

St. Michael's Catholic Primary School



The world in one school



Schools of
Sanctuary



What is a School of Sanctuary?

- A school that is committed to being a **safe** and **welcoming** place for those seeking sanctuary.
- A school that **serves** its pupils, staff and community, helping them understand what it means to be seeking sanctuary.
- It is a place of safety and welcome to **ALL**.



Our three principles as a School of Sanctuary:



- **LEARN** about what it means to be seeking sanctuary
- **TAKE ACTION** to embed welcome, safety and inclusion in school
- **SHARE** what we have done with others!

About St. Michael's



There are approximately 40 languages spoken in our school...

Over 46% of our children in nursery have English as an additional language...

Over 60% of our children in KS1 and KS2 have English as an additional language...

Since the beginning of the school year there have been 77 new starters and 48 leavers...

About St. Michael's

Countries

Nigeria

Ukraine

Romania

Ethiopia

Slovakia

Poland

Armenia

Pakistan

China

Egypt

Italy

Congo

Malawi

France

Spain

Portugal

India

Sri Lanka



...and many, many more!

Languages

Urdu

Czech

Tamil

Hindi

Italian

Romanian

Tigrinya

Indonesian

Slovak

Lingala

Yoruba

Spanish

Ukrainian

French

Arabic

Kurdish

Malayalam

Mandarin

Learn

Actions

- Invite refugee speakers to tell their stories
- Use resources to create activities in lessons
- Invite facilitators to deliver workshops to staff and pupils



Learn

Whole school approach

- Speakers: Liverpool International Slavery Museum

Who are refugees and migrants?

Where do they come from?

Why do refugees come to Liverpool?

- History and Geography curriculum: Opening Worlds
Links with migration and refugees - deepen understanding
through range of topics (Romans, tourism, population, etc)

- SIL sessions:
Traditional & Folk Tales from the Ukraine
International Mother Tongue Day - Levi Tafari



Action

Ideas from pupils

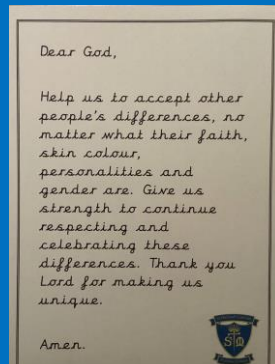
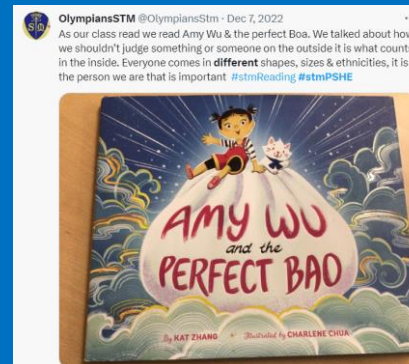
- Different cultural dances
- Include everyone in work and games - work together!
- Celebrate everyone's differences - Come & See and PSHE, artwork
- Look after new children - be a buddy!



Action

Ideas from teachers

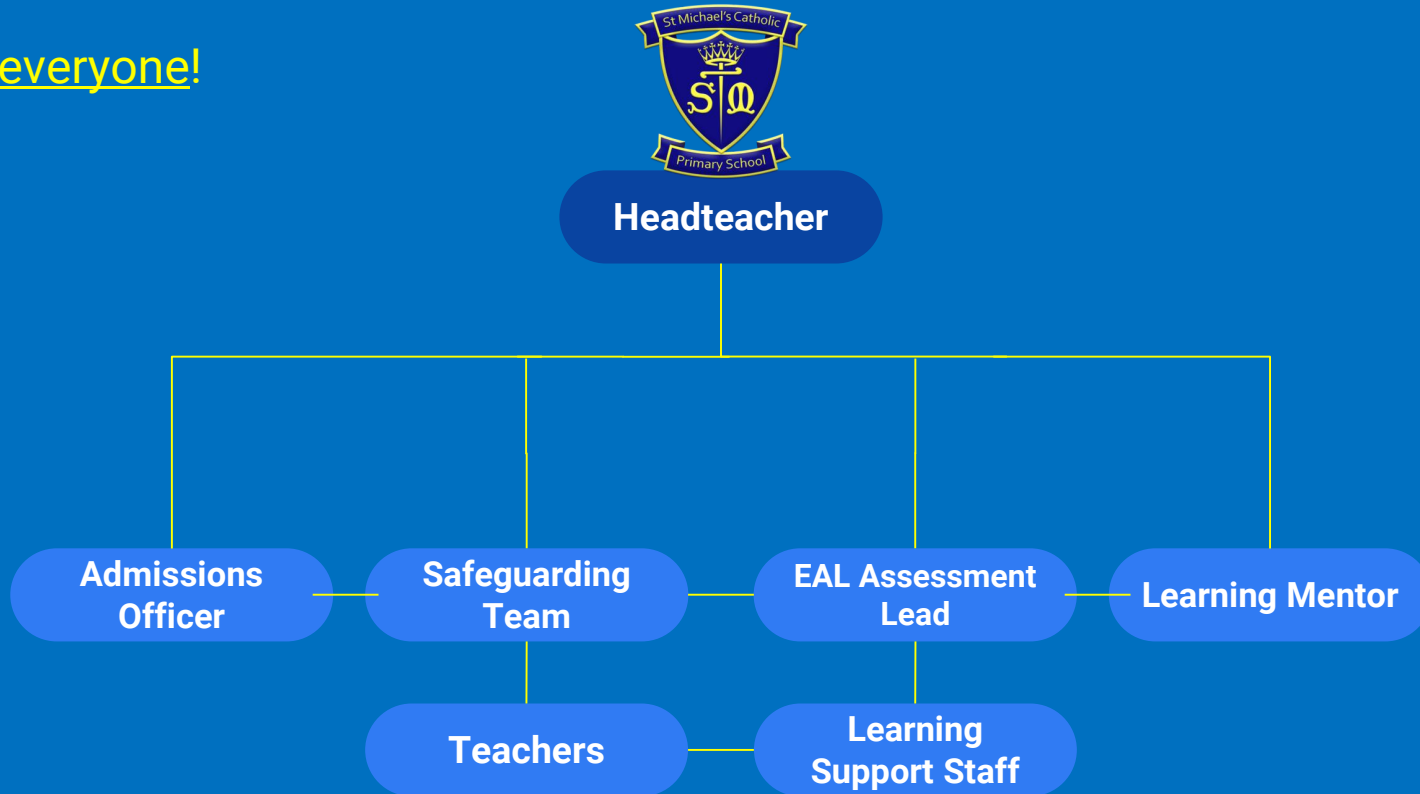
- Create a welcoming environment – displays/books that reflect the diversity of our school.
- School website – different languages.
- Provide welcome packs for new families.
- Provide interpreters
- Class Buddies for new starters
- EAL support



Action

So, who is responsible for making sure our families are safe and welcome?

In a word, everyone!



Action

Roles and Responsibilities

<u>Admissions Officer</u>	<u>Safeguarding Lead</u>	<u>EAL Assessment Lead</u>	<u>Learning Mentor</u>	<u>Teachers</u>
<ul style="list-style-type: none">• Inform teachers of new starters; inform Learning Mentor to arrange school tour• Arrange & attend meeting with parents• Provide new parents with Parent Voice document• Signpost to Family Learning Programme	<ul style="list-style-type: none">• Attend admissions meeting• Feedback information to relevant staff• Liaise with Family Support Worker	<ul style="list-style-type: none">• Attend EMTAS and SIL meetings regarding EAL subject/school leadership• Liaise with admin, teachers, LSA's and pastoral team regarding new starters and current EAL children• Arrange EMTAS support• Complete pupil voice for children with English as additional language	<ul style="list-style-type: none">• Take family on tour of school; introduce pupil to new teacher and classmates• Arrange pastoral sessions for children needing further support	<ul style="list-style-type: none">• Arrange Pupil Buddy for new starter• Assess & monitor pupil progress, including 'silent period'; check-in• Attend EAL career professional development sessions• Direct any questions towards EAL subject lead if unsure

Action

New Families - Their Journey



Initial meeting – first impressions

- Meet and greet family – admissions officer communicates with family to begin new starter process
- General information - shared with prospective class teacher and Learning Mentor
- Admissions form – completed with admissions officer and Learning Mentor
- Admissions meeting arranged – time and date to suit family

Action

New Families - Their Journey

Admissions Meeting

- Admission team present
- Gather necessary information from family
- Family signposted to Family Learning Programme
- Family Support Worker - signposted via conversation and school website
- Offered support with school uniform, PE kit & book bag
- Family given tour of school by Learning Mentor

St Michael's Catholic Primary School
With Jesus we can Achieve what we Dream and Believe!

Newcomer Information

Newcomer

Asylum seeker/ Refugee: ☐ Parents Studying:
Traveller: ☐ House move: ☐

Child's Details

Child's Family Name:
Child's First Name(s):
Prefers to be called:
Home/Community Language(s):
Start Date:

Education Background

Has the child attended school in the UK before? Yes / No

Address of most recent school:

Has the child attended school outside the UK before? Yes / No
If so, where?

How many years did the child attend?

What subjects did the child learn in school?

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Home | About Us | Statutory Information | Curriculum | **Parents & Carers** | Children

Home > Parents & Carers >

Family Support Worker

Information for Parents and Carers

The main aim of our family support service is to listen, support and advise. Practical parenting strategies are offered to help strengthen existing parenting skills, manage challenging behaviour and concerns around education and outside school life.

A family support worker can also help by referring and signposting you to local services that you may be entitled to access.

Attendance & Punctuality
Chuke
Healthy School
Mental Health & Well being
Online Safety
Friends of St. Michael's
School Meals

Calendar Dates
Family Support Worker
Latest News
Newsletters
Operation Encourages
Parent Teacher Association
School Uniform




Action

New Families - Their Journey


As a result of the information gathered Pastoral Team formulate a plan:

- Contact EMTAS should translator/support be required
- Seedlings - advice in relation to trauma
- Family Support Worker – provides information on local amenities, medical help...
- Pastoral Team – discuss interventions to be considered and put in place eg. Farm visit, Lego therapy
- Meet with class teacher – provided with information about the family, support and best practice, discuss buddy, friendships, seating, use of visual support etc.


New Starter Checklist	
Name	Class
Pastoral Team Role	
1. Initial tour of school	
2. Check ins	
3. Observation of the child	
4. Photograph/name notice emailed to staff	
Week 1 Class Teacher	
1.	
2. Tour of the school with an adult and a buddy	
3. Buddy System	
4. Play and lunch time check ins	
5. Have a conversation with your child.	
6. Have an introductory conversation with parents and inform them how their day has gone.	
7. Check in on my previous knowledge, experience of curriculum, vocabulary used	
Week 2 Class Teacher	
1. Fostering friendships	
2. Creating bonding experiences	
3. Check in on how they are finding the work	
4. Check in with parents and settling in e.g.	



Welcome to St. Michael's!
Your teacher and learning support assistant are...




Insert name
Class Teacher



Insert name
LSA

This is your classroom...

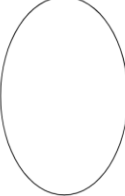


Action

New Families - Their Journey

- Met by member of admissions team upon arrival
- Teacher and buddy greet child at door
- Allocated time with learning mentor and teacher –check in at lunch & end of day.
- Teacher and learning mentor speak to parents at end of day –familiar faces on gate
- In class – sit by a buddy, use visuals to support, let them settle and become familiar with surroundings



All About Me	
	My name is:
	My Country is:
	My Family
In my family, I have:	
I like...	

Action

Families arriving at St. Michael's...

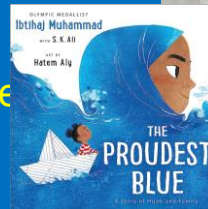
- Welcomed by all and feel safe
- Awareness, ethos, gospel values
- Ongoing Staff Training – EMTAS support
- Good practice – silent period, language development, pre-learning, immersed in classroom life, use of visuals, dual language books, use of ICT
- Vocabulary-rich environment and curriculum, projects, themed days/weeks
- Open-door policy for parents - check-in at end of day
- Drop-in sessions throughout school year - actively encourage parental involvement!



Share

How do we promote all the amazing things we do in school?

- Whole school assemblies
- PSHE curriculum/No Outsiders/JIL - The Proudest Blue
- Twitter accounts
- Parental involvement
- Special events (Picnic Around The World, Sports Day)
- School trips
- Whole school celebrations (St. Michael's 150th anniversary, Eurovision)



Ofsted

“Pupils have ample opportunities to contribute to the life of the school by performing roles such as prefects, monitors, anti-bullying ambassadors. They contribute to the local community through charitable work. Through their work on environmental issues, they also learn how to make the world a better place. Pupils have opportunities for prayer and reflection and to develop spiritually. They learn about the major world religions. They are taught the difference between right and wrong. Pupils also learn how to be resilient and not to give up when they find life hard.”



Safeguarding

"The arrangements for safeguarding are effective. The pupils and parents we spoke to said that the school is a safe place to be. The site is secure and access to the buildings is carefully controlled. The school checks carefully on the suitability of adults to be with pupils. All staff are trained to recognise possible signs of abuse. They know what to do if they have any concerns about a pupil's welfare. The pupils know how to keep themselves safe in a range of situations, including when using the internet and social media. The school works well with external services to support families who need additional help."



Next Steps

Where do we go from here?

- Maintain the high standards we have set ourselves and continue to welcome every new family to our school.
- Promote the School of Sanctuary award even further - working with other schools in the local area to achieve SoS status (projects, performances)
- Contribute to the wider community by collaborating with local theatres, libraries and charitable organisations



Thank you for listening!

