



Whitehouse Primary School



ISSUE: **Rights Respecting School: Promoting children's rights in the classroom, the school community and beyond** **No:** 1

LINKED STRATEGIC GOAL:

Leadership

The continued development of Shared Education with St. James's Primary School. In particular, this will allow the schools to promote S.T.E.M* and Forest School learning as well as achieving 'Rights Respecting Schools'* status.

Targets	<ul style="list-style-type: none"> All members of the school community will be familiar with a wide range of articles from UNCRC and will understand how global development links to rights. (Article 42) Pupils will use their voice to promote rights within our school community, local area and around the world. (Article 2, 3, 12, 13)
Baseline	<ul style="list-style-type: none"> A pupil steering group has been created to promoted rights within our school. Our school mission statement has been updated to explicitly link to UNCRC. All classrooms have replaced classroom rules with class charters created by pupils. These class charters explicitly reference rights from UNCRC and how those rights will be respected by adults and children alike. We have a 'Right of the Month' which is publicised in classroom displays and on our school website. There is a connected 'rights assembly' each month. Our school environment promotes rights by linking all wall displays to a right. As paperwork (policies, action plans, planning etc.) has been updated, it has been explicitly connected to children's rights. Pupils know that rights are universal, unconditional, inherent, inalienable and indivisible. We were assessed for and achieved Silver Level: Rights Aware in June 2018.
Success Criteria	<ul style="list-style-type: none"> Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. (Outcome 1) Most children and young people understand how local and global issues and sustainable development are linked to rights. (Outcome 1) Adults and the wider school community show a commitment to the CRC (Outcome 1) Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights. They understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice. (Outcome 2) Most children and young people know and trust that the school will act upon any concerns about their rights not being met. (Outcome 2) Most children and young people describe how the school provides information and support for a range of physical, mental, social and emotional needs. (Outcome 5) Most children and young people speak of their commitment to the right of others to learn and can describe how they actively respect this right. (Outcome 7) Nearly all children and young people explain how they play an active role in their learning. (Outcome 7) Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally. (Outcome 9) Most children and young people understand their role as global citizens. (Outcome 9)
Led by	Rights Respecting School Steering Group (Coordinated by J. Campbell + H. Clifford)
Key skills developed	<div> <div> Communication </div> <div> Using Mathematics </div> </div> <div> <div> Using ICT </div> <div> Thinking Skills & Personal Capabilities </div> </div>

Actions	<ul style="list-style-type: none"> • Add new members to RRS steering group to ensure all parts of our school community are represented. (September 2018) – Add representative from Classroom Assistants, Parents, Lunchtime Supervisors, Cleaners, Kitchen Staff?, SLT, Board of Governors, year 4 classes. One full meeting per half term – last Monday of September, November, January, March, May. • Make sure all corridor and classroom displays link to rights. (Sept. 2018 – June 2019) – Steering group pupils to check displays each Monday afternoon and add rights where necessary. • Promote ‘Right of the Month’ through a monthly ‘Rights Assembly’ and website updates (Sept. 2018 – June 2019) – Steering group will lead these assemblies in association with other school groups where appropriate. There will also be follow up activities provided to teachers to continue to promote rights and sustainable development. • Promote rights through song. (Sept. 2018 – June 2019) – Steering group will research a range of songs that can be used to promote rights and give these to teachers for use in music lessons/hymn singing/assembly. • Implement and promote charity strategy connected with rights. (Oct. 2018 – June 2019) – Update pupils throughout the year on how their money is being used to promote children’s rights. October/November Assemblies linked to fundraising. • Teach parents and other adults connected to our school community about rights and keep them informed about our RRS work. (Sept. 2018 – June 2019) – Steering group will regularly update school website to promote right of the month. Class charters will be uploaded to the school website and copies sent home with pupils. Visitors leaflet created to advise visitors of our school charter and ask them to respect the rights of pupils. • Continue to update school policies and action plans to ensure they are explicitly rights based. (Aug. 2018 – June 2019) – Teacher updated in August 2018 on how policies and planning should explicitly connect to rights. Ensure this update paperwork replaces current versions on school website. • Develop a strategy for embedding the UN sustainable development goals into our curriculum. (Jan – Mar 2019) - Steering group will map the UN development goals onto our existing school curriculum. • Campaign to make development goals and children’s rights a central theme of the 2019 – 2022 School Development Plan. (April – May 2019) - Steering group to create a presentation on the importance of teaching pupils about their rights and UN development goals. Present this to Board of Governors. • Work with other groups (Eco Team, School Council) to develop an ‘Education for Sustainable Development’ Committee. (April – May 2019) – Meet with other groups to plan for how we can work together and develop an agreed format for that work. • Explore how school charter could be displayed in the playgrounds (Jan – Mar 2019) – Explore options for playground signage promoting rights and our whole school charter. Present options and associated costs to SLT.
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Evidence collected by	RRS Steering Group
By means of	<ul style="list-style-type: none"> - Pupil led monitoring and evaluations + PDMU M+E - Display photographs - Class charters - Policies, Action Plans, S.D.P. - Steering Group Minutes - RRSA Evidence Folder - Campaign resources created
Analysed by	J. Campbell, H. Clifford + elected pupil representative from RRS Steering Group
Reported to	Board of Governors, SLT and staff.
RESOURCES	30 minute meeting during August staff development days Monthly Whole School Assembly – see attached ‘Assembly Programme’ Large noticeboard for Development Goals display
SUPPORT	Unicef, RRSA Advisor, SLT
EVALUATION	-