholders to influence the process (Chazdon et al., 2017). The explanation of what each of the principles meant was displayed for the participants to consult throughout the activity in all schools, and the SofS evaluation team at times assisted them in deciding the principles that were closely related to each initiative.

In two of the seven school REM workshops, parents who spoke English fluently assisted others who needed help with the language to ensure that they understood the discussion and their contributions to the activity were accurately recorded. The research team would encourage schools to have translation facilities available when carrying out any future SofS mapping work, as well as visual aids, in order to reach out to wide sections of the school community, particularly those who may be relatively new to the UK and potentially be less able to access the principles in English.

**4.2. Analytical Approach**

Aligned to the general nature of the qualitative research process, each map demonstrates a particular set of experiences and opinions that were dependent upon the stakeholders present at the workshop. At each project meeting, the research team came together to discuss the mapping approach and occasionally found slight variations. For example, the Sussex team in Ripple 3 asked participants to specify on the maps the 'community changes' as well as 'next steps', whereas the Birmingham team recorded the 'next steps' on the physical maps but made journal notes of any impacts and community changes that were discussed organically within the stakeholder groups. The research team then used the analytical approach to ensure that they were following the same process for the data analysis.

The analysis comprised a four-step process. First, data was transferred from the maps onto an excel spreadsheet. Second, each school on the spreadsheet were considered together and a unified decision made to inform the stacked column charts (Step 3): examples that had crossed over multiple principles would only be recorded once under the main principle the participants had chosen. Any duplications from the stacked column chart where multiple stakeholders had referred to the same example were also edited but kept on the excel spreadsheet in order to identify examples that had arisen multiple times through different stakeholder voices. Third, the team created stacked column charts for each school in order to create a visual representation of the

proportion of work schools were undertaking under each principle. Finally, the team chose examples from each principle for the B&H, Birmingham, and Norfolk schools to visually trace the specified or envisioned impact for each.

### 4.3. Overall Engagement with CofS Principles

In this section, findings draw on the three sets of stacked column charts below, as well as specific examples from the physical maps created by participants from across the different stakeholder groups.

The stacked column charts highlight key differences between schools in different localities. Birmingham primary and secondary catholic schools, for instance, place an emphasis on activities related to the 'promote understanding' and 'act with purpose' principles, whereas Birmingham primary academy and all B&H schools, including the nursery, have a more balanced distribution of actions related to each identified principle. Differently from the other localities, the Norfolk school did not have actions related to 'higher order' principles, such as 'network and partnerships', 'refugees' contributions' and 'act with purpose'. This may be because the school is in a rural, relatively non-diverse area. Furthermore, when the activity took place, the Norfolk school was in the early stages of their award, which may explain why their actions were not as comprehensive or varied as those of the other schools that had their awards for a number of years.

The charts also reveal that initiatives relating to the notion of 'participation and agency of refugees' are absent in all localities. This demonstrates that developing initiatives to engage refugees in decision-making poses a difficulty for schools, which have acknowledged not always knowing who their refugee students are. This information is usually only disclosed by parents once they have established a relationship of trust with the staff at the school due to the very real risks associated with being identified as having refugee status.

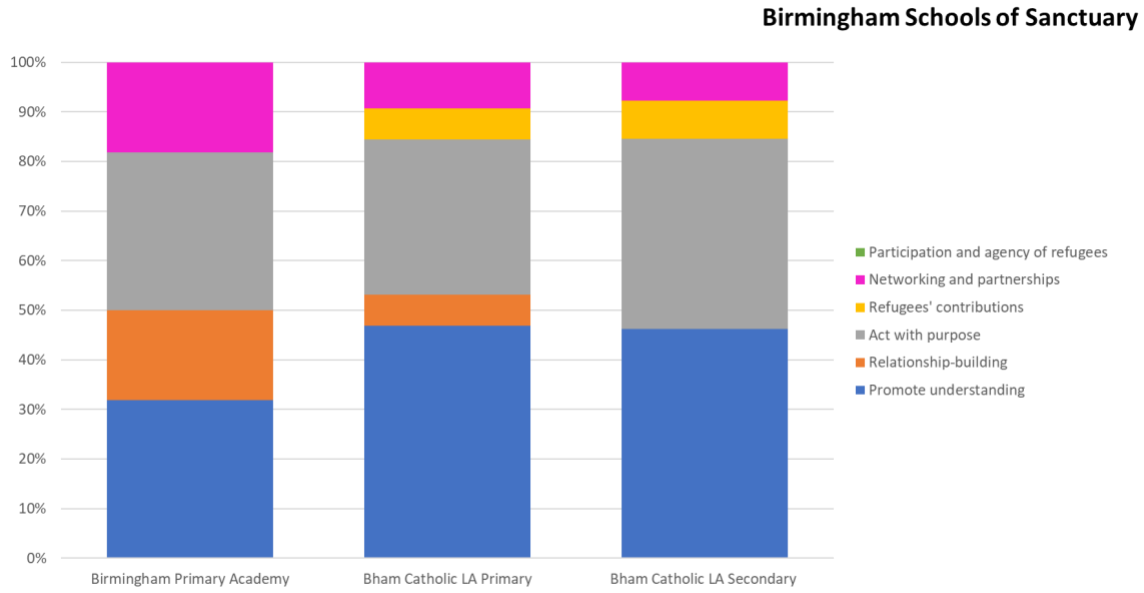



Chart 1: Birmingham Schools of Sanctuary – stacked column chart according to principles

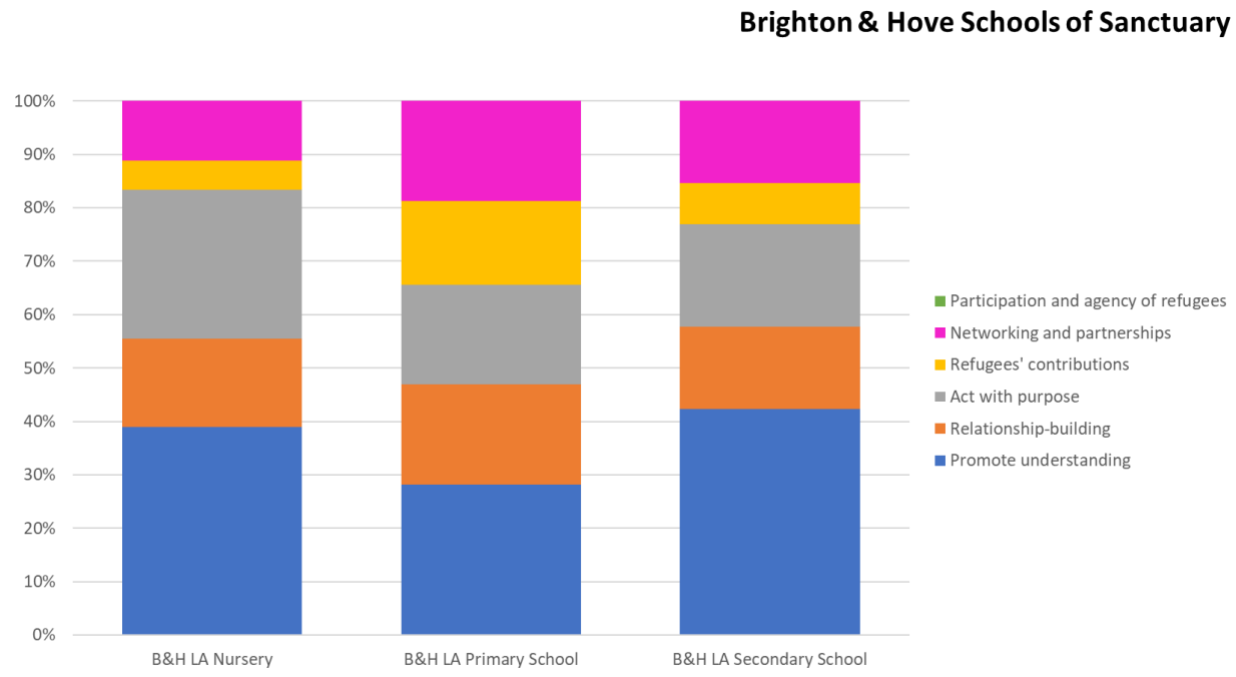



Chart 2: Brighton & Hove Schools of Sanctuary – stacked column chart according to principles

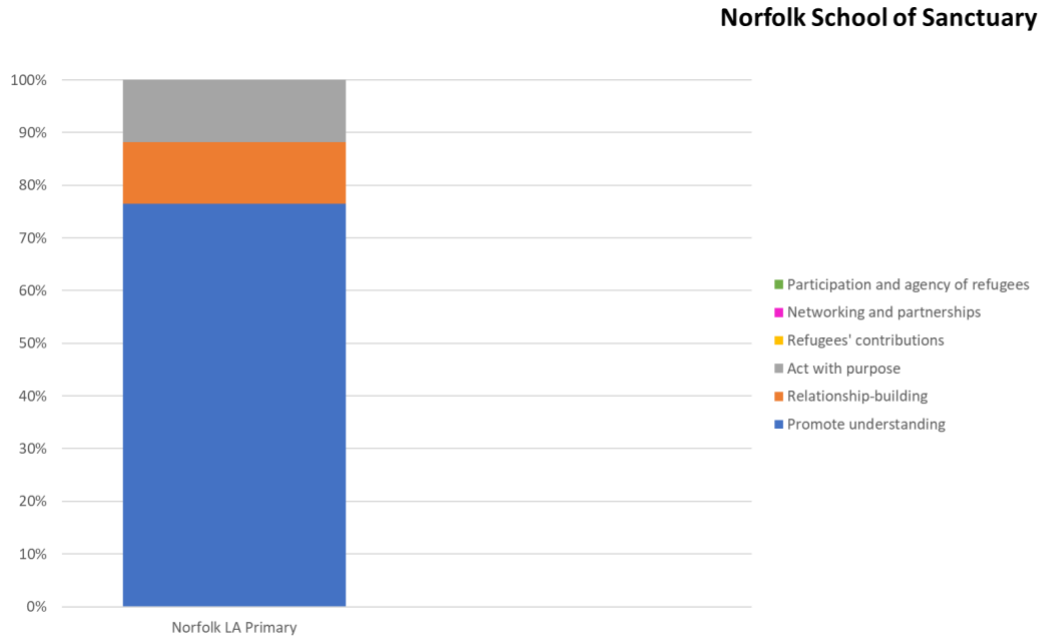



Chart 3: Norfolk Schools of Sanctuary – stacked column chart according to principles

**4.4. Evidencing the principles: 'Promoting Understanding'**

As illustrated above the 'promote understanding' principle (shown in blue on the stacked column charts) was the most comprehensively addressed principles across the different localities in terms of schools being able to provide examples of the work they were doing as part of their daily school life. The Norfolk chart shows that at the Norfolk primary, the stakeholders present for the mapping workshop identified this principle as comprising almost 80% of their SofS work. In B&H's nursery and secondary, 'promote understanding' accounted for approximately 40% of their initiatives.

The Birmingham charts show that at the two Catholic schools, this principle was identified as constituting almost 50% of their SofS work. As discussed in the first half of the report, the way in which the two Catholic schools approached their SofS work, and in particular the way they addressed the 'promote understanding' and 'common cause and practical action' principles, were inextricably connected to their Catholic mission, with the SofS lead at the Birmingham secondary school reiterating in the mapping process that 'Jesus was a refugee' and was also 'politically active'.

### *(i) Curriculum and resources*

Work within this principle was mostly evident in the way that schools had embedded texts and activities into the curriculum to increase awareness and deepen understanding around specific issues regarding people seeking refuge, for example two schools referred to their use of the book 'The Boy at the Back of the Class' (Norfolk primary and Birmingham primary academy). At B&H's secondary, the school developed a cross-curricular focus on migration as part of the bigger topic issue, whilst students at B&H primary watched videos and did guided reading with the purpose of 'understanding refugees through lessons'. Further examples under this principle were given in terms of specific refugee initiatives, cross-school initiatives, or external initiatives. Some of this work was very specific to refugees whilst some focused on expanding the curriculum more broadly to increase diversity. For example, the teacher group in the Birmingham Catholic primary gave the example of 'our curriculum has developed to be all inclusive and rooted in the dignity of the human person', similarly teachers at the Norfolk primary gave the example 'including focus of significant individuals from migrant backgrounds - diversifying curriculum'. In B&H, primary school students emphasised the importance of the lesson about 'where your skin colour comes from', incorporated into their science curriculum, whereas teachers mentioned new PSHE units for years 3 to 6 on developing an anti-racist school. Parents in the B&H secondary school particularly valued their children's learning about different religions in years 7 and 8.

A shared finding across all localities, and paralleling findings in Phase 1, was an absence of reference to the SofS website as an important resource. This therefore informs an important recommendation, particularly as a missed opportunity for schools to share their activities and work as a form of peer learning / inspiring practice sharing.

### *(ii) The Importance of Refugee Week*

A common example across all localities for cross-school initiatives was work schools had carried out for Refugee Week. For example, at the Birmingham Catholic secondary school, both student and teacher groups discussed the different types of activities they had carried out within each school subject for Refugee Week but also the cross-school work they had agreed on such as sharing images and projects via the school's website and social media sites. As in the Phase 1 findings, the use of social media was also widely cited by the teacher group at the Birmingham Catholic primary school with two examples including: 'use of social media through school - proudly showing work we are doing in school and community to support refugees' and 'conversations happening in-person and online via Twitter - public and our local communities are hearing informed conversations rather than opinion-based from the internet': at this particular school teachers identified this action as both promoting understanding, as well as being an example under the 'common cause and practical action' principle. In B&H, both the primary and secondary schools, as well as the nursery, celebrated Refugee Week by taking the opportunity to encourage compassion and empathy. The schools held assemblies to raise awareness on the topic and promote local refugee events linked to charities such as the Hummingbird Project and the Gatwick Detainee Welfare Group.

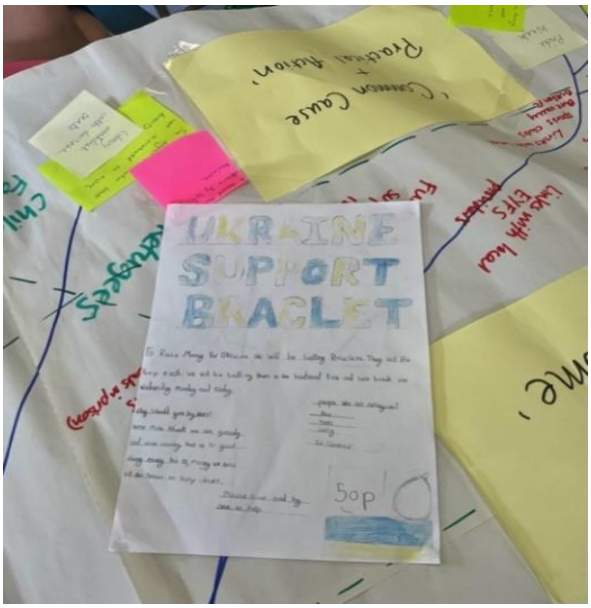
*(iii) Embedding a culture of welcome*

The celebration of different cultures and religions in specific events happened not only during Refugee Week, but also throughout the academic year in some schools. For instance, the B&H primary promoted monthly coffee mornings mostly for the mothers who speak English as an additional language in which they could meet and socialise. These mothers highlighted this activity as beneficial for them to learn about other cultures that they would otherwise not have the chance to approach. Students at B&H primary mentioned the growth in their knowledge and understanding about refugees, finding out that 'anyone can become a refugee at any time'. At B&H secondary, EAL students promoted a food festival across the school in which they engaged with sharing food they had at home and trying the dishes presented by their peers.

This principle is also an important one for schools who are 'working towards' their award, such as the Birmingham secondary school, as the Sanctuary lead at that school fed back that they saw it as a necessary first step to embed issues around migration and refugees into the daily life of the school before they then expanded their networking and partnerships and encouraged their parent community to become involved with their Sanctuary work.

**4.5. Evidencing the Principles: 'Common Cause and Practical Action (Act with Purpose)'**

The principle 'common cause and practical action' was the second most widely cited example across the Birmingham schools, with stakeholder groups identifying it as making up a third of their work at the two primary schools and over a third of their work at the secondary school. 'Act with purpose' also had a significant relevance at the B&H nursery compared to the other principles. For example, nursery staff felt supported to speak up and challenge their peers if they believed that they did not fully comprehend refugee-related matters. The questioning encouraged dialogue practices within the nursery that educated and promoted understanding among the staff. At the B&H secondary school considerable care was taken to ensure that topics in the history curriculum related to war and conflict were handled sensitively to avoid triggering negative experiences for children newly arrived from war zones. The school also reached out to parents to inform them of topics which might be concerning or distressing. At the Birmingham primary academy many of the examples given under this principle were of initiatives established particularly to support newly arrived parents and families in practical ways, such as English classes for parents, a food pantry which was open to all families who were struggling financially, advice and advocacy, and voluntary and paid work opportunities (with each dependent on migration status) within the school in order to support newly arrived parents to gain references for future employment.




**Photograph 1:** Example of a form of social action from a Year 6 student at the Norfolk Primary School to raise money for the Ukraine appeal.

### *(i) Reducing barriers*

At B&H secondary, activities related to 'act with purpose' focused on reducing language and cultural barriers for EAL students, such as extra EAL support in lessons and external people coming to work with those students. B&H primary and nursery schools were particularly attentive to signage in rooms, to facilitate the understanding of EAL students through visual materials. Interpretation of this principle as working towards reducing barriers also arose at the Birmingham Catholic primary, in terms of drawing on local interpreting support in order to help newly arrived families to access school information, with one of the teacher participants referring to: 'going above and beyond for refugee families in school, e.g. contacted a local Kurdish barber who could translate and help find connections'.

**Photograph 2:** Pictures shown by the young people's participant group at the Birmingham Catholic primary to show the action they had taken to support children at the Manston detention centre.

Barriers could also relate to staff. 'Act with purpose' was explored by B&H nursery as an opportunity for staff to be vocal and stand up whenever they felt that other colleagues were not fully understanding of refugee issues, especially when conversations about the media coverage of this topic were raised. They found it important to incorporate anti-racist practices in their daily interactions and to share this with children and parents too. At B&H primary, acting with purpose meant also finding more efficient ways of communicating with parents from different ethnic and religious backgrounds to explain the purpose of school trips and clarify any doubts they had related to it, which resulted in more children participating in such activities.

### *(ii) Fundraising*

Fundraising initiatives were particularly significant across all localities under this principle. For example, at B&H primary, numerous activities were being carried out throughout the years, such as the year 6 fundraising for the Hummingbird Project, a charity focused on the rights and protection of young refugees in Brighton. This was a fundraiser created at the students' own initiative. Fundraising activities also took place during Diwali and Eid celebratory festivals promoted by the same school, and through the food summer fair organised by the women's group formed by the mothers of the students.

At the Norfolk primary school this principle currently makes up a small percentage of their SofS work (*see Chart 1*) and all examples given by the stakeholder groups referred specifically to fundraising actions taken to support people on the Ukrainian resettlement scheme. As this school had a Ukrainian child who had joined the school, this could be interpreted as the school wanting to take action to directly support the cause of their immediate school community. Whilst a positive, it could also indicate potentially less awareness or impetus present amongst the stakeholder groups for wider refugee groups due to the locality, in which case the interconnections of 'promoting understanding' and 'common cause and practical action' would be particularly pertinent. The Birmingham secondary discussed having a nominated charity that they raised money for each year, with this year's chosen charity as St Vincent De Paul. They discussed the possibility of choosing a refugee charity for the following year. At both Birmingham primaries the groups discussed the children being involved in decision making around the nature of fundraising work and the particular

cause. In these particular examples, the act of fundraising as a practical action demonstrates how this principle intersects with that of 'engaging sanctuary seekers in decision-making', particularly if the school has children from refugee and newly arrived backgrounds in their school population.

*(iii) Public visibility*

This principle also opened an opportunity for schools to engage its wider school community in forms of collective action as well as making their Sanctuary work more visible across public realms. For example, at B&H secondary, another type of outreach activity engaged students in making hundreds of Christmas cards to be sent to B&H refugee families. Similarly, at the Birmingham Catholic primary the school had invited mothers, aunts and grandmothers to the school for a collective Mother's Day event earlier this year where everyone made cards to send to families who had been separated, and as a symbol of solidarity to families in response to the UK Government's controversial family reunification policies. Moreover, at the Birmingham Catholic primary an example cited across the teacher and children's groups were of opportunities to share their Sanctuary work, and with this to promote understanding across the wider public, through local and national radio and television interviews and in having children's messages read aloud by a local MP in the Houses of Parliament.

*(iv) Representing actions through artefacts*

Part of the research team's unique contribution to the REM methodology was the incorporation of artifacts. On the invitations to the mapping workshops, participants were invited to bring to the workshops any objects that represented their SofS journey. Artifacts have been used in research with participants with English as a second language as a connection to stories and a starting point for dialogue (Pahl and Rowsell, 2011). Whilst only a small number of participants came to the workshop with an artifact, the team found that during the different phases of ripple mapping, participants (mostly the children and young people) requested that they go and get items to share, and the artifacts then became a stimulus for further discussion and for sharing work between the participant groups. This was particularly the case when discussion centred on the 'Practical Action' principle, shown in the pictures below from four primary schools.

**Photograph 3**: skittles used by Year 6 young people to demonstrate their involvement in a local art project to represent people crossing the sea to seek asylum.

**4.6. Evidencing the principles: Creating Opportunities for Relationships**

The extent of identified work under the 'create opportunities for relationships' principle varied widely across the schools. At the Birmingham primary academy the percentage of examples shared under this principle was higher than at the other Birmingham schools (see Chart 2), with this school citing examples to support newly arrived children when they join the school, akin to a school buddy system, such as a 'when a new child arrives

**Photograph 4**: baskets and sewing crafts made by the group of mothers in Brighton's primary

we invite them to play with us', 'we show new children around the school', and examples were given of children supporting as interpreters. The buddying scheme was also a valued and celebrated initiative in both the primary and secondary B&H schools, described as a valuable resource for supporting students from minorities and/or EAL students to create and nurture relationships with the wider school community.

*(i) Building school-family relationships*

In B&H primary, the relationship-building practices included seeking a broader parental engagement in their activities, such as inviting parents to participate in assemblies about religious festivals and celebrations. The school also created a welcome pack for new students and their families with a guide on the best places to visit in Brighton as a way of encouraging them to explore and occupy city spaces. Also connected to social and welcoming activities, teachers at the Birmingham primary academy school cited specific social activities for newly arrived parents such as holding a regular coffee morning. At B&H nursery, learning the stories of the children's families and working with EMAS to support culture and language inclusion were cited as means to create an environment that reflects different cultures.

*(ii) Support for secondary schools and 'working towards' schools*

Chart 2 shows that at the Birmingham secondary school no examples were given by stakeholders under this principle. This could be representative of the stage that this school is at, in the early 'working towards' stages of their SofS journey. It could also be indicative of the general nature of school-family engagement which is widely cited in the literature as easier/more characteristic of the work of primary schools (e.g. Axford et al., 2019). One suggestion, particularly for secondary schools, is to encourage young people to instigate relationship building with the parent community around the Sanctuary work. At the Birmingham secondary they had established a working group for their SofS award, led by the school chaplains and the SofS lead and comprising a large group of young people from across the school years: a group which itself could be viewed as evidence under this principle but which could also be utilised to give young people more of a role in decision-making about extending the work out to the wider school community. This would also ensure that SofS initiatives were more distributed with a move away from solely one staff member taking on the main role which was a common finding across all localities.

### 4.7. Evidencing the Principles: Networking and Partnerships

*(i) A key linchpin across principles*

Closely connected to the relationship building principle was that of 'networking and partnerships'. Participant groups across the urban school localities identified a diverse range of work they had been doing as part of the networking and partnership principle. For two of the Birmingham schools participants identified a key part of their work in this area had been to develop connections with their respective feeder schools in order to either learn from the work they were already doing (in the case of the Catholic secondary school) or to act as a role model to support a new feeder secondary

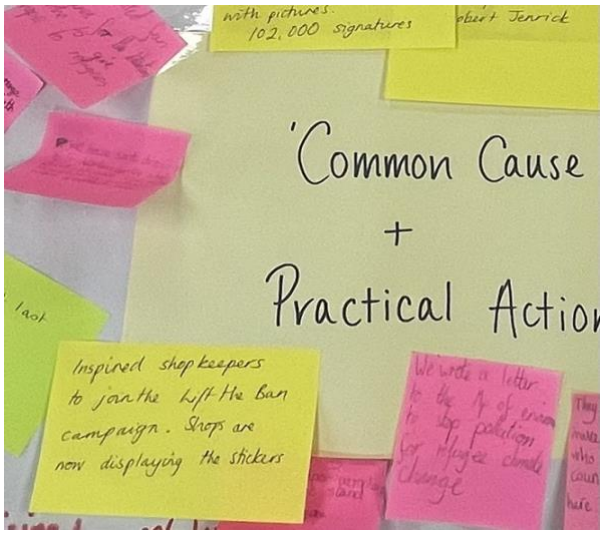
school to become a SofS (in the case of the Birmingham primary academy).The Birmingham Catholic primary gave examples of developing connections with local MPs and councillors, as well as building connections with local artists and art galleries in their immediate school community which then supported them with their 'practical action' principle and their final map demonstrates how closely interconnected the participant groups saw these two principles.

**Photograph 5:** map from Birmingham Catholic primary showing interconnections between principles

The two Birmingham Catholic schools discussed an example of the 'High Street Challenge' in which children and young people were challenged to visit the local shops on their local high street and encourage shopkeepers to display solidarity in the 'Lift the Ban' campaign, by pledging to show support for people from asylum seeking backgrounds into paid or voluntary work. The primary school had already carried out the challenge and a teacher had added a post-it to the 'Common Cause and Practical Action' (or 'Act with Purpose') principle, and two children had added a post-it note with the same example connecting it between this and the 'Networking and Partnerships' principle. The Birmingham secondary school were also aware of the High Street Challenge but had not yet participated in this and as such put it in their third ripple of 'next steps' and connected it up between multiple principles (highlighted in the photo with red arrows going around the edge of the map).

*(ii) School networks*

The relationship between both B&H schools and the nursery with EMAS, was brought up during the REM activities several times, demonstrating a vital link between this service and the outreach activities that included spaces outside of the schools and nursery. For example, B&H nursery expanded their network with other nurseries outside of the CofS due to a series of regular meetings facilitated by EMAS in which they had the opportunity to meet a wider cohort. Parents at B&H secondary also mentioned EMAS support in facilitating their communication with the schools as a valuable asset. At the same school, partnerships created with the local table tennis club (a Club of Sanctuary) and the charities Little Green Pig, Gatwick Detainees Welfare Centre and the Hummingbird Project created new




**Photograph 6**: Birmingham Catholic primary school – example given by a teacher of the 'High Street Challenge' as part of their involvement in the 'Lift the Ban' campaign.

opportunities for children to come together in environments and initiatives focused on inclusion and conviviality in a context of diversity.

### *(iii) Outreach and creativity*

Creative projects such as the making of a cookbook, handmade baskets, sewing products and a community garden were important means for the group of mothers at B&H primary to connect and develop their networks with the wider community. This school was particularly successful in engaging children and their families in activities that traversed school limits. Trips to local libraries and parks were seen as an opportunity of interaction with city spaces, and activities such as English language classes at a local community centre, and parents volunteering in schools eventually led to some of them accessing job opportunities. Furthermore, the partnerships created by the school also contributed to parents being better informed and having an opportunity to clarify their doubts about health-related issues. For instance, the visit of a school nurse who spoke about children's health enabled an environment where women could ask for advice. As in Phase 1, the Birmingham primary academy participant groups similarly spoke of the importance of their Parent Hub facility which in the past had played a key role in both their relationship building activities, and as a space to develop local partnerships. Whilst the Hub at this school was on hold while they went through a recruitment process to employ new Hub leaders, like the B&H primary, they also had an initiative in place to support newly arrived parents to access health care, with a key contact at the local GP surgery to signpost parents to, as well as regular visits from healthcare staff to the school.

### *(iv) Network and partnerships to strengthen connections across wider City of Sanctuary*

As described in Section 4.2, participant groups in the Norfolk primary school did not identify any specific examples of 'Networking and Partnerships' in terms of the work they were currently doing. However, participants used this gap as a stimulus for discussion in their Ripple 3 'next steps' work (in the case of this map participants wrote their ideas for Ripple 3 on post-it notes as well as in red marker pen, shown in Photograph 7), including the following future actions they collectively agreed upon to build networks and partnerships, mostly to make the school's Sanctuary work more visible across wider groups: 'post regular SofS updates in community Facebook group', 'add banner to school website homepage to highlight 'School of Sanctuary', 'article in local paper Marlpit about "What is a School of Sanctuary?"", 'promote SofS work more in the local community, e.g. through school website'.

**Photograph 7**: Final version of map at Norfolk primary school showing gaps in particular principles that acted as a stimulus for discussion on 'next steps'.

Through the research team's analysis of the maps, one suggestion for an adaptation to the 'Networking and Partnership' principle would be to take advantage of it as a key opportunity to bring together the Sanctuary work holistically across the CofS strands and to help schools build connections across strands. It could therefore potentially be reworded as 'Networking and Partnerships to Build a City of Sanctuary', supporting schools to develop familiarity and connections with other non-educational institutions and organisations that already have, or are working towards, a Sanctuary award, whilst at the same time becoming a useful process of peer support across strands. This suggestion would also potentially support schools in more isolated, rural areas to develop partnerships that were mutually beneficial.

### 4.8. Evidencing the Principles: Engaging Sanctuary Seekers in Decision-Making (Participation and Agency)

A common theme across schools in all localities were gaps in two of CofS's Theory of Change principles, namely 'Engage Sanctuary Seekers in Decision-making' and 'Contributions of People Seeking Sanctuary'. As shown in Charts 1 to 3, none of the participant groups across the seven schools identified work they were doing under this principle. However, the B&H primary and secondary school engaged people seeking sanctuary in their REM activities. The primary school involved 4 women from refugee/migrant backgrounds from their women's group, and the secondary school involved a Syrian refugee father and 4 EAL students from refugee or newly arrived backgrounds. The REM activities at the Norfolk primary school, Birmingham secondary school and one of the Birmingham primary schools did not include any people seeking sanctuary. At the other Birmingham primary school none of the parent/carers or community representatives were people seeking sanctuary but two of the children at the Birmingham primary schools did come from refugee backgrounds although the children did not explicitly share this information themselves. This suggests that it is perhaps more of a challenge to involve sanctuary seekers in the daily decision-making life of the school, particularly in contexts such as the school in Norfolk where sanctuary seeking numbers are very low, but that for specific events and activities schools can and do engage sanctuary seekers where their voice will be heard and is particularly valuable.

The research team suggest that as this principle is contingent upon the school community and the numbers of families from refugee and newly arrived backgrounds that the school has and that it could be adapted to make it more accessible to schools: perhaps rewording it to 'Engage Sanctuary Seekers in the School Community and Future Changes', which could include opportunities for agency either inside or outside the school in the local community.

### 4.9. Evidencing the Principles: Recognising the Contributions of People Seeking Sanctuary

A small number of schools had examples of contributions of people seeking sanctuary such as: 'inviting guests from refugee and migrant backgrounds to talk at school assemblies', 'visit from a local refugee charity Stories of Hope and Hope', and 'supporting a play run by refugees at a local Theatre of Sanctuary'. This principle was again viewed as particularly challenging to work towards for schools that did not have many people in their school or local community from refugee backgrounds and/or those that had gaps in the 'networking and partnerships' principle, such as the Norfolk primary school and the Birmingham secondary 'working towards school'. As suggested in section 4.5, perhaps if the networking and partnership principle had a wider focus across a city of

sanctuary as a whole, this would help schools to engage with, and implement, contributions of people seeking sanctuary.

Additionally, as the CofS Theory of Change is based on contact theory, one consideration which the research team propose would increase the accessibility of principles to schools would be to expand their application beyond direct human contact. For example, contributions could be recognised through multi-modal forms, from books authored by people from refugee backgrounds or films/plays directed or performed in by people from refugee backgrounds or art installations from artists from migrant backgrounds. Additionally, work in this area could include recognition of, and learning from, migrant-led charities in the UK and internationally to teach the school community about the importance of 'working with' communities and breaking down colonially-rooted approaches to 'us' helping 'them'. The usage of materials that reflect refugees' experiences, and that are already abundant and widely used in schools through books and films, for instance, would possibly assist in alleviating yet another burden imposed in refugee populations – that of educating the wider population and sharing their stories with the purpose of convincing people in their host countries about the legitimacy of their status and the nature of their displacement, which was forcefully imposed. The research team would therefore suggest rewording this principle to 'Multimodal Contributions of People Seeking Sanctuary'.

**Photograph 8:** Bookshelves at B&H nursery with books 'The colour of home', 'Refuge', and 'There's a boy just like me'

**4.10. Tracing the Impact of the SofS Programme**

The following visual representations show the way different stages of the ripples in the REM process and the outcomes that were discussed by participant groups in terms of the impact the SofS work was already having, or how they saw it having an impact in the future. The team have selected some interesting examples from across the localities, and according to particular principles, as examples in Charts 5 to 7 below. The charts show the different interpretations and applications of the principles, which would potentially be useful to share with schools which are at the early stages of their SofS journey. For example, in terms of the 'promote understanding' principle, the Norfolk school had an example which showed how this could be applied to the physical school environment through displays and welcome boards, the Birmingham schools showed how this could be applied more subtly through topic-based materials that were embedded across the curriculum, and the B&H

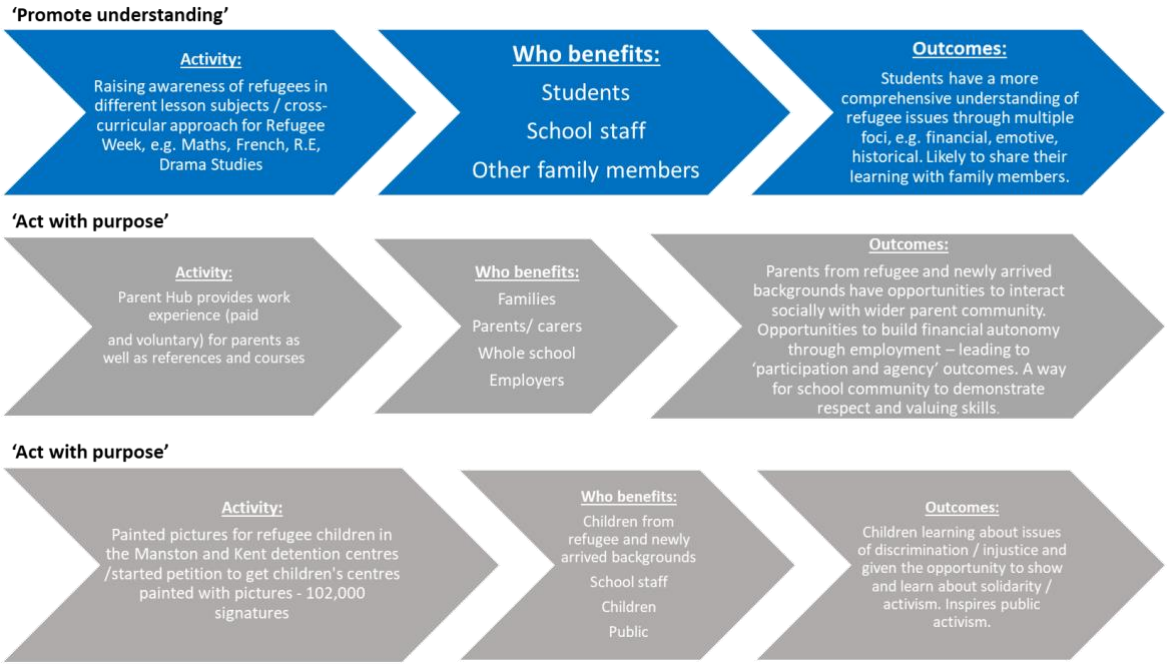
schools showed how this principle could be brought to life through specific resources, such as books that aid learning about differences.

The charts show that community changes and impacts can span wide-ranging in/tangible aspects, from symbolic gestures of solidarity that would hopefully positively change thinking around certain issues (Norfolk), to measurable impacts such as more women now accessing the local library (B&H). Whilst this evaluation was focused on exploring the SofS's work more generally across different groups, some specific examples of measurable impact as a result of the SofS programme were cited across the two data collection phases. Some specific examples of impact from one of the Birmingham primary schools include:

- the establishment of a social enterprise in the form of a mobile cooking school run by women from refugee and asylum-seeking backgrounds who teach recipes and share cultural stories. This was originally run entirely by parents/carers from the school and supported by the school and has now expanded to be autonomously run under the support of a local community trust.
- five parents/carers from refugee or asylum-seeking backgrounds employed by the school either in paid or voluntary capacities, depending on their work status, over the last six years.
- the former leader of the Parent Hub going on to work for two different local grassroots community organisations and establishing new groups with two local primary schools to support parents from refugee and asylum-seeking backgrounds, following the same Hub model as in this school.
- 10-15 Year 5 and 6 children having their work displayed for the first time in two different exhibitions at a local Birmingham art gallery to raise awareness of issues related to people seeking sanctuary.

Further examples of in/tangible impacts of the SofS programme across each of the seven schools are highlighted in the charts below.

**Birmingham Schools of Sanctuary**



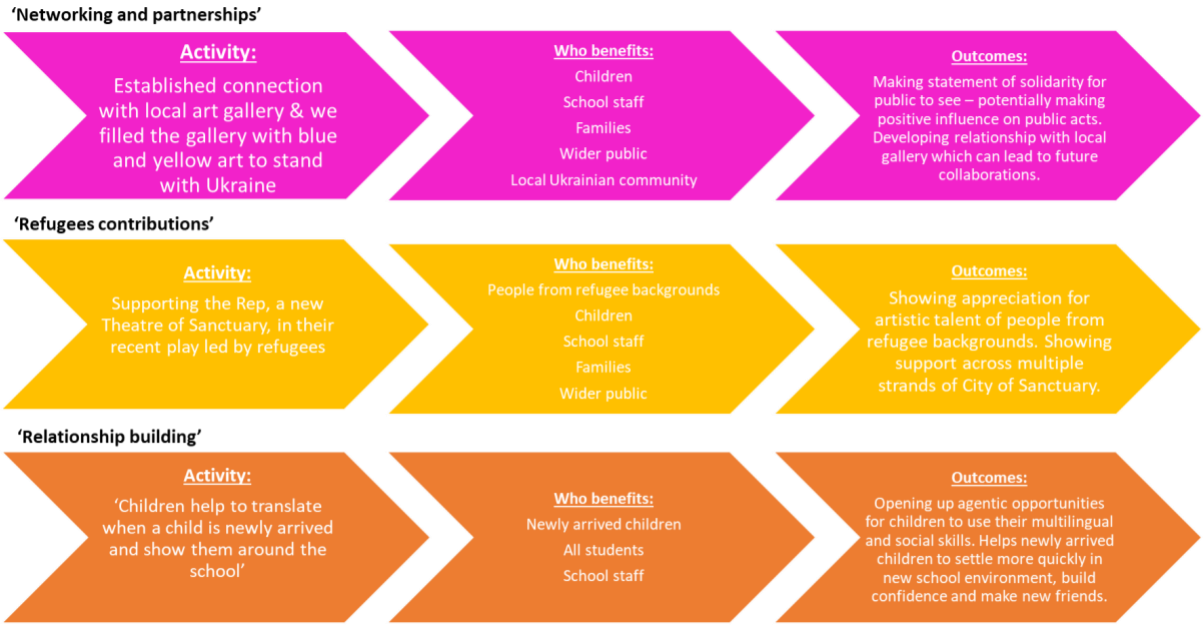
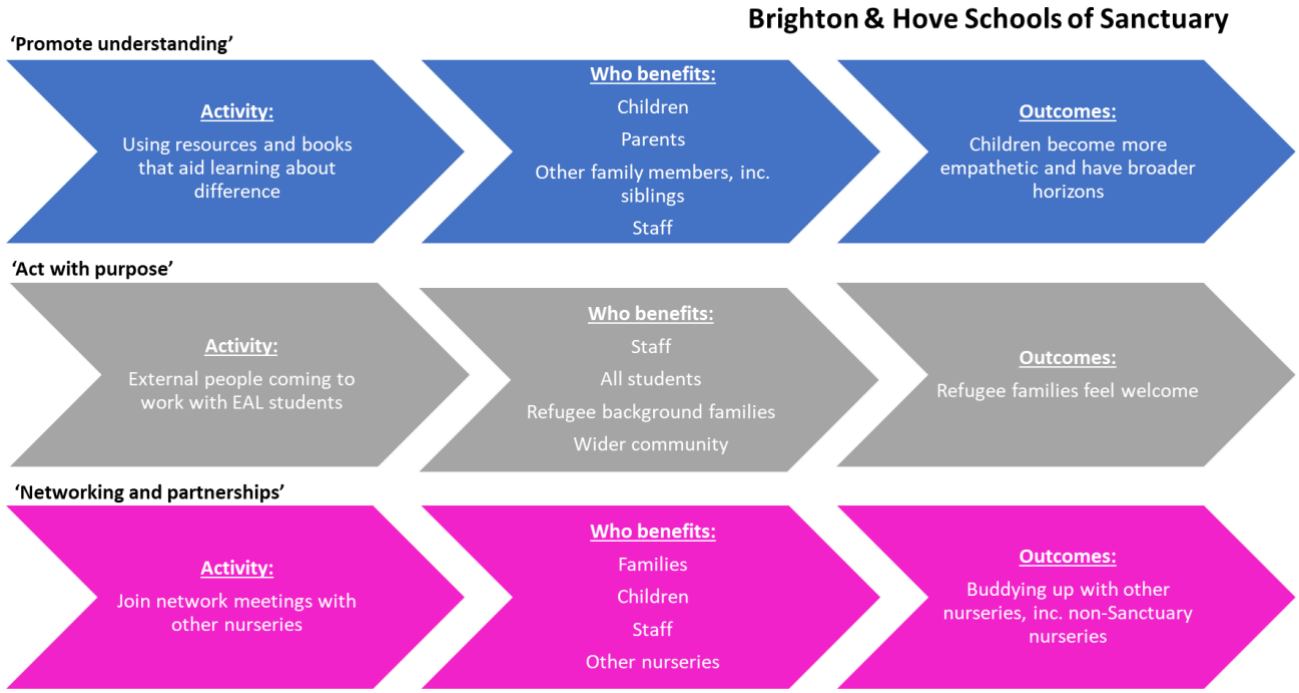



Chart 4: Birmingham Schools of Sanctuary – tracing the impacts



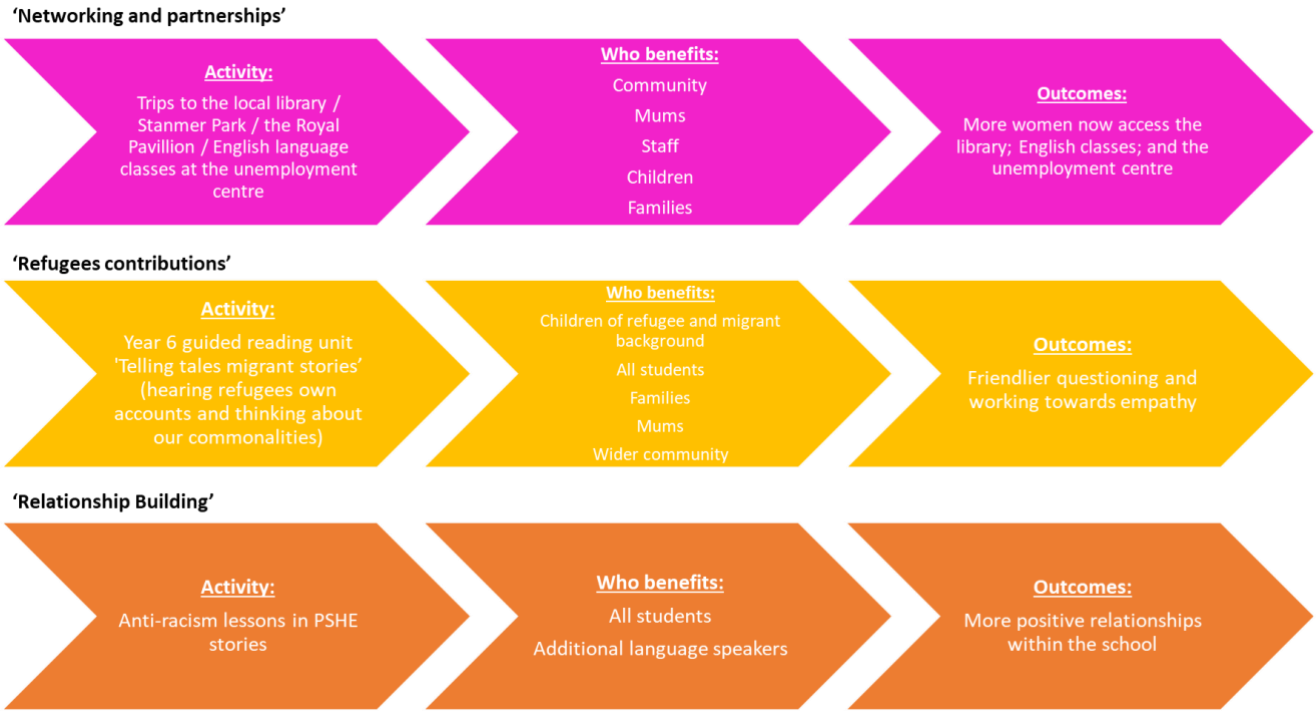



Chart 5: Brighton & Hove Schools of Sanctuary – tracing the impacts

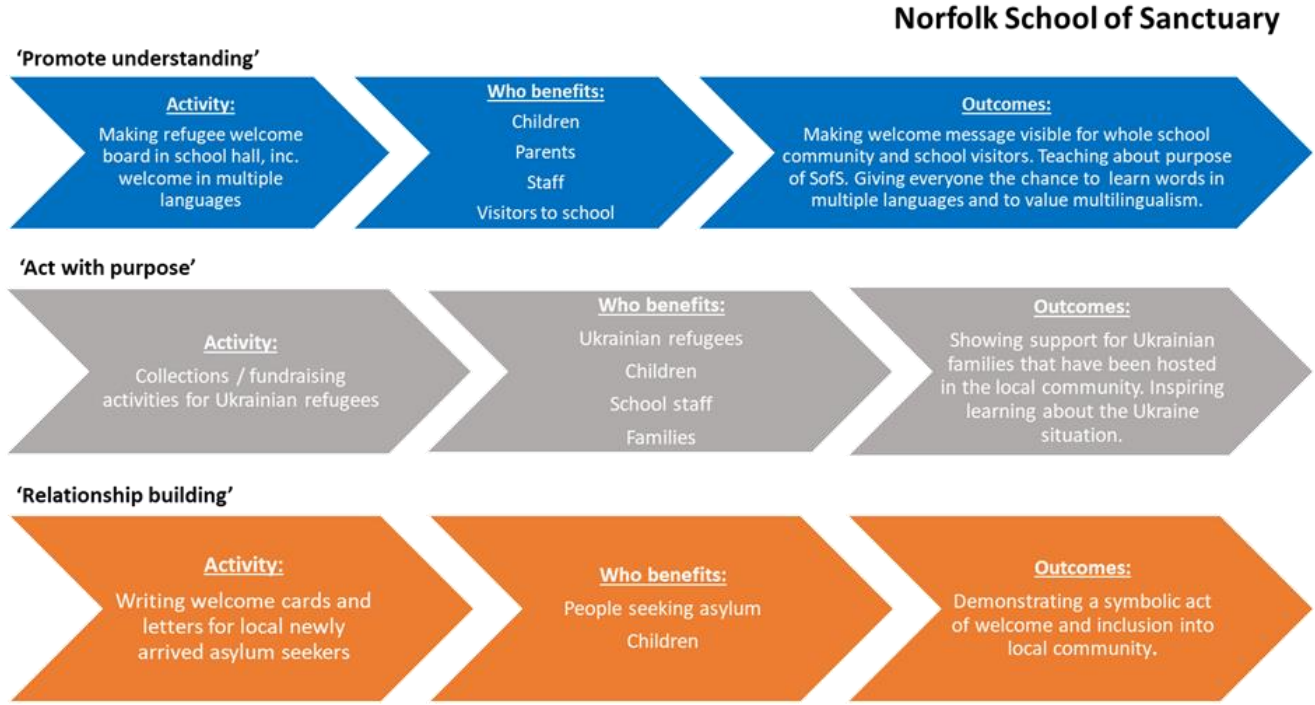



Chart 6: Norfolk Schools of Sanctuary – tracing the impacts

In summary, the REM activity enabled us to track a range of outcomes which have had clear impacts within the school community. Some of these outcomes have travelled beyond the school gate to the wider school community and beyond, where the impact becomes more difficult to track. The impact beyond the school gate was easier to track at the primary level where schools were more likely to have a closer and ongoing relationship with their families.

# 5. Conclusions and Recommendations

The aim of this evaluation was to explore what City of Sanctuary's (CofS) Theory of Change looks like in practice across one stream of its work, Schools of Sanctuary (SofS). The evaluation found the types of activity that CofS generated was often influenced by a school's locality, churn, and the diversity of its staff and students. Evident across the seven schools were the creative ways that schools were embedding the Sanctuary work into the curriculum and everyday life of the school which had positively impacted on schools cultivating a culture of welcome. In some cases, activities extended out into local communities, including promoting the CofS's work amongst local shops, and to the wider public through art exhibitions, with some activities reaching a national audience through engagement with local Members of Parliament and the press.

In terms of responsiveness to the CofS' network principles and Theory of Change, the evaluation found that activities were predominantly centred within the key principles of 'Promote Understanding', 'Common Cause and Practical Action' and 'Networking and Partnerships', with schools finding these three principles the most accessible in terms of their practical application. Activities were responsive to some extent in the 'Creating Opportunities for Relationships' principle, particularly in schools where they had developed a strong participation from their parent/carer/intergenerational community. Gaps across all schools were identified in the two principles of 'Engaging People seeking sanctuary in Decision-making' and 'Recognising the Contributions of People Seeking Sanctuary'.

The 'community capitals' (Welborn et al 2016) that appeared to be most important to sustaining the effects and impacts of SofS were the human, social, and political values upon which the work was pinned, such as a school's core or religious values, and how this was then framed within the wider school community in order to promote a collaborative culture across multiple parties: an essential component when schools at times faced hostility because of their Sanctuary work. Important human capitals also were the passionate enthusiasts inside and outside the schools who led the work, such as individual staff members and school leaders and the SofS Local Leads who played a key role in connecting the work to wider Schools or Places of Sanctuary, or to Local Authority networks. The extent to which children and young people had a voice in the nature of the work was also integral within this. It was recommended that young people are a vital resource that could be usefully enhanced through increased involvement in decision-making activities, and in driving forward the work with the parent/carer and local community. Additionally, recommendations are made for acknowledgement of the work of individuals through awards and professional development training opportunities.

The evaluation has illustrated the ways in which CofS's work with schools helps develop values, attitudes and practices that support cultures of welcome and the ways in which this work has 'community ripple effects' which bring to the fore the impacts of the work and suggest directions for schools' work moving forward.

**How effective is the SofS theory of change?**

The team's evaluation suggests some dimensions of the theory of change works are more effectively realised that others, for example, all schools demonstrated comprehensive coverage of 'promoting understanding' but very little activity addressed refugees' contributions and cultivating their active

participation in decision making. In all cases schools found it a useful point of reflection to consider their activity in relation to the range of SofS principles and where their work was most concentrated.

The research team suggest that the REM model is useful for schools to capture change in an accessible and meaningful way across the school and wider community. The REM process highlighted gaps in schools' work in particular CofS principles. The examples provided by participant groups on the maps, particularly in Ripple 1, also highlighted ways in which schools' work in the CofS principles were at times influenced by the type of school and its locality. Some suggestions for change regarding the principles have been made throughout the report; such as adapting the language of the principles to make them more suitable/accessible for schools, as well as supporting schools to become more connected to work taking place across CofS strands. Additionally, the team have proposed broadening the Theory of Change beyond that of contact theory in order to alleviate the need for people from refugee backgrounds from educating the wider population by sharing their stories (unless this is something they volunteer independently) and rather encouraging a multi-modal approach to participation and agency that makes best use of digital opportunities.

Outlined below are some key recommendations in relation to the self-assessment award tool and in making the REM process a key part of a school's SofS work.

### 5.1. Adapting the self-assessment/audit tool

The REM process, framed by the six CofS principles brought to the fore that only one of all of the schools (the Norfolk primary) in the evaluation were aware of the City of Sanctuary's Theory of Change's principles and the Sanctuary school leads all fed back that this would be important and useful to communicate with schools from the outset of their SofS journey to help their planning and to underpin their ongoing Sanctuary journey. Schools could continue to use the Learn, Embed, Share process across the six principles and fit the examples already on the audit tool into relevant principles as well as encouraging schools to add their own. Making the principles more visible and accessible, as well as framing the entire SofS award and renewal journey with the CofS principles would also support partnership building across wider Sanctuary strands if the principles are also communicated across those awards: bringing individuals and collective groups into a more unified and shared approach.

### 5.2. A school community mapping tool to use moving forward

As communicated from the team's methodological reflections on the initial pilot workshop as well as the examples highlighted throughout the analysis, the REM process was viewed as a valuable process across all stakeholder groups and helped to make the SofS work visible to certain groups to which it had been previously unknown. In this way, the REM process in itself was a valuable source of learning and impactful in its own right. The team therefore propose that the REM process becomes an annual part of a school's Sanctuary work as a way to support them to reach out to wider parent and community groups. To support this process, a digital mapping tool is proposed, such as Padlet, that enables school staff to gather evidence throughout the year and for them to bring together different groups each year to participate in a physical (or digital) mapping process.

If this was a process that over time was introduced across other CofS strands, it would bring together the CofS work more holistically with the view to over time bringing together representatives from across the Sanctuary strands as well as Council representatives for a CofS into a more unified and less disparate approach. An important part of this work is for schools to showcase

more publicly the SofS work they are doing, from environmental changes to communication through social media and the school website.

### 5.3. REM as a learning and dialogic tool

Overall, the pilot and the workshops demonstrated that REM is a useful learning tool and process that becomes a productive form of ongoing dialogue and future planning. In this project, it was shown to have benefits both to individuals and groups who have had lots of involvement in Sanctuary work, as well as those who are new to it. A key strength is that provides a reflective space for schools to engage with a diversity of viewpoints and experiences of Sanctuary work. As such it will inform part of the team's recommendations for schools to support them to think about ways to capture impact as well as to inform people of the SofS and wider CofS work and to encourage more parties to be actively involved. The REM approach could be adapted and simplified as a digital tool to encourage schools to use it. For example, through the use of Padlet or as a simple Excel spreadsheet which is regularly updated through communication with young people, parents/carers, and community representatives. CofS, through its development of the Local Lead Network, could encourage Local Leads to capture some of this ongoing impact at their SofS school network meetings, to then share with the national SofS Coordinator. Additionally, and as part of supporting schools to develop a more nuanced approach to capturing impact that goes beyond the 'Share' aspect, schools could be asked in the REM process to consider 'what do you hope this change will make / achieve?'

The mapping workshops also highlighted possible ways in which the SofS strand could be connected to the wider whole of City of Sanctuary work: currently this was a missed opportunity for some of the schools in the evaluation. Building these connections (possibly through making the Theory of Change principles run more prominently through all of the strands, with terminology from the network principles used explicitly in the Learn, Embed, Share criteria for schools) will make it easier in the longer-term for schools to carry out their Sanctuary work.

### 5.4. Key recommendations for City/Schools of Sanctuary

- Continue to use CofS's Local Leads Network to support Local Leads to promote and direct schools to SofS website resources and to encourage schools to share their SofS work and build connections with other schools through social media.
- Develop tools for sustainability:
  - (i) include a REM mapping tool in the resources available on the national SofS website;
  - (ii) consider incorporating the tool into processes of accreditation and re-accreditation;
  - (iii) encourage inter-school and inter-CofS learning and sharing of inspiring practice. For example, schools could focus on making connections/exchanges with 1 or 2 wider CofS strands per year, this could be particularly helpful for schools in rural areas; Another focus could be encouraging schools to make connections with 1 or 2 local/national schools, this could be particularly helpful for a 'working towards' school in a peer support/mentor role;
  - (iv) Language and application of Theory of Change principles: make more accessible and visible - underpinning the whole SofS journey;
- Develop support:

(i) greater emphasis could be placed on the development of resources and strategies aimed at supporting the realisation of key elements such as 'refugees' contribution' and 'participation in decision making';
(ii) provide more direction/support for secondary schools to support them in reaching out to parents as collaborators in their award work;
(iii) provide advice to schools who are at the start of their award journey to have multiple drivers of the work in the school (including children) rather than relying on one sole driver, in order to minimise dissipated energy during periods of staff instability;
(iv) signposting to support schools in addressing hostility (internal, e.g. parents, and external, e.g. political and media debates);
(v) provide support for the passionate enthusiasts: consider ways in which CofS can support them so that they do not lose energy and drive, this could be through a 'champions programme' or a 'fellowship award' so that there is something that contributes to their CV/CPD/Career progression, however, it is recognised that such work is dependent upon capacity and resources;
(vi) Provide training and support for passionate enthusiasts to influence upwards and win support for a whole school approach;
(vii) Provide support for SofS Local Leads, as part of CofS's Local Lead Network development work, to develop confidence in embedding the CofS principles in school network meetings;
(viii) Signpost schools in more rural areas with potentially less access to community organisations to ideas for building a network of community support, such as through UK-wide effective practice sharing on SofS website.

- Consider a programme in which a teacher/school practitioner can work through a SofS process even if the school is not interested in working towards the award, e.g. a 'Teaching for Welcome' programme so that there is some pedagogical work that could come out of this. SofS are already doing some work in this regard by signposting individuals to courses such as the UNHCR Teaching about Refugees Programme and REUK/University of Nottingham's Teacher Education programme.
- Consider annual awards that recognise schools' SofS achievements. This could lead to schools engaging more widely with SofS across the UK.
- Support schools with more materials to advertise Sanctuary and make the term 'Schools of Sanctuary' more popular amongst staff, children, parents and the wider community, as well as giving more visibility to the values and goals of the programme.

**5.5. Inspiring practices from schools**

Phases 1 and 2 of the evaluation, in addition to the team's review of the additional SofS documents, such as the SofS self-assessment tool, facilitated the recognition of inspiring practices in schools such as those listed below:

- Developing opportunities for sharing effective practice in Sanctuary award work: for example, primary and secondary schools who are 'working towards' their award could visit any nearby schools and learn about the work they are doing.
- Developing tools for sustainability:
  (i) drawing on the expertise of children: involvement of children and young people in a Sanctuary working group from the outset of the award journey

(ii) developing connections with feeder schools and progression institutions as a key way to support transition, e.g. supported by children joining Year 7 who have come from a SofS primary school

(iii) developing a whole-school approach to the SofS work: recognising that sustaining welcome is challenging and therefore supporting confidence building of staff and students across the school to communicate the Sanctuary work, and share in ideas moving forward.

- Exploring ways of highlighting Sanctuary work, e.g. through posters or noticeboards at the school entrance, including logo on school letterheads and newsletters. Prioritising visibility of SofS work in school and community spaces to address gaps in parent and community awareness and/or engagement in SofS award.
- Using a digital mapping tool, such as Padlet, to capture activities and impact throughout the year.

# References


Antrop-González, R., 2006. Toward the school as sanctuary concept in multicultural urban education: Implications for small high school reform. *Curriculum Inquiry*, *36*(3), pp.273-301.

Bhogal, I. 2021. *Hospitality and Sanctuary for All.* Churches Together: London.

Stoltz Chinchilla, N., Hamilton, N. and Loucky, J., 2009. The sanctuary movement and Central American activism in Los Angeles. Latin American Perspectives, 36(6), pp.101-126.

City of Sanctuary. Theory of Change statement.

City of Sanctuary/Schools of Sanctuary website.

City of Sanctuary. 2023. Local Lead Network Overview.

Connell, J.P. and Kubisch, A.C., 1998. Applying a theory of change approach to the evaluation of comprehensive community initiatives: progress, prospects, and problems. *New approaches to evaluating community initiatives*, *2*(15-44), pp.1-16.

Garcés Mascareñas, B. & Eitel, K. 2019. Sanctuary Cities: a Global Perspective. Available at: https://www.cidob.org/en/articulos/anuario_internacional_cidob/2019/sanctuary_cities_a_global_perspective. Accessed 1 December 2023.

Kollock, D.H., Flage, L., Chazdon, S., Paine, N. and Higgins, L., 2012. Ripple effect mapping: A "radiant" way to capture program impacts. *Journal of Extension*, *50*(5), pp.1-5.

Mitchell, K., 2023. Migration, memory, and the insurgent temporalities of sanctuary. Geografiska Annaler: Series B, Human Geography, 105(2), pp.179-192.

Patel, L., 2018. Immigrant populations and sanctuary schools. *Journal of Literacy Research*, *50*(4), pp.524-529.

Taylor, J., Goletz, S. and Ballard, J., 2020. Assessing a rural academic-community partnership using ripple effect mapping. *Journal of Community Practice*, *28*(1), pp.36-45.

UNHCR UK. 2023. Europe. Available at: https://www.unhcr.org/uk/about-unhcr/where-we-work/europe. Accessed 1 December 2023.

Weiss, C.H., 2018. Theory-based evaluation: theories of change for poverty reduction programs. In *Evaluation and poverty reduction* (pp. 103-112). Routledge.

**APPENDIX 1**

Dear Participant,

Thank you for agreeing to share your experiences of working with the Schools of Sanctuary (SofS) programme. We are keen to understand the school contexts and the range of activities that school communities have been involved in as starting points for our evaluation work. As such we'd like to find out more about the schools involved in the evaluation so that we can compare and contrast how the programme is working in different types of settings. What is important to note is that our purpose is **not to** evaluate or judge what has been happening in school but to understand how effective the SofS programme is at supporting schools to develop cultures of welcome in School, we are interested in the value of the SofS programme as tool for Schools.

There are no 'right' or 'wrong' answers to the questions we are asking in this phase of the evaluation. We are just interested in understanding the profile of your school, how your school became involved in the SofS programme and your experience of working with the framework.

We would like to structure our conversation with you in two parts:

- In **part one** we'd like you to help us build a 'pen portrait' of your school so that we can get a sense of the community context. The purpose of this is to help us understand how the SofS programme works in different settings and with diverse school communities. You might find it helpful to begin to respond to this section prior to the conversation with the researcher.

- In **part two** we'd like to explore your perspectives of working with the SofS programme, the impacts you think it has had on your school and what you have particularly valued.

Our conversation will be semi-structured and you should feel free to spend as much or as little time on the questions as you wish. The SofS researcher will record the conversation by taking notes.

Thank you for taking part in our exploration of the SofS programme to help inform development of the programme moving forward.

Best wishes

Alex, Linda, Marcela, Mary-Rose

**NOTE ON DATA COLLECTION METHOD**

| | |
|---|---|
| **Interview date** | |
| **Interview Code** | |
| **Online/offline** | |
| **Questions were shared with the interviewee prior to interview** | **Yes/No** |

**PART ONE: A 'PEN PORTRAIT' OF YOUR SCHOOL**

| | |
|---|---|
| **Number of students** | |
| **Age of students** | |
| **Type of school (circle as many as apply)** | State/publicly funded, Private, Religious Affiliation, other (please specify) |
| **Location** | City, Town, Village |
| **Percentage or proportion of disadvantaged students** | |
| **Describe the social demographic of your school**<br><br>*Please include information on*<br>- ***ethnicity***<br>- ***disability***<br>- ***special education needs***<br>- ***gender***<br>- ***particular groups of students*** *e.g. refugees, looked after children or children with contact with a social worker, recently arrived children or those with* | |

| | |
|---|---|
| *refugee experiences refugee or recently arrived children, Roma children, children whose first language is not the host language of the school*<br>- ***Languages spoken by staff and students*** | |
| **How stable is your school community?**<br><br>• What percentage of students join or leave the school each year?<br>• What percentage of teachers join or leave the school each year? | |
| **Please share any other measures that will help us the understand the context of your school** | |

| | |
|---|---|
| **Can you describe the community your school serves?**<br><br>*You might like to think about*<br>- *the social and cultural mix of the community*<br>- *the stability of the community, do people frequently move in and out of the community?* | |

**PART TWO: EXPERIENCES OF WORKING WITH THE SOFS PROGRAMME**

*The questions below are prompts for issues that you might like to explore in conversation, this is not an exhaustive list and we expect there to be different degrees of emphasis in different schools and contexts, there may of course also be additional issues that are specific to your setting that you also wish to discuss.*

| | |
|---|---|
| How did you find out about the SofS programme? | |

| | |
|---|---|
| What motivated your school to work with the SofS programme? Who has driven the work in the School? | |
| What have been the main challenges of working with the SofS programme? | |
| Please list the three most important or valuable outcomes for your school of working with SofS programme | |
| What will your priorities be going forward? Do you think these have changed? | |
| In hindsight what, if anything, would you have done differently? | |
| In what ways has your school changed? | |
| We've asked a lot of questions! Is there anything that you would like to ask us or anything important to you that you feel we haven't explored and you would like to share? | |

**APPENDIX 2**

**Ripple Effect Mapping Workshop Protocol**

| Phase | Activity | Timing |
|---|---|---|
| Prep | What we need<br>- **Large paper**<br>- **Post-it notes**<br>Teachers - Yellow<br>Students - Pink<br>Parents - Green<br>Community – Orange community<br>- Pens to mark ripple effect<br>- Ripple 1 = everything written in blue<br>- Ripple 2 benefits = everything written in green<br>- Ripple 3 = everything written in red<br>- Black pen for joining the dots | N/A |
| Prelim | **Invites and Consent**<br>Schools are managing invites and distributing the consent forms so all complete before the event | Before starting |
| | Invitation has the questions we'll be starting with | |
| | Tea and biscuits | |
| | **Setting Up**<br>Around the room the question prompts – in translation if felt necessary.<br>Couple of school Ipads attached to school WIFI to support translation and/or invite participants to use their own translation tools e.g. phones | |
| **Intro** | **Introduction and Group management**<br>Re-cap purpose of the study<br>Refresh ethical protocols, confidentiality, anonymity<br>Remind only to share what comfortable with everyone in the room hearing<br>Organise in groups: Teachers, Parents, Student community | At start |
| **Ripple 1** | 1.1 Each group uses their colour coded post-it notes to reflect on two key questions…<br>a) *because of SofS what are people doing differently?* | 10 mins on post-its |

| | | |
|---|---|---|
| | b) *what actions were taken because of SofS?*<br><br>1.2 Participants are then introduced to the 6 principles that CofS have developed to support development of a Culture of Welcome<br>• Promote understanding: Get a better understanding of refugees and their lives and hear their stories in their own words<br>• Networking and partnerships: making connections outside the school for example with libraries, theatres, galleries, gardens and parks, with other schools, with communities<br>• Contribution of people facing sanctuary: celebrate and recognise the different ways refugees help us in our everyday lives (e.g. as doctors, nurses) and what we can learn from them<br>• Create opportunities for relationships: making friends and supporting each other<br>• Common cause and practical action: taking action to change things for the better for refugees<br>• Engage sancturay seekers in decision making (participation and agency): making sure that refugees have a say in how things are done<br><br>1.3 Participants are invited to add their post-it notes to the 'map'<br>PHOTOGRAPH AT THIS POINT SO THAT WE CAPTURE INITIAL DISTRIBUTION<br><br>1.4 Discussion of contributions – only items that have consensus stay on the map<br>PHOTOGRAPH AGAIN FOLLOWING DISCUSSION<br><br>1.5 Children can leave after ripple if that's right for the school | 10 minutes checking for clarification<br><br>10 minutes on the map |
| Ripple 2 | In the second ripple participants will be invited to reflect upon the beneficiaries of each action and to add (draw) connections and responses on to the map.<br><br>In green we work on benefits and beneficiaries and mark on map with arrows and connecting lines as appropriate | 40 minutes |
| Tea break | | 10 minutes |
| Ripple 3 | In a third ripple the group will review the map and considered a) how the community has changed and b) how everyday practices of thinking and doing have changed?<br><br>What are the next steps? What future actions will the school take? | 20 minutes how has the school changed?<br><br>20 what next? |