



Congratulations!!!

*We Belong, We Learn,
We Believe, We Achieve.*



Pupils, staff and governors are extremely proud to announce that following a recent inspection from UNICEF that we have successfully achieved the SILVER accreditation award. Over the past two years, children and staff have engaged and enjoyed a wide range of activities and learning experiences to gain and understanding of Children's Rights.

The Convention on the Rights of the Child sets out the rights that must be realised for the children to develop on their full potential.

The Convention offers a vision of the child as an individual and as a member of a family and community, with rights and responsibilities appropriate to his or her age and stage of development. By recognising children's rights in this way, the Convention firmly sets focus on the whole child.

The Convention recognises the fundamental human dignity of all children and the urgency of ensuring their well-being and development. It makes clear the idea that a basic quality of life should be the right of all children, rather than a privileged enjoyed by few.



Please see below for our Rights Respecting School Award inspection report.

STRANDA: TEACHING AND LEARNING ABOUT RIGHTS

Children and adults know a wide range of articles and how they apply to their own lives. The pupils fully understand that rights are universal, "They are for all children no matter where you live or what you look like." The children are clear about the unconditional nature of rights; that they have their rights no matter what. Asked about the difference it has made to know about their rights one child explained, "It makes us feel respected and we really have our say in everything in school."

The children demonstrated good global awareness and discussed how, for some children, their rights may not always be easy to access. They went on to explore a variety of reasons why this may not be the case, including natural disasters such as wildfires, wars and lack of shelter. Some spoke about a lack of access to education and how this was unfair, "Especially in some countries where it's even worse for girls." Both children and adults were very confident in pointing out how learning about rights is integral to the curriculum and explained that the School Improvers have taken a lead in promoting knowledge of the Convention to the rest of the school through assemblies and displays. On the return of all pupils to school after the recent lockdown, attention was given to the CRC with the children creating bunting to represent articles that particularly mattered to them. Staff explained that rights are integrated within planning and cited topics such as World War II, Oliver Twist and some learning about immigration as recent examples. One adult spoke about a "Child during lockdown who had discussed with their parent the importance of the right to an education."

The executive headteacher was very clear that rights respecting has had a positive influence on the school, "The vision of the school is deeply rooted in the voice of the child. We want them to be in control of their education." The SLT and governors are wholeheartedly committed to a rights-based approach and this is supported by the staff. A governor commented that children's rights "Are at the forefront of our minds as governors." A member of staff explained the training that had taken place to raise staff awareness of the CRC and went on to say that RRSa, "Is a natural fit for our school; it helps pull all the different strands of the curriculum together."

STRANDB: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

All children spoken with recognised that it was the job of all the adults at their school to enable them to access and enjoy their rights, "It's their job to look after us and we can always go to an adult we trust if there is any sort of problem." Many strands of school life are informed by or linked to the Convention; adults explained how becoming Rights Aware had further strengthened the school's culture of respect for all. In a significant development, prompted by the school's growing understanding of rights, consultation took place about changes to the behaviour policy and a 'red, amber green' card system was replaced with a more discrete approach respecting the dignity of each individual.

Children were able to describe how the school helped them to be healthy in a variety of ways such as by promoting healthy eating and encouraging regular exercise and fitness. The school is strongly committed to supporting the children's emotional and mental wellbeing with a range of strategies including class 'Worry Monsters', self-regulation charts and nurture groups. They have also developed a 'safe' space' system which involves a dedicated area in each classroom for any child to have time and space if they are feeling in any way vulnerable or worried. The children spoken with clearly understood the importance of being able to talk about their emotions.

There is a strong culture of inclusion in the school with a focus on valuing and celebrating diversity. The executive headteacher emphasised, "Inclusivity is what the school does." The children had a very strong sense of fairness and equity with one describing how displays in school "Show equality and friendship, with all people together." Another pointed out that school sports teams are for everyone, "All genders and colours." During lockdown, a themed day, 'Express Yourself', used the story 'Julian is a Mermaid' as a focus for a range of activities; many parents fed back their appreciation including the comment, "Diversity at it's best!"

A member of staff pointed out that the language of rights, "Has helped children to move towards being more independent learners." The children gave examples of how they support each other's right to an education with examples such as the 'Five Bs' approach which includes "Asking your partner if you need help."

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

The voice of the children is clearly valued and respected at St. Pauls. The governors are “Genuinely interested in the voice of the children; it’s their school.” For example, after a recent tree survey identified the need for some trees to be removed, concern was expressed by governors regarding how the children would feel about this. The School Improvers group explore and decide which articles they would like to study in more detail; whichever article they choose is always accepted as an area of study. Each class has a suggestion box with ideas reviewed by the Council. Some Y4 children wrote to the headteacher requesting additional equipment on the playground and this has been actioned.

There is a growing commitment to international awareness and global citizenship, and the children understand that their actions can make a difference in the world and can help to support the rights of others locally and globally; each class has a World Around Us display which highlights the learning that they have explored. Involvement in the Archbishop of York’s Young Leaders programme has resulted in a pupil led response to their learning about deforestation in the Amazon. The children have initiated an increased commitment to recycling throughout the school which now includes plastic pens and glue sticks. Their fundraising activity includes supporting Children in Need, Christmas Jumper Day, Red Nose Day, Francis House Children’s Hospital, Marie Curie and Maggie’s, the cancer charity.

This feels fantastic because we have worked hard for this.

- School Improvers Member

This is amazing! I love that I can teach others about their Rights!

- School Improvers Member

I feel happy. This has helped the school!

- School Improvers Member

On behalf of St Paul’s, I would like to thank all children for engaging in their education about their Rights! Our children have once again proved to us that they are fantastic citizens.

- Mr Hunter