



RIGHTS RESPECTING SCHOOL AWARD: OUR JOURNEY TO SILVER



A. LEARNING ABOUT RIGHTS

We know about and understand the UN Convention on the Rights of the Child.

What are we doing?

- Every class has created a class charter, which is an agreement to respect the rights of others.
- Our assemblies are linked with our rights.
- Our rights are clearly displayed around the school.
- We have a Rights Respecting Schools display in our corridor.
- We regularly share the work we are doing on our school website and our Twitter account. We also featured in the Fast Forward magazine.
- Every pupil is a member of a pupil voice group, led by class teachers. The 'Super Rights' group are dedicated to Rights Respecting Schools work.

What difference has been made?

- Most children can confidently refer to their class charter and their rights and how they respect them.
- Children regularly share work they have been doing, linked with our Building Resilience Assemblies
- Adults are now more aware of children's Rights and how this relates to everyday learning and teaching.
- Children now have a deeper understanding of differing experiences around the world and in their own communities
- Through the Pupil Voice groups, every child now has a clear platform where they can express their views about the running of the school
- Parents are actively engaging our RRS work across the school and through interaction with our social media



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B. LEARNING FOR RIGHTS

We work together in a way that respects the rights of children and adults and promotes our well-being.

What are we doing?

- Our 'The Big Three' behaviour policy links behaviour with language of respect for rights.
- Children are encouraged to contribute to and lead assemblies. Either as part of their pupil voice group or to share their own wider achievements.
- Every child is given the opportunity to discuss their learning with the management team through our Bonus Ball Conversations.
- We have various nurture groups (Rocket Club, PEF, SCAT, Emotion Talks, Lego) to support identified pupils.
- There is a Supported Play Area (SPA) in the playground for children who find the playground challenging.
- Following pupil group feedback, teachers are also out in the playground at break time.
- We have learned about online safety, with teachers, police officers and parents and carers. Information is also on our website. to help support children to be happy and healthy online.
- Our Building Resilience programme involves teachers, pupil, parents and Carers in promoting well-being.
- There are opportunities for parents to work with their child in school (Peep groups, Foodie Fridays)

What difference has been made?

- Through engagement with The Big Three and class charters, children can describe how their choices affect others.
- All teachers and PSAs now use the language of the Big Three. This has provided consistency in behaviour management throughout the whole school.
- Children are more confident when sharing their views, opinions and experiences with the school and their wider community.
- Bonus Ball discussions have allowed time and space for everyone to feel valued and heard.
- There have been fewer incidents in the playground requiring adult involvement, as pupils are displaying conflict resolution skills
- P7 Buddies in the playground have reported that because they now have better guidelines (developed by pupils), the infant playground feels much safer and more fun.
- Through whole school engagement with Anti-Bullying week and Safer Internet Day, children were active in discussing how their own actions online contribute to the safety of them and others.
- Through involvement in the building resilience programme, children can identify their emotions and have developed some strategies to help themselves and their peers



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C. LEARNING FOR RIGHTS

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.

What are we doing?

- Through Pupil Voice Groups, children are involved in making decisions about the life of the school.
- We Celebrate International Woman's Day school through various activities
- Lots of classes have linked charity work with their learning. (e.g. Water Aid, Rainforest protection).
- The whole school has been Involved in fundraising activities such as Christmas Jumper Day and Odd Socks Day.
- We have worked closely with Mercy Corps, including a whole community 'Walk for Your Rights' event.

What difference has been made?

- Pupil Voice groups actions/impact are displayed and discussed. Positive feedback from Pupil groups highlights the impact they have directly made on the running of the school.
- Through Pupil Voice groups, firm links are now made between school and outside agencies e.g. Local Foodbank, Police, Mercy Corps
- Pupils continue to contribute directly to social media and communication sent out to parents, giving them greater ownership
- Following whole school events, children have been active campaigners. For example, the Cross Country team voiced concerns about the quality of the school team t-shirts, applied for funding from the parent council and all t-shirts have been redesigned and worn with pride!