



The Journey so far!

In July 2016 we received official recognition that we deserved Level 1 RR School Award. All members of the school community were incredibly supportive. Most wonderfully, we have observed a significant change in the attitudes of our children and seen the benefit for the children themselves in their learning how to respect others; whether they are classmates or fellow citizens of the world.

We have held planning meetings to discuss the way forward. We have raised awareness amongst the staff, parents, governors and children about the UN Convention of Children's rights. We have created Class Charters where the children have decided what they think are the most important rights they would like to ensure are prevalent in their classroom. We have held assemblies and involved the School Council and children who have become Rights Respecting Ambassadors

(Our Steering Group) In order to create a School Charter that all adults and children sign up to. We have an agreed School Charter, Hall Charter, Dining Hall Charter and Playground Charter. These are displayed around the school.

Also, we have organised a number of special events to raise awareness of issues locally, nationally and globally. For example, in December 2016 we held 'Fundraising Days' involving all the children and staff in helping others nationally and globally by raising money for Save The Children and Noah's Ark Hospice and Water Aid. We collected items to donate to a local support centre; HABS (Homeless Action in Barnet).

In November seven of our steering group ambassadors visited Sunnyfields School with Mrs Ainger and Mrs Ward. Sunnyfields School is the first Barnet School to reach Level 2. It was such an exciting opportunity to meet the Head teacher Ms Meyer and a group of their ambassadors. The children had lunch together, played and then we met to discuss their journey to Level 2. They gave us so many ideas to put into our action plan for January. We know that we can achieve this through our teamwork and passion to do well.

We were also delighted to receive a letter from Chris Munday, Commissioning Director for Children and Young People in Barnet, congratulating us on our wonderful achievement in achieving Level 1.

Action Plan

Teachers to plan lesson around the new Article of the Month .

Teachers to find links in all planning to RRS and ROC .

Set up a Compliment session each week so we can recognise the qualities in others that show the true ethos of St Catherine's .

Steering Groups to prepare Assembly linked to the New Article of the Month.

Articles should be displayed around school.

Use the Newsletter as a vehicle to share our exciting journey.

Write prayers each week as a focus of issues in our world related to the rights of children.

Posters displayed around the school with key news around our world .

Link RRS Articles with Circle Time, P4C,

Debates .

Develop Social Skill Activities in lessons .

Next step... Level 2

The Steering Group Members are Thomas, Aurelia, Lewis G, Emily (Year 2), Sebastian (Year 3), Kimmianne, Charlotte, Pablo (Year 4), Anna, Isabella G, Lily (Year 5), Emily and Layla –May (Year 6). We will continue to meet regularly to ensure our journey is a successful one.

The Steering Group Ambassadors met in November to discuss what a Rights Respecting Classroom looks like. We talked about our classrooms and listed the following.-

IN OUR RIGHTS RESPECTING CLASSROOMS:

- children and teachers discuss and agree a charter
- children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons
- children have opportunities to make choices in their learning
- there is a strong emphasis on support and teamwork
- Teachers make use of a wide variety of teaching
- teaching assistants are valued and respected by all
- teachers and teaching assistants model rights-respecting behaviour
- displays are used to reinforce awareness of rights
- children respect and value each other's similarities and differences and support each other
- time is given to listening and acting on pupils' views, for example the School Council and the RRS Steering Group
- all children make progress to the best of their abilities

We asked the class teachers to discuss these points with their classes and the steering group also met with the School Council.

Level 1 Report

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)

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.

CULTURAL: Exploring, understanding and respecting diversity

CULTURAL: Preparing for life in modern Britain

CULTURAL: Participating and responding to cultural activities

CULTURAL: Understanding and appreciating personal influences,

MORAL: Developing and expressing personal views or values

MORAL: Recognising right and wrong and applying it

MORAL: Understanding the consequences of actions

SOCIAL: Developing personal qualities and using social skills

SOCIAL: Participating, cooperating and resolving conflicts

SOCIAL: Understanding how communities and societies function

SPIRITUAL: Developing personal values and beliefs

SPIRITUAL: Exploring the values and beliefs of others

SPIRITUAL: Experiencing fascination, awe and wonder

Article of the Month & Thought for the Month

We continue to introduce a new Article of the Month to be displayed in classrooms and in the Newsletter. We also display a Thought for the Month for the whole school community.

Here are examples below.





December 2016 Article of the Month

Article 3: The best interest of the child must be a top priority in all actions concerning children.



Best interests of the child.