



Rights Respecting School Award at Calthorpe Academy

We believe the CRC provides a powerful framework and a common language which has helped to shape the ethos and everyday practice of our academy.

EVERY aspect of our school life in supporting children and young people, is underpinned by children's rights



The Rights Respecting School Award

Our Journey:

In June 2021 we were a BRONZE Awarded school and we achieved our SILVER award in July 2023

What is the benefit of this award?

The difference that a Rights Respecting School makes goes beyond our school gates, making a positive impact on our whole community.

- Children are healthier and happier
- Children feel safe
- Children have better relationships
- Children become active and involved in school life and the wider world



The RRSA is evaluated through the following 3 criteria:

	A: Teaching & Learning <u>about</u> Rights	B: Teaching & Learning <u>through</u> Rights- (Ethos and Relationships)	C: Teaching & Learning <u>for</u> Rights- (Participation, Empowerment and Action)
	<p>(CRC) is made known to children, young people and adults who use this shared understanding to work for</p> <ul style="list-style-type: none"> • improved child well-being, • school improvement, • global justice and sustainable living. 	<p>Actions and decisions affecting children are rooted, reviewed and resolved through rights.</p> <p>Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.</p>	<p>Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.</p>
Bronze	<ul style="list-style-type: none"> • Whole school Launch • Staff survey 9staff & Directors • Curriculum Leads informed • Articles embedded in key policies & Curriculum overviews 	<ul style="list-style-type: none"> • NSPCC Safeguarding review- pupils views • Whole school Inclusion days/ charity events and events have had a CRC Right Focus • Emergency Services Visits- inform them of how to stay safe in wider community & citizenship work • Relationships curriculum review- survey of staff • Learning Walks • Police Internet Safety Talk 	<ul style="list-style-type: none"> • NSPCC Speak Out Stay safe embedded within the Safeguarding strategy and within the PSHE curriculum • Global Learning calendar embedded into the SMSC Thought of the Week to develop awareness of global citizenship • Work based learning placements- learners views recorded and knowledge of rights within the workplace developed in action

Actions on our Journey to Silver

Strand A: Teaching & Learning about Rights

*“Consider how your **student council can take an active role in promoting the CRC across the school**, e.g. helping to put up posters about the CRC , leading assemblies / making videos to share”*

Strand B: Teaching & Learning through Rights- (Ethos and Relationships)

*“Use Unicef’s resource **an ABCDE of Rights** can help to convey the message in Outcome 1:2”*

Strand C: Teaching & Learning for Rights- (Participation, Empowerment and Action)

*“Outcome 4 **can adults and children explain how this provision links to different articles or rights?** Articles 19 and 17 link directly with safeguarding issues as well as article 12 which is about children’s voices/ views/ agency”*

*“Remember that RRSA is about a whole school approach and way of working. As such consider how you will **inform and involve other support and administrative staff so that you are developing a consistent approach**. This also helps to develop the awareness that all adults who work within the school are duty bearers. This takes time.”*



A: Teaching & Learning about Rights

Actions from Bronze Assessment:

student council can take an active role in promoting the CRC across the school

Rights embedded into Stage 2 PSHE curriculum
 Student Council- planning whole school events using rights based approach
 Class charter competition

Next Steps:

Embed CRC Articles within Evidence for Learning 2023-24
 Review of Stage 2 PSHE how teachers are implementing



Embedded into SMSC Thought of the Week

Week Commencing	Thought of the Week	Children's Rights UNICEF Article & Assembly Resources	Social	Moral	Spiritual	Cultural	FEV
1 17/04	Eid Al Fitr	Children's Rights UNICEF Article 18 Every child has the right to have their own thoughts and beliefs and to choose my religion with my parents' guidance	Who celebrates Eid? Celebrate Eid decorations and decorate your own Eid cards. Listen to the Quran being read. Did you see when Muslims were clean for the Quran?	Why do people celebrate Eid? Do something on that exciting, interesting or enjoyable. You could try one of these many play activities.	How does celebrating Eid make Muslims feel? Is Eid celebrated in different ways and in different places across the world? Explore different Islamic aspects of religious belief.	Mutual Respect: "It is respected and respectful that everyone, whatever differences we may have, whether it is an different cultural celebration or a religious belief"	FEV Mutual Respect: "It is respected and respectful that everyone, whatever differences we may have, whether it is an different cultural celebration or a religious belief"



Student Council planning whole school enrichment through rights based approach

Pupil Voice: Student Council Meeting
 Spring 1: Date: Tuesday 10th January

Focus:
National Story Telling Week

	Children's Rights Article 31 & Every child has the right to rest, relax and play and to take part in cultural and creative activities.		Fundamental British Values: Individual Liberty: To promote freedom of choice and the right to respectfully express views and beliefs.
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Questions

Learners Views and Co-Production
 Student Views (F1)
 Staff Facilitators (F1 & F1)

National Story Telling Week
 What is it?
 National Storytelling Week takes place every year and is a celebration of the power of sharing stories. Stories teach us stories from all around the world.
 It is important because it allows us to step into someone else's shoes and feel empathy. They help us to relax and escape and they can help develop essential literacy skills.
 To raise awareness in school you can do the following:
 • Assemblies
 • Posters
 • Share stories with your peers from around the world
 • Set up storytelling time for the whole class to participate in. This would mean that every learner in the class has the chance to let their imaginations go wild.
 • Watch stories online.

Design a Menu based on stories from books you enjoy with the Catering Team
 Main:
 E.g. "The Red Hat" Tigranov's chicken
 Dessert:
 E.g. "The Gingerbread Man" Ginger biscuits
 "Popo's Surprise" Fruit salad

Jobs for Events Team:

- Design information poster about National Story Telling Week (to be shared via email, on monitors & via the SApps to parents)
- News report: Take photos and report on both events around school

Whole School Class Charter Competition

C: Teaching & Learning through Rights

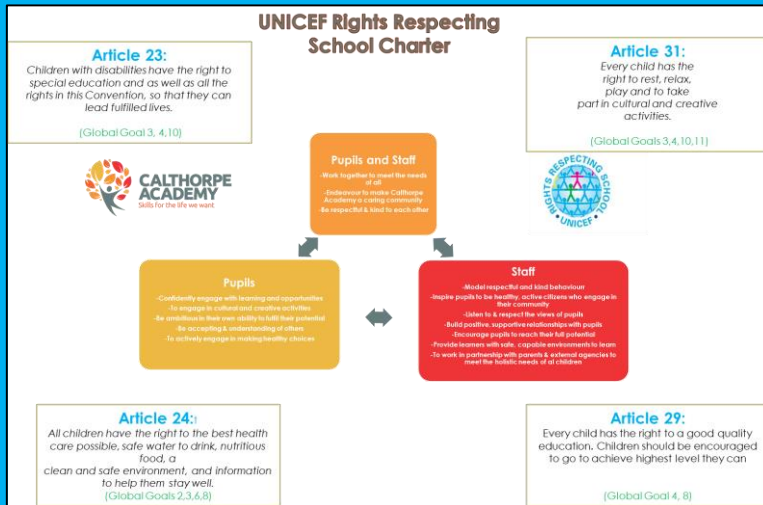
Actions from Bronze Assessment:

- **can adults and children explain how this provision links to different articles or rights?**
- **inform and involve other support and administrative staff so that you are developing a consistent approach.**

- Staff training LFL Stage 2 of PSHE and embedding rights and rights respecting language, resources, importance of learners voice in their learning
- CPD Teachers & TA's whole school- where Rights sit within the curriculum pathways
- CPD Teaching, non teaching and wider school staff (responsibilities as duty bearers to enable learners to access their rights)

Next Steps:

- Review of how CRC Rights based approach can help to better facilitate learners voice for EFL and FFL Pathway and co-production frame work
- Review feedback: to embed articles 12, 13 and 3 in school charter



Training Non Teaching Staff

This INSET is focussing on:

How does our provision link to different articles or rights?

B) TEACHING AND LEARNING THROUGH RIGHTS-ETHOS AND RELATIONSHIPS

Outcome 4 can adults and children explain how this provision links to different articles or rights? Articles 19 and 17 link directly with safeguarding issues as well as article 12 which is about children's voices/ views/ agency.

Remember that RSA is about a whole school approach and way of working. As such consider how you will **inform and involve other support and administrative staff** so that you are developing a consistent approach. This also helps to develop the awareness that all adults who work within the school are duty bearers. This takes time.

There is a task for the following teams to complete:

- TA's in class groups
- Admin Team
- Transitions Team & Learning Mentors
- Pastoral Team

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Developing Staff Awareness

Which of the children's rights articles from our school charter were accessed? *

- Article 23: Children with disabilities have the right to special education and the rights of the CRC so they can lead fulfilled lives.
- Article 24: All children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help them stay well.
- Article 31: Every child has the right to play, rest, relax and take part in cultural activities.
- Article 29: Every child has the right to a good quality education and to be encouraged to achieve at the highest level they can.

Article 28 of the UN Convention on the Rights of the Child (UNCRC) sets out that every child has the right to an education.

Whole School Charter

Names of staff completing: Simone, Nicky, Masuma, Safia

Role: Pastoral Team (DSG's)

Children's Rights Article	What does this article mean?	What provisions are in place at school to help learners to access this right?	Within my role I ensure learners access this right by....
Article 3	Article 3 is one of the most important articles in the UNCRC, and many other articles are related to it. It says that the interests of children and young people should be thought about at all levels of society, and that their rights should be respected by people in power.	DSL Meetings Family Support Early Help Referrals Family Consent (refer to family support team) MASH for support MASH for safeguarding Referral to DT Service In other words, if says adults should think about the best interests of children and young people when making choices that affect them.	Individual learners are discussed regularly, and action plans are put into place Meeting takes place every half term, with medical and updates from intersted leaders In school Early Help if led by two DSL's To the Early Help Team (Via BCT) Respite, Housing..... All safeguarding concerns are reported to MASH Through BCT for housing adaptations or equipment Referral made to the sleep service for 1:1 support Home visits conducted by the Pastoral Team All safeguarding concerns and updates All referrals made by DSL's in order for these agencies to be accessed Made to ICT Tutor



C: Teaching & Learning through Rights

Actions from Bronze Assessment:

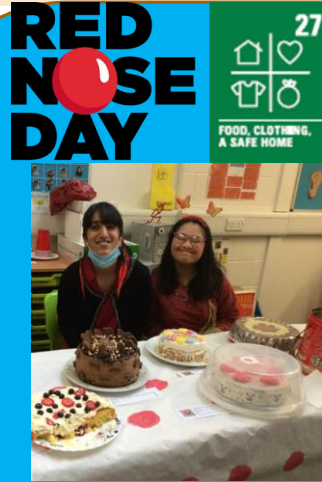
can adults and children explain how this provision links to different articles or rights?

Student Council Nominations
Student Council- learners voice and rights based approach in playing active role planning whole school enrichment
Unicef Coffee morning- Turkey & Syria
World Book Day- book appeal and delivering books to Oxfam

Next Steps:
 -To further develop rights based approach within PSHE Stage 2 so many children and young people are able to explain how school facilitates them to enjoy a range of their rights and how children's rights are effected on a global scale.
 -For Learners to use rights language e.g. 'I have the Right to...'



Student Council helped to label displays across school to develop their and others awareness of their rights at school



Learners within the Learning for Life Pathway planned and ran fund raising activities on the day for other learners to participate in such as a Bake Sale with cakes made and donated by staff who entered the Great Calthorpe Bake Off, football shoot outs, leading a play time conga and activity stalls!

Raised £1000 for Comic Relief which is a worthwhile charity which supports children both in the UK and around the world to have the right to good standard of living to meet their developmental needs (Children's Rights Article 27).

