



**ST. CATHERINE'S**  
**RRS NEWSLETTER SEPTEMBER 2016**  
**ISSUE 6**

**CONGRATULATIONS TO ALL!**

We welcomed Gillian Roberts on Friday 17<sup>th</sup> June to assess the work we had completed towards Level 1. Gillian spent a period of four hours with our school community on a very busy day –open Day. She began by speaking to members of the Leadership Team followed by a meeting with representatives from our school –staff, parents, governors and of course the children. The School Council met with Gillian for a discussion about the 'Rights of Children'. Lily, Katie, Charlotte L , Pierre and Massimo showed Gillian around the school pointing out class charters, displays and writing linked to the RRS. Gillian then met with a cross section of children from all key stages.



We were delighted to be informed verbally that we had achieved Level 1 RRS Award. This was truly exciting for everyone but especially for our year 6 steering group who had worked so hard over the last 18 months. We now need to plan ahead to the next part of our journey to Level 2.

Below is the official report from UNICEF.

## **RIGHTS RESPECTING SCHOOL AWARD LEVEL 1 REPORT**

**The following good practice evident at the assessment contributes to the school's success at Level 1:**

### **Standard A: Rights-respecting values underpin leadership and management**

- The Head teacher and SLT demonstrated a strong commitment to the principles of the convention and said *"it is our ethos."* Their vision for the school has *"the children at the centre"*.
- The Head teacher as RRS Lead has attended UNICEF training, made strong links with a local L2 school and uses the website regularly. This has ensured that staff and governors have learned about the programme and Convention
- The Head teacher uses the Spiritual, Moral, Social and Cultural (SMSC) Gridmaker to help plan strategically and monitor the 'Rights Respecting Journey' across the school. All staff and parents have access to the SMSC grid on the school website.

### **Standard B: The whole school community learns about the CRC**

- The children in the focus groups showed a good understanding of a wide range of articles. They knew rights were inherent, inalienable, unconditional and universal. They gave examples of situations where children were unable to access all their rights e.g. Syria. They understood that *"adults"* were the duty bearers.
- Weekly newsletters and access to the website provide information about the RRS programme and The Global Goals for the whole school community. Parents were very positive and reported their children talked with them about their and other children's rights.
- Children learn about the Convention through the assembly programme, RE, geography, cross curricular activities e.g. Y5 guided reading using newspapers/IPADS leading to discussions about the Nepal earthquake. A clearly displayed 'article of the month' provides a focus for discussion for all pupils.
- This term the whole school has embraced 'rights' as their theme for the Barnet Dance Festival. Each year group researched and focused on one article and then shared their learning through creative dance. There was a special performance by each class at the school open day (and assessment visit), with all pupils and staff joining in the finale in a vibrant, creative, inclusive display surrounded by parents.

### **Standard C: The school has a rights-respecting ethos**

- Class charters were displayed and the pupil RRS steering group had also developed charters for the school, playground and dining hall. The governor said that *"the children were proud of their charters."*
- Staff reported an increased use of RR language and *"a growth in confidence and increase in questioning things"*. House stars are given for modeling respectful behaviour and can be awarded by any member of staff. Relationships in the school were observed to be very positive.
- 100% children reported they feel safe in a recent pupil survey. In the focus group pupils said *"everyone is kind to each other, grudges aren't held"; "adults keep us safe"*.

### Standard D: Children are empowered to become active citizens and learners

- The Y6 steering group has played an important role in leading the RRS journey. They will help recruit and train next year's ambassadors. They hosted a visit by RRS pupils from a local L2 school where they exchanged ideas and the visitors peer reviewed the school charters offering recommendations for improvement.
- The active school council is democratically elected, they meet regularly and their work is linked to A12. They have time in class to give feedback and share information on the website. They have helped to improve the outside equipment and influenced the purchase of new soft furniture for KS1.
- A recent questionnaire reflected that *"pupils felt their views were taken into account" and "the school council made a difference"*.

The children and school community have supported charities e.g. Homeless in Barnet, CAFOD, Sport Relief, Amnesty International and recently sent food packages to refugees in Calais.

## MOVING TO LEVEL 2- WHAT DO WE NEED TO DO?

### Moving to Level 2:

Level 1 is an important milestone on the Rights Respecting journey. In the light of the assessment visit, the assessor has identified the following priorities for further progress. These recommendations, based on Unicef's experience with schools across the UK, will have been discussed in more detail during the assessment visit:

**In order for the school to progress successfully to Level 2, the following steps and actions will be required:**

- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights based approach across the school (Criterion1)
- Ensure that school policies and strategic documentation are explicitly underpinned by appropriate rights from the Convention including the text of the policy/document. Consider pupil involvement in the policy review process. (Criterion 2)
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission statement and purpose. (Criterion 5)
- Work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community. (Criterion 6)
- Build on the work already begun to promote the UNCRC within the curriculum, particularly with reference to global citizenship, and ensure that most curriculum plans refer to appropriate Articles of the Convention. (Criteria 8 and 9)
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. In the next round of class charters endeavour to include actions for Duty Bearers as well as for children. (Criterion 10)
- Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school.(Criterion16)

- Build on the good charity work already undertaken by enabling and empowering the pupils to become advocates and campaigners for the rights of all children locally and globally. (Criterion18)

Mrs Ainger is planning to attend the Level 1-2 Workshop in November. The new steering group will meet to draw up our action plan to continue our journey.

### RRS LEVEL 1 – Steering Group Party



We had a celebration party to congratulate the steering group on their amazing work over the last 18 months. We discussed the final report from the assessor Gillian Roberts and the next part of our journey. We look forward to meeting with the new representatives on the steering group next week before the end of term. Thank you to the year 6 children. We wish you happiness in your new schools and will always remember your hard work and determination to be awarded Level 1.



## School Council Celebration

Thank you to all the representatives on the School Council for their amazing contribution this year. They have approached each meeting with great enthusiasm. They have contributed fully to the life of the school and ensured the voice of the children is heard. In September new School Council representatives will be elected and the School Council will meet every 3-4 weeks.

## Global Citizenship

### Year 4 Cake Sale for Water Aid



Last Friday a group of girls in year 4 held a cake sale. They raised £50.47 for WaterAid. Thank you to everyone who supported this wonderful charity.

WaterAid is an *international organisation* whose mission is to transform the lives of the *poorest and most marginalised people* by improving access to *safe water, sanitation and hygiene*.

Through their partners, they reached out to over 2 million people with safe water and 3 million people with sanitation last year. Everything they do is shaped by six values:

- Respect
- Accountability
- Courage
- Collaboration
- Innovation
- Integrity



Thank you to the parents and children who supported the **'BOOKMARK'** Sale for Gosh this Friday. The children designed these bookmarks to raise money for a very special cause. Great Ormond Street Hospital provides inspirational and world-class care to hundreds of children every day. But

they need to raise millions every year to help give hope to seriously ill children and their families. The money raised helps Great Ormond Street Hospital (GOSH) to provide world-class care for its young patients and their families. We will announce the amount raised in next week's newsletter.

### **SMSC Grid**

This is just to remind you that this is accessible to all members of the St Catherine's School Community on our website.

<http://www.gridmaker.net/scb/> – Password: scb-guest

Please find time to follow our journey through the course of the year.

Below is a summary of what Spiritual, Moral, Social and Moral development means for our children.

**Spiritual Development** – Children participate in Religious Education where they explore their own religious and spiritual identities, as well as those of their classmates. We create opportunities where children can develop awareness of the world and its capacity to inspire awe and wonder. We plan times for children to take part in opportunities to be quiet and reflective. We give them space for their own thoughts, ideas and concerns.

### **Moral Development**

We encourage children to respond appropriately to the needs and feelings of others and to show consideration and kindness to others. We create opportunities for children to learn from people who are excellent models of positive behaviour. We teach children to communicate in ways that will enable them to form positive relationships and enjoy participating in school and community life. We give children opportunities across the curriculum to explore and develop moral concepts and values.

### **Social Development**

We provide a range of activities which develop children's social skills and understanding, like how to care for people, living things, property and the environment. We teach children to work cooperatively as a member of a group or team, taking turns and sharing within a range of social contexts.