

RA Butler Junior School

UNICEF RRSA
Silver Award
Rights Aware



**RIGHTS
RESPECTING
SCHOOLS**

Strand A – Teaching & Learning about Rights

Assemblies

Stories and Display

Assessment interviews (14th October 2020)

Training sessions (Separate PPT)

Informing parents

ABCDE of Rights

RR Online Assemblies



- Rights respecting 6Rs assemblies
- <https://www.youtube.com/watch?v=kSLqbFwbP-8&feature=youtu.be>
- <https://www.youtube.com/watch?v=nJ7GiBYE4uM&feature=youtu.be>
- https://www.youtube.com/watch?v=mcnw3j_dUaE&feature=youtu.be
- https://www.youtube.com/watch?v=_tbZjiSOMYY&feature=youtu.be
- Article of the week assemblies
- <https://www.youtube.com/watch?v=b5w6xt8xrc4&feature=youtu.be>
- <https://www.youtube.com/watch?v=zJpX2d9V1Bk&feature=youtu.be>
- <https://www.youtube.com/watch?v=JE5npwVFNW0&feature=youtu.be>
- <https://www.youtube.com/watch?v=6VOKj4tDE90&feature=youtu.be>

Black Rain
(by Pedro Pablo Sacristán)

Educational Value:
Optimism and being positive

Develop our talents

Moral of the story **Settings** **Characters**

Everything has its good and bad side. We are happiest when we look for the good in all things.

A town

A boy, a cloud, and a girl

Silver Lining

6RS

1st Half Autumn Term 2019
Assembly Plan

respecting assemblies
** For Every child / Their rights*
** Friendship Days*

Date	Lead Adult	Theme/Activity	Music	Song	Notes
Week 1		Welcome back to school			
4/9	JC EV	KS1 - 2.45pm I want to stay here (outside respect) KS2 - 2.55pm A recipe for success (plus field/playground boundaries and respect)			* Anti-bullying * Diversity * Sharing * Class charter * Introducing * Group
5/9		KS1 RRSA with Dean 2.55pm KS2 - RRSA with Katie Br 2.55pm			
6/9	EV - KS1 KS - KS2	Celebration Assemblies			
Week 2		MONDAY THEME - Welcome back TUESDAY THEME - Wonders of the World			* Voice Box * School council * Feedback
9/9	JC	KS1 - 9am A recipe for success			* Peer mediators
10/9	KS	KS2 - 2.55pm A new beginning			* School council * Feedback
	ZMG	9am Key Stage KS1 - Mount Everest (intro concept of wonders) KS2 - Stonehenge (intro concept of wonders)			* Articles * Quiz * Colour H * World W * Kindness
11/9	?	Singing Assemblies KS1 2.30pm KS2 9am	Music theme this half term - all Brass		
12/9		KS1 RRSA with Dean 2.55pm KS2 - RRSA with Katie Br 2.55pm			
13/9	JC - KS1 EV - KS2	9am Celebration Assemblies			
Week 3		MONDAY THEME - House Captains TUESDAY THEME - Drama assemblies			
16/9	JC EV	KS1 - 9am House Captains Intro KS2 - 2.55pm House Captains Intro	Mozart - horn concerto	Smiley Happy people	
17/9	KS MU	9am KS2 Drama assembly 9.30am KS1 drama assembly			
18/9	?	Singing Assemblies KS1 2.30pm KS2 9am			
19/9		KS1 RRSA with Dean 2.55pm KS2 - RRSA with Katie Br 2.55pm			
20/9	JC - KS1 KS - KS2	9am Celebration Assemblies			

	MONDAY THEME - TUESDAY THEME - Poets	Schman Andante molto
SS to sort	2.45pm - WHOLE SCHOOL COUNCIL - topic of reading	
	KS1 9am NO ASSEMBLY KS2 9am	
	Singing Assemblies KS1 2.30pm KS2 9am	
	KS1 RRSA with Dean 2.55pm KS2 - RRSA with Katie Br 2.55pm	
JC - KS1 EV - KS2	9am Celebration Assemblies	
	Monday THEME - Kindness Tuesday Theme - Poets	Vivaldi - Winter
EV KS	KS1 - 9am Good Samaritans KS2 - 2.55pm Good Samaritans	
	9am Key Stage KS1 - NO ASSEMBLY KS2 -	
	Singing Assemblies KS1 2.30pm KS2 9am	
	KS1 RRSA with Dean 2.55pm KS2 - RRSA with Katie Br 2.55pm	

PROBLEMS ON THE ARK
(by Pedro Pablo Sacristán)

Educational Value:
Collaboration and teamwork

Moral of the story **Settings** **Characters**

Tasks that look impossible for individuals can be achieved by working together as a team

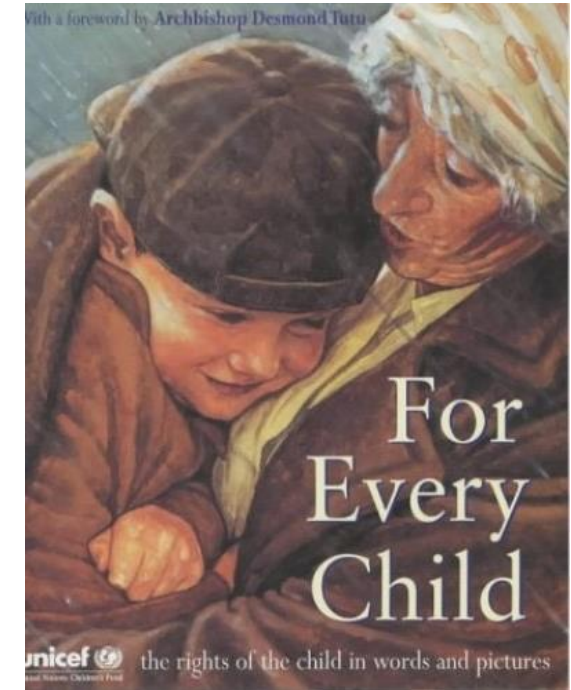
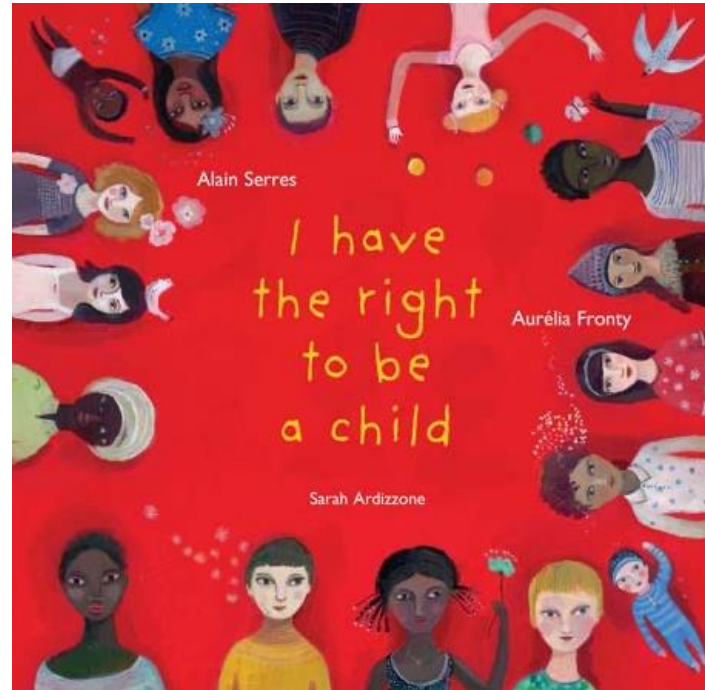
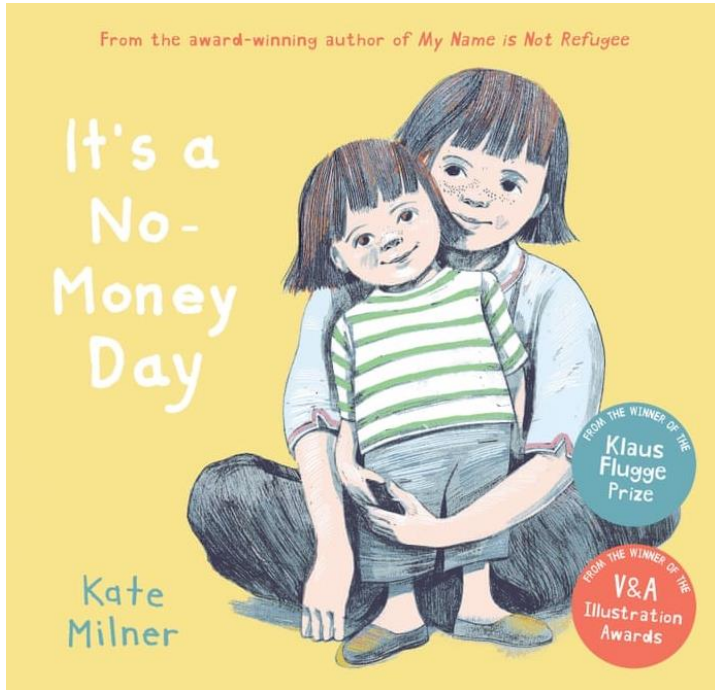
Noah's Ark

Animals from Noah's Ark

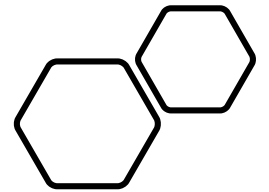
Friendship Learning

Assemblies

Rights Respecting and pupil voice features regularly

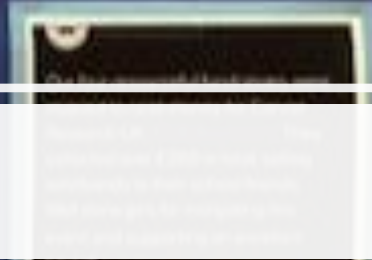
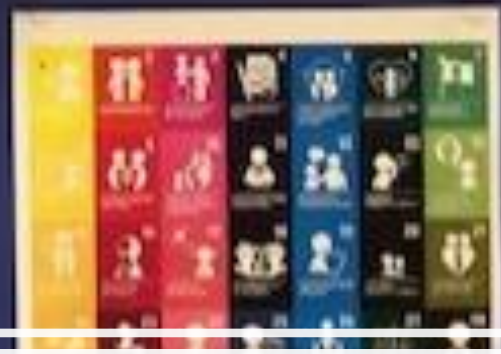


A selection of stories
we have shared in
assemblies.

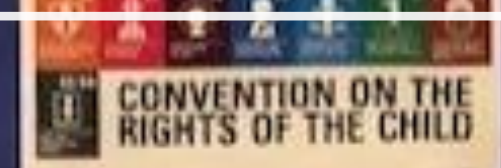
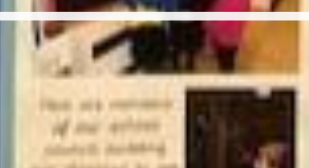




Display Environment

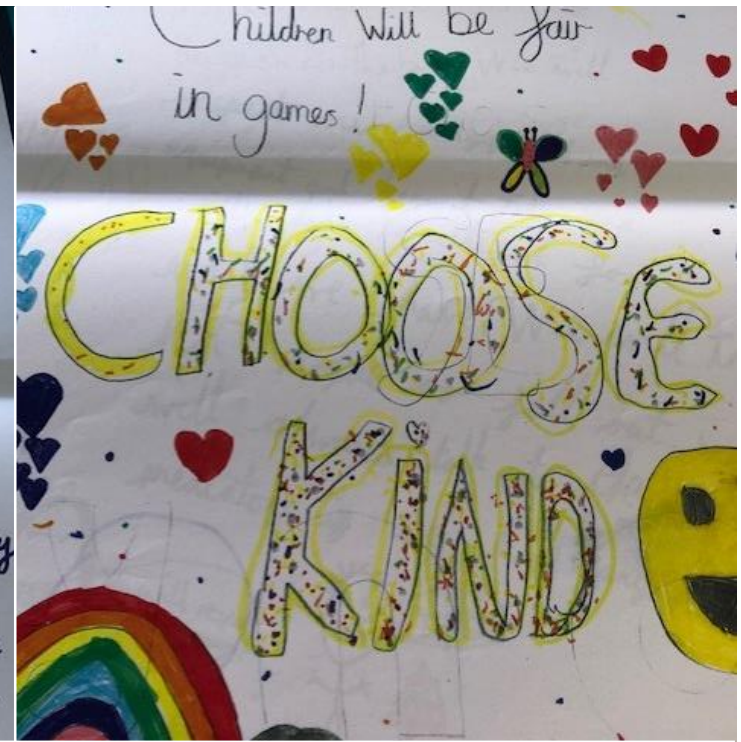
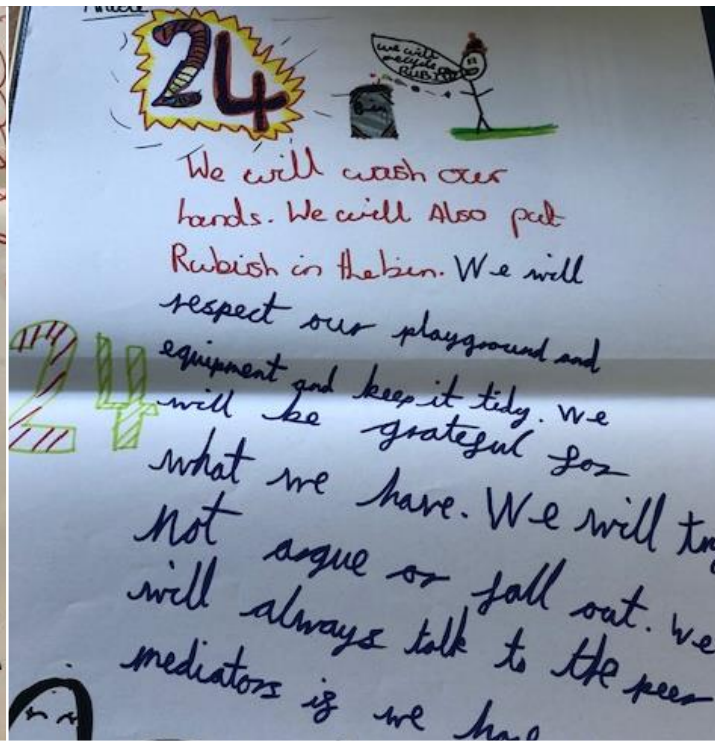
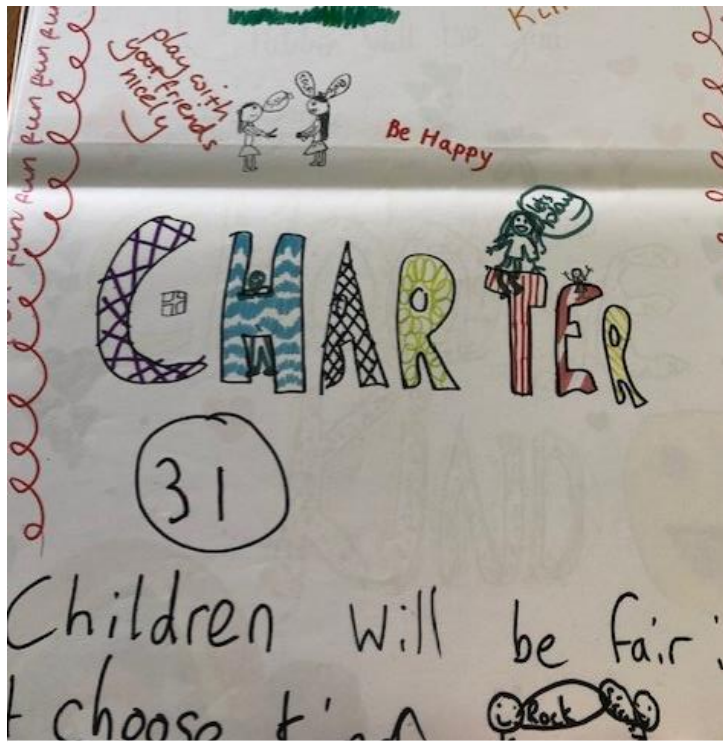


We are Change Makers!





Class Charter examples



Playground Charter Posters

Made by school councillors after talking to others in the playground

4. Commas for lists and fronted adverbials
5. Using capital letters, full stops, ? and ! correctly
6. Correct use of apostrophes for contraction and possession
7. Standard English – could have/should have
8. Producing legible joined handwriting and check unknown spellings.

Personal Checklist

- compound sentences
- persuasive writing

Dear Mrs Vincent,

I read your letter and I disagree with your idea of changing break and lunch for the whole school. I + agree the staff and the children to play and relax.

Firstly, Article 31 means we and the whole school has the right to play, relax and take part in a wide range of cultural and artistic activities. But you have the right to relax at school too.

Wednesday 4th March 2020

L.O: To plan a persuasive letter

The topic:
Why should we keep break and lunchtime?

Introduction: What is the topic? Why is it an important topic to the about?

I am writing to persuade you to keep break and lunch times.

- Burn of energy
- Healthy
- play and relax article 31
- Explore outdoors
- Best work after break
- Make friends
- Less screen time

Point 1 and explain - use facts to support your explanation

- Healthy and exercised
- Ready to learn
- Energised
- Explore
- Fresh air

Point 2 and explain - use statistics to support your explanation

5% of children are healthier if they have break and lunchtimes

5. Using capital letters, full stops, ? and ! correctly
6. Correct use of apostrophes for contraction and possession
7. Standard English – could have/should have
8. Producing legible joined handwriting and check unknown spellings.

Personal Checklist

- I can use relative clauses beginning with the 'is' words
- I can spell the majority of words from my year group list

Dear Mrs Vincent,

I was reading your letter and I strongly disagree with your proposal to reduce lunchtime to half an hour and to remove break completely. The amount of break time is not only important to us, students, but it also affects your staff. In this letter my points will show you why we need the time we have at the moment to play and relax.

Firstly, I'm sure you'd agree, that the UNICEF rights of the child are very important to us at this school. I'd like to promote our rights in order that everyone is following them to the highest standard possible. In this particular scenario, I feel that, if you in the future, if you did get rid of our break then you would be disregarding article 31, the right to play and relax.

Year 5

Persuasive writing

Persuasive Texts- slide 2 of 2

L.O. To independently write a persuasive letter.

Dear Mrs Vincent,

I am writing to you on the matter of no break time and only half an hour lunchtime. Firstly, you are taking the right of the child article 31, we have the ~~play~~ right to play. Also, when we go outside we burn off energy, which means we focus more with doing our best work. In fact outdoors and the fresh air makes us more healthy.

I strongly believe, that break and lunch time gives us time to re-energise (including going to the toilet), so you don't have to go in lessons, have something to eat, so you're not hungry, have time to make friends, making you sociable.

In this situation, ^{Statistics} ~~children~~ ^{shown} have said that 90% of ^{children} ~~them~~ feel better at school when they have been outside. Statistics also show that only 10% of children like being indoors all day. In addition, to that only 15% of children like not play according to ^{game} ~~down~~ ^{game} ~~books~~.

For instance, at break and lunchtime the teacher get their break from the children too. It also gives the opportunity for children to use their imagination and have fun together. Teachers have the time to do their stuff too, so if you take that away everyone will get fed up.

L.O. To independently write a persuasive letter.

Dear Mrs Vincent,

I am writing to persuade you to keep break and lunch times, respect your opinion, but the ^{real} ~~real~~ convention on the rights of the child's article 31 says children have the right to play and relax. Children need break times in order to burn off steam, explore the outdoors and make friends. They also do their best work after break because they come back feeling energised.

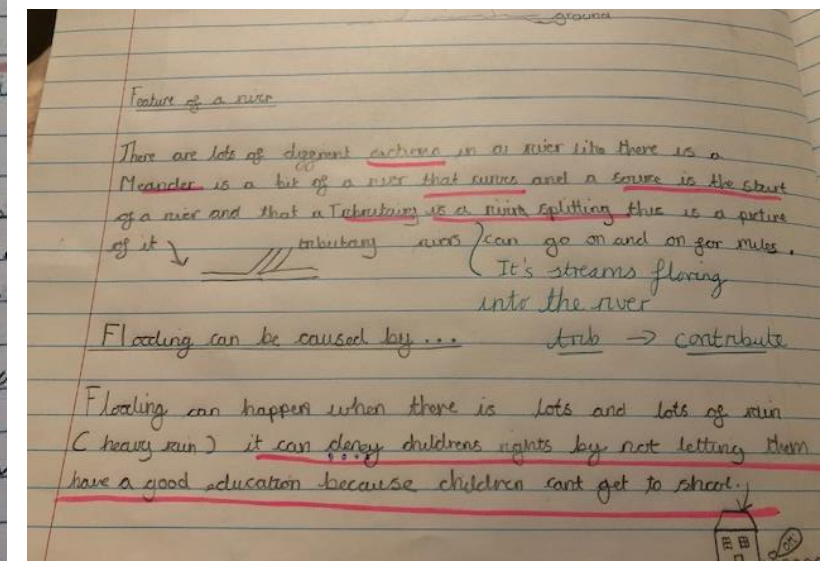
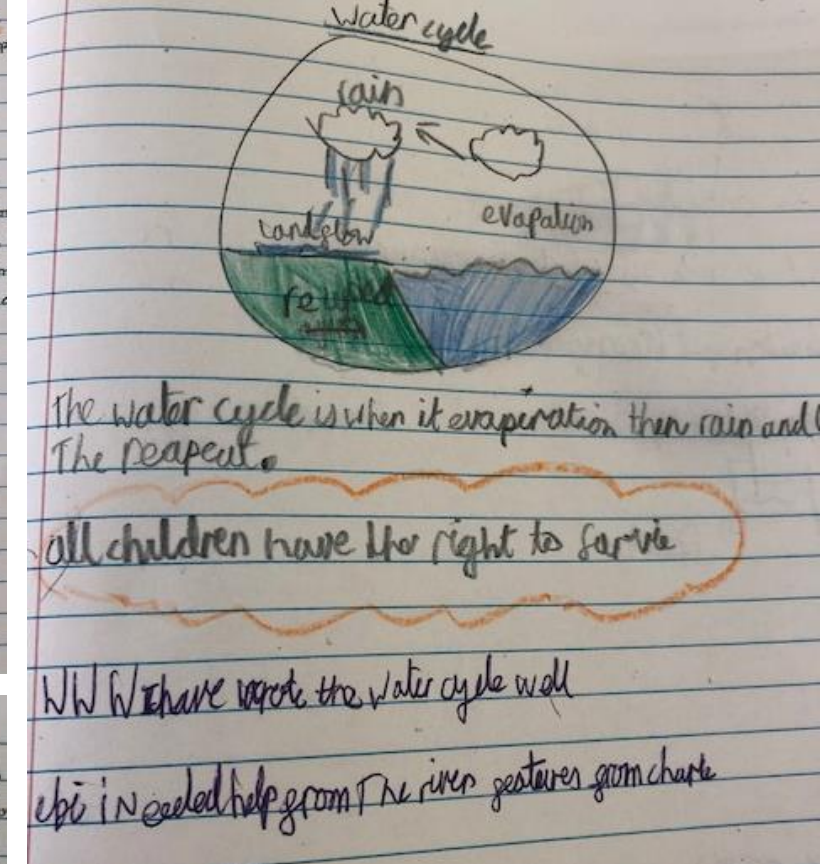
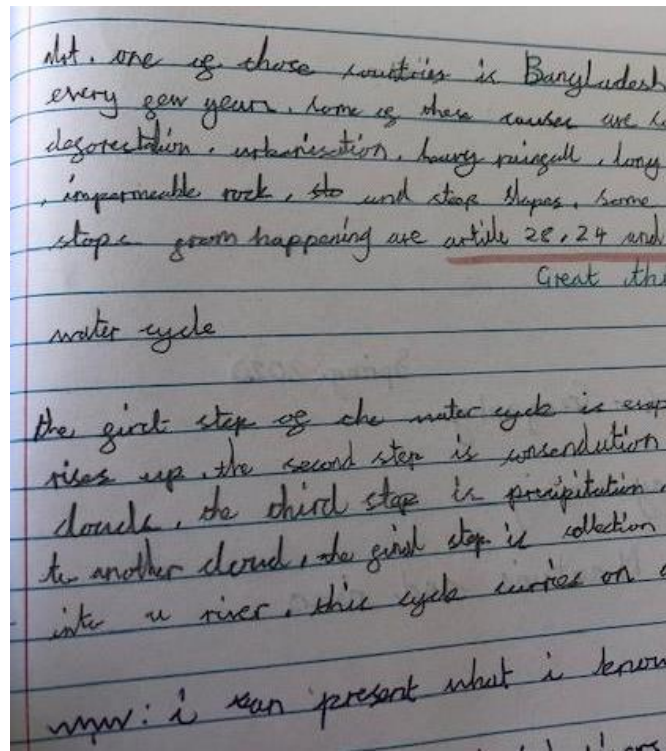
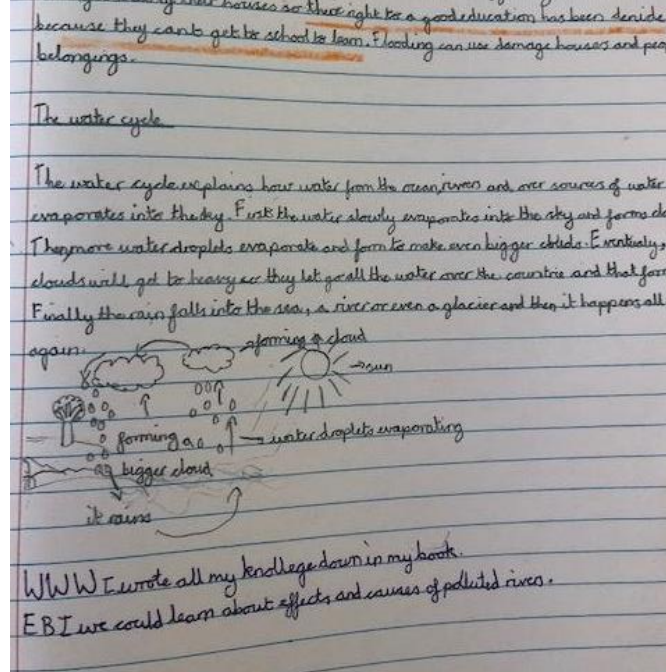
Furthermore, children need lunch and break to get healthy, ~~that~~ the highly unlikely case, that children get no other time for sport. If children are in a classroom for over an hour with lung problems they need time to go outside or ~~when~~ when children spend a day indoors with only half an hour outside time they will get fidgety and agitated, therefore need fresh air to calm down.

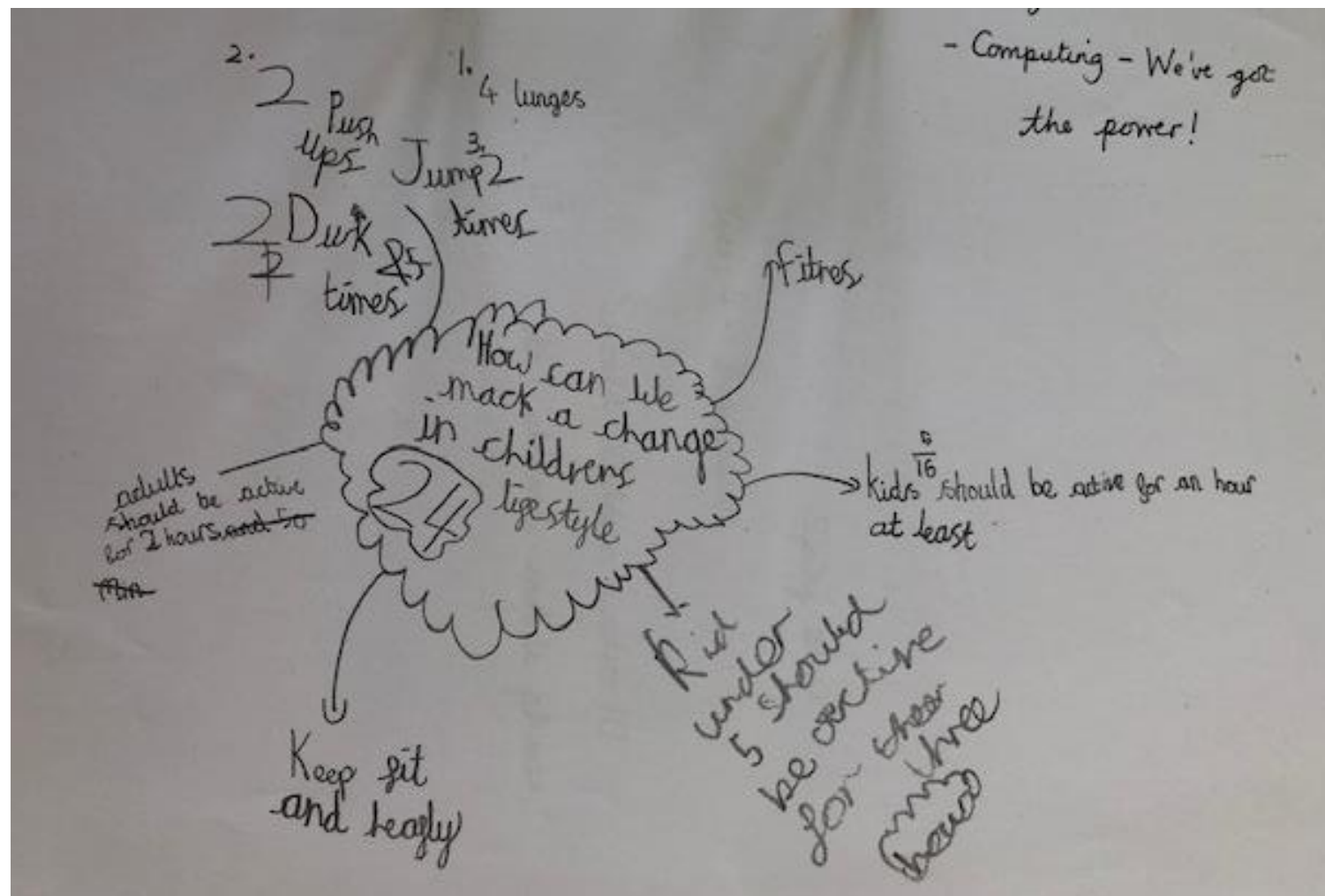
Statistics show that 75% of children are healthier when they have break and lunch times. Also children right 2/13 says children have the right to use their voice, so this is me using my voice.

I am really proud of my work because I used ~~nectines~~ fidgety fidgety fidgety fidgety agitated agitated agitated agitated.

Year 4 Geography-end of unit essay

- The children considered the impact of flooding on children and which of their rights could be denied as a result. Many of them wrote about this in their independent writing at the end of our unit.
- We also discussed whether or not rights should be prioritised and they learned that though rights are equally important, survival rights have to be prioritised.





Links to article 24 in computing-making changes to lifestyle. The children went on to make fitness videos.

ABCDE of rights poster activity- KS2 classes





Design and Technology- using vegetables to make a pasty: Article 24

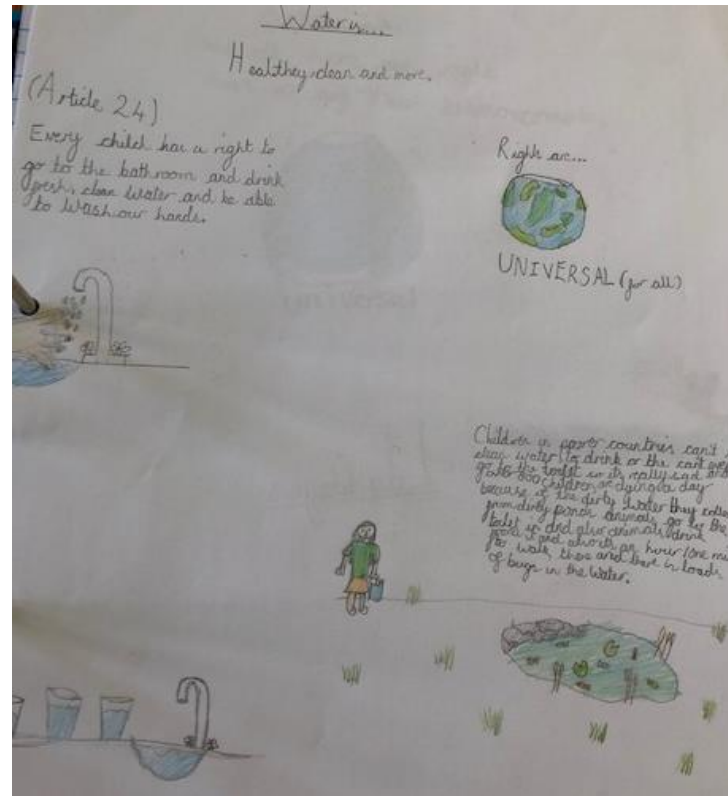
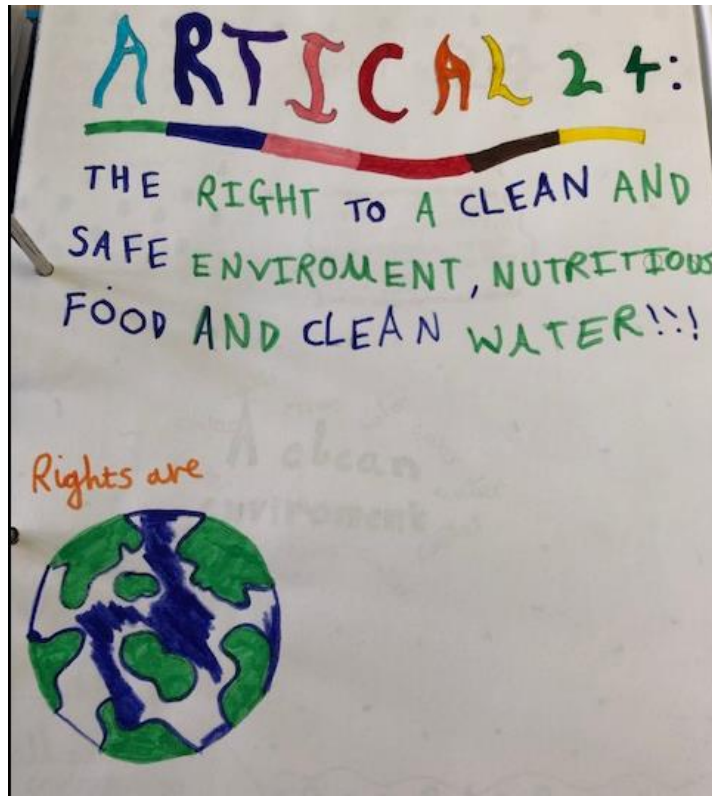
5 a day and food hygiene

Year 4 discussion texts

Concluding statement with your POV

Should teachers be paid more than footballers?
For many years, there has been a discussion over Should teachers be paid more than footballers this raging debate is of vital importance as children's right to education could be taken away. (article 28). This angry dispute has attracted many humans to vote but unfortunately the vote did not quite work out as there was an equal amount of votes.

On one hand the bigger majority of humans believe that teachers should be paid more than footballers are said to



Year 3 and 4 water day- Article 24



ABCDE of rights: The actions

- As part of our learning about rights, we practised some actions to help us to remember the ABCDE of rights.

*Sent out at
the beginning.*

Dear Parent / Carer,

We are becoming a Unicef UK Rights Respecting School!

RAB aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a 'Rights Respecting School', an award given to schools on behalf of Unicef UK.

Unicef is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

RAB pupils will learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

We really hope that you will be able to support our school on our journey towards becoming a Unicef UK Rights Respecting School. It would be great if you could spend a few minutes reading through our questions & answers on the back of this letter, and also find a bit more about the Convention on the Rights of the Child by visiting unicef.org.uk/crc

For further information about Rights Respecting Schools please visit: www.unicef.org.uk/rrsa

Yours sincerely,

Latie Brown

RSA Lead

*RR aims are also
shared for new parents
linked with the 6R
School values*

Parents were informed at the beginning and there are regular communications in the newsletter and through our Twitter feed. (See next pages)

finished a fantastic 3rd place - with the winning team only getting a couple of marks more. Our Maths team competed against other local schools and finished in first place! They have earned their place in the final in July. Both teams showed great teamwork and resilience throughout their competitions. Well done!

Y4 Public Speaking Competition

Six Y4 children represented the school at an English Speaking Union competition at Anglia Ruskin University. We are very proud of how articulate and confident they were speaking in front of a very large auditorium of people. Well done to all the children involved.

School Council Biscuit Sale for UNICEF

Last week, members of the school council organised and ran their own biscuit sale. They were aiming to raise money for a UNICEF 'school in a box' to benefit children in the aftermath of a disaster so they can continue their education. A huge thank you to everyone who baked, supported and donated. The children raised a wonderful £247, which will buy a school in a box and other vital supplies. Well done children, for taking action for the rights of children and being global citizens.

Y5 Astronomy Roadshow

As part of their current topic work around 'Cosmic' by Frank Cottrell Boyce, Y5 spent a morning in space thanks to the Astronomy Roadshow with star-gazing, tales of planets, asteroids and comets. It was a thoroughly enjoyable experience for both children and teachers.

Lion Learners Workshop

Our Reception classes had a visit from Lion Learners this week, who brought in a selection of animals and used them to retell the story of Julia Donaldson's 'Superworm'. The children had the opportunity to hold

SCHOOL NEWS

6Rs in action

As part of our work towards embedding the 6Rs (Resilient, Resourceful, articulate, Risk Taking, Reflective & Respectful Relationships) into the curriculum we started a new 'reflective' activity this week. The Y4&5 children were paired with the Y1&2 children. They sat together and looked through the younger children's work book and chose a piece of work that the child was proud of. After talking about the work together, the Y4/5 child articulated in writing why the Y1/2 child was proud of their work. This was then stuck into their books. It was such a lovely activity. The younger children really enjoyed sharing their learning and the teachers were so impressed with how respectful and responsible the Y4/5 children were. We will definitely be doing this again every half term.

Clare Mulley

KS2 were treated to a special assembly on Wednesday when award winning author Clare Mulley came to talk to us about the founder of Save the Children, Eglantyne Jebb. This fitted beautifully with our work on the UNICEF Children's Rights Charter as Eglantyne was also involved in this in its infancy. We learnt such a lot from Clare and thank her for giving up her time so generously.

Curriculum Letters Y1-6

If you would like to know what your children are studying each term, please do take a look at the

Outdoor Clubs

All outdoor clubs will be finishing at 4.15pm from next Monday due to fading light. Indoor clubs will continue to run until 4.30pm.

We are Change Makers!



On **Wednesday 13th November**, the children will be meeting together in their friendship groups for the first time this year. As part of Anti-Bullying Week, we will be reflecting on how 'Change starts with us' and that we can make a difference to others with our kindness and by being Rights Respecting. We will be raising money for the Anti-Bullying Alliance by wearing odd socks for the day. These can be as colourful as you like and any socks will do! The suggested donation is £1, which can be given to your child's class teacher or put in the buckets at the beginning/end of the school day. Any loose change will also be gratefully received. Thank you for your support.

Please note, we are supporting this event and will not be doing anything in addition for Children in Need on Friday.

Individual & Sibling Photographs

Pret-A-Portrait are in school on Monday & Tuesday next week to take the pupils' individual and sibling photographs. Largely speaking the infant classes are scheduled for Monday and the juniors on the Tuesday.

Celebrating learning and participation.

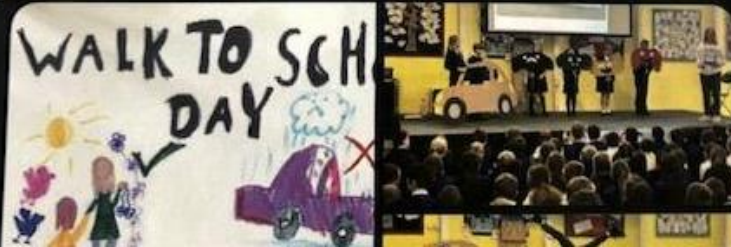


Keeping the whole school community informed!

We celebrated World Environment Day 🌍 in our friendship groups. We know every child has the right to a clean and safe environment (Article 24) & have taken action to help this by using recycled materials to create wonderful pieces of art! We also had a lot of fun in the process!



Thank you @SWACCLocal for the highly informative and entertaining assemblies. We learned about climate change and some of things we can do to reduce our carbon footprint. Our children are very excited to be supporting Walk to School Day on 26th April 🚶🌍🚶



RA Butler Academy
@RAButlerAcademy

Congratulations to the 4AF public speaking team who represented RAB @theESU competition @AngliaRuskin. The children competed against 9 other schools and were wonderfully 'aRticate' and confident. Well done to all of them.



We are proud to be global citizens!

School in a box bake sale

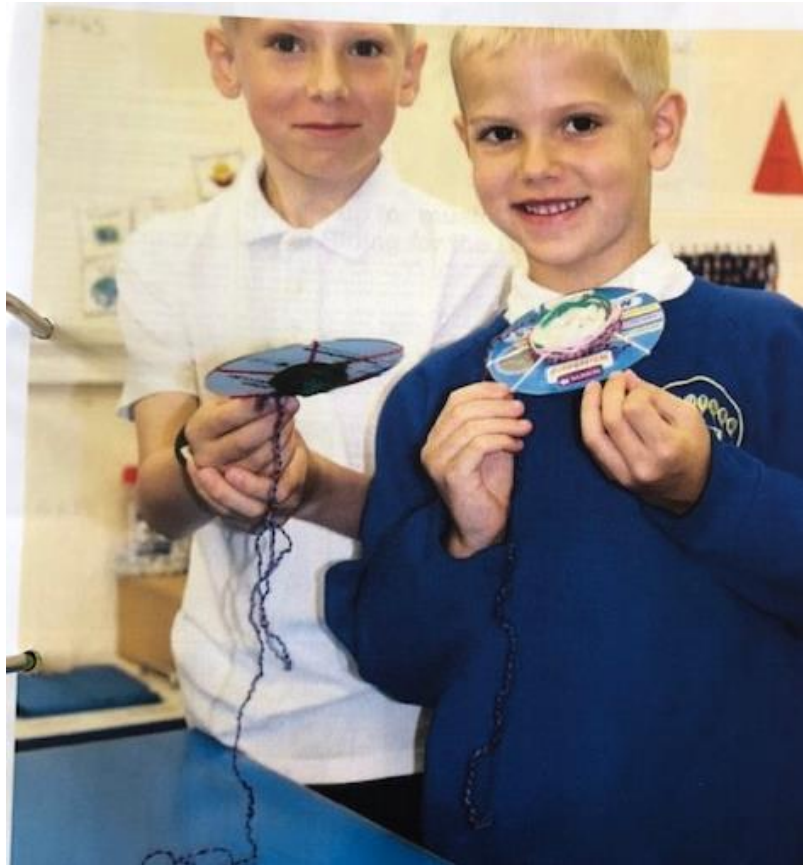


The school Council worked hard to bake and sell cakes. They raised enough money to buy 2 schools in a box and some other supplies for children who need better access to their education. Well done and thank you to everyone who supported this event!



Well done to our School Council who organised and ran the Biscuit Sale to raise money for @UNICEF_uk supplies including a School in a Box. We raised a wonderful £247. Thank you to everyone who baked, supported & donated.





Being the 'I'
in KIND





Respect is...



Taking action for children's rights.

Year 3 and 4 held a Puppy Picnic to raise money for people (including children) who are deaf and blind. We learned sign language and practised our new skill. We did this to show that every child has the right to express themselves and have a voice, regardless of their disability.



Article 13: Every child has the right to a voice

Respect is...



Protecting our environment.

Here we are in our Year 1 friendship group. We thought about recycling and created these amazing Mandalas!



Article 24: Every child has the right to a clean and safe environment.

Respect is...



Developing our talents

Arts Week was a wonderful opportunity to learn new skills and be creative. It may have opened our eyes to creative skills we had never thought about before! Year 6 did some magnificent stone carving and they approached the task with a resourceful and resilient attitude.



Article 29: Education should help children to develop their talents.

Respect is...



Enjoying our learning!

We have lots of fun workshops and trips to make our learning come alive.

Here we are enjoying Castles Day!



Article 28: Every child should have a good quality of education.

Respect is...

Everyone knowing about their rights!

Strand B – Teaching and Learning through Rights

SDP

6 Rs linked to articles

SLT pupil voice monitoring

Friendship days

Zones of regulation

Peer mediators

	<ol style="list-style-type: none"> 1. To embed meditation and mindfulness techniques for children across the school (Article 13) 1. To deepen and embed children's attitude and understanding for themselves and others through achieving Silver Standard of Unicef Rights respecting Schools Award (All RRSA Articles) 2. To build confidence and articulation through introduction of Mighty Oak Public Speaking Programme (RRSA Article 13, 12, 29)
	<ol style="list-style-type: none"> 1. To develop a more personalised approach to monitoring and support for staff 2. To ensure subject leaders are confident and articulate about their curriculum focus area 3. To have a clear staff developmental programme to support well-being and retention/recruitment 4. To develop an engagement strategy for parents as partners (RRSA Article 19)

Objectives for 2018-19 linked to Ofsted categories and RRSA Article 3 & 28	
	<ol style="list-style-type: none"> 1. Ensuring consistent, high quality of teaching and learning practices across the Infant School. Expectations are high about pupil's achievement. (RRSA Article 28) 2. Research and review Aft practices within school to aim for an RAB way (challenge culture, self-selection, use of mini plenaries, How do the children know if they are being successful? More consistent use of success criteria, Use of growing green in Literacy, Showing progress more clearly (RRSA Article 13)) 3. Develop teaching and learning practices and teacher subject knowledge within Science, DT, music, History and Geography and Art (RRSA Article 28) 4. Develop a more consistent and engaging teaching sequence for phonics across the Infant school and a more structured approach to spelling teaching and learning in the Junior School (RRSA Article 28)
	<ol style="list-style-type: none"> 1. Narrow the gaps in attainment and progress between disadvantaged and non-disadvantaged pupils (RRSA Article 23/2) 2. Narrow the gaps in attainment and progress between boys and girls in reading and writing (RRSA Article 2) 3. Increase % of children achieving greater depth in reading across the school. Linked to development of a reading culture (RRSA Article 28) 4. Develop a systematic approach to teaching of times tables to ensure high standards met in the year 4 times table test (RRSA Article 28)
	<ol style="list-style-type: none"> 1. Linking school values to home (to and fro books, 6R days etc)(RRSA Article 29) 2. Develop school council for the wider school to be involved (RRSA Article 12)
	<ol style="list-style-type: none"> 1. To ensure the curriculum is meeting needs of learners – Foundation subjects are purposeful, creative, engaging and progress made (RRSA Article 28 & 29) 2. To develop effective and purposeful assessment procedures for foundation subjects and science 3. To embed the 6Rs more effectively within the curriculum and daily life of school (link to EEN research)RRSA Article (RRSA Article 28,29,12,13,2) 4. Develop a more consistent and effective approach to Lesson Study /Peer Review across the school to improve quality of teaching and learning 5. To continue to develop the role of RAB within SAT – staff development, shared CPD, futures planning develop the role of the director of school improvement (primary) 6. To continue to develop a well-being culture across the school (RRSA Article 13 & 31)

Priorities for 2019-20 linked to Ofsted categories and RRSA Article 3 & 28

	Link to key issues from Ofsted Inspections	Objectives for 2019-20
on	<p>Infant Ofsted: Wider curriculum skills developed of pupils, teachers and subject leaders</p> <p>Junior Ofsted: Ensure wider curriculum challenges children and gives them opportunity to practice skills from maths and English. Ensure attainment of disadvantaged pupils catches up with peers.</p>	<ol style="list-style-type: none"> 1. To make 2019-20 the RAB Year of Reading – Reading for Pleasure team actions, vocabulary development, guided reading strengthening (RRSA Article 28/13) 2. To continue to develop the curriculum to ensure it supports development of pupils long term memory and deepening learning (RRSA Article 28) 3. To continue to develop teacher subject knowledge in foundation subjects to support the teaching of these areas 4. To develop a more coherent and consistent approach to mental maths teaching across the school 5. Narrow the gaps in attainment and progress between boys and girls in reading and writing 6. Increase % of children achieving greater depth in reading across the school. Linked to development of a reading culture 7. To accelerate progress of low prior attainers (RRSA Article 23)

SDP linked to articles in consultation with SLT

SLT has looked briefly at the new Ofsted framework, but more time needs to be spent looking in detail at the new document.

The new 20 minute monitoring and 4 for 4 observations have been established and are going well. SLT feel they have more awareness of what is going on in each class and have been able to prioritise support based on outcomes.

Feedback will be sought from teachers on the 4 for 4 observations once everyone has completed a cycle.

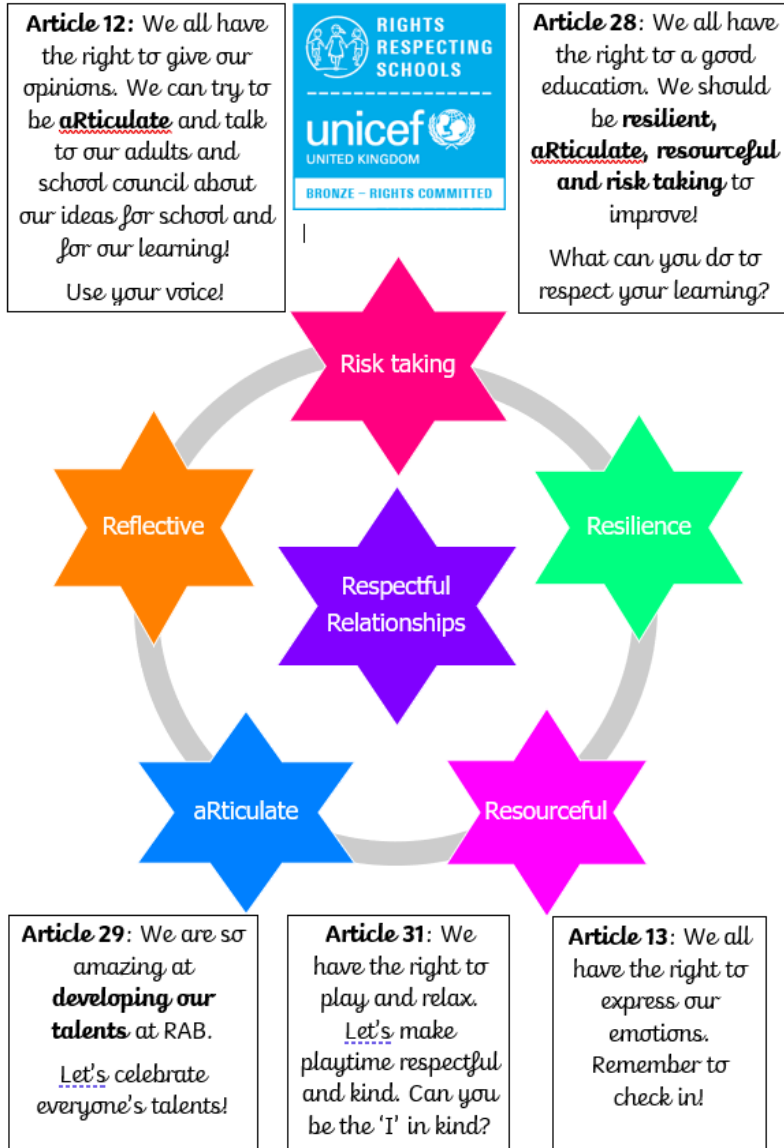
Katie Brown continues to work on the Rights Respecting Agenda. She has led CPD for staff around ensuring the class charters and Articles are embedded in class practice – linking with the school values. We have our Silver assessment in March.

	<ul style="list-style-type: none">- Extender statements for stretch built into each curriculum area- Single curriculum document produced for the RAB Way for curriculum- Review teaching of reading for skills development- Teaching of flexibility in maths and mental maths skills and development- Introduction of new public speaking programme – Mighty Oak
Priority 3	Well-being and staff development <ul style="list-style-type: none">- Ensure new subject leader expectations on staff are planned for and adequate release time given to ensure balance with regular work- Peer Review work with Katherine Semar- Continuation of workload/well-being review team – share with staff development so far, review marking and feedback policy- 2 x new CPD/support development tools introduced – 4 for 4 and 20 minute monitoring- 6Rs embedded and aligned to Unicef Rights Respecting Framework so Silver accreditation achieved- Meditation and mindfulness planned for with children
Priority 4	Outcomes <ul style="list-style-type: none">- Improve progress of low prior attainers- Monitor boys achievement- Maintain high standards at all external assessment points- Use of moderation with Katherine Semar

plans for English, maths, curriculum, inclusion, assessment, reading for pleasure and phase action plans

itv Milestones July

RRSA continues to feature in our SDP



Our 6Rs values link with the aims of the UNCRRC and are embedded through ethos and learning.

Area of development from last monitoring	Comments on progress towards this
Guidance	Response
When books closed ask pupils to tell you about their studies	Eng non chron report (not in time)
What can they initially tell you?	Maths +/- fractions DT - cushion covers/sewing skills Science - air resistance/gravity
Choose a project the children have finished. Have those books and English books in front of them.	DT- liked the techniques enjoyed learning new stitches
Asked questions to ask children: Chose a page from your project/dt/art book that you are proud of. Why is that?	In Yr3 made stockings + mittens practically made it better, more complicated - could - needed to lead gravity first (4th fraction/pushing)
Does the page you showed me connect to the learning before it? How is that/. Show me.	Air resistance - fun, didn't take long. Enjoyed doing the work. Gravity pulls you
Tell me about about retrieval practice you do/quizzes you take.	New techniques - enjoyed linked it to making robots in Y4 - talked about learning the + making
Have you enjoyed about this? What sticks in your memory the most? Why is that?	Knowledge Organisers - not really sure how to use them. Have done quizzes
Show me a page from your English that you are proud of. Why are you proud of it? Put it beside in your other book - what do you notice? What is the same, what is different?	- Struggled to remember too much from science investigation project Art - proud as learnt lots, I improved Health - enjoyed writing it, liked it in order Sophia - liked how it turned out presentation the same ✓
Single focus for development in next two weeks:	Lessons need to be fun - I learn Teacher sometimes talk
Activate prior knowledge.	

All chose an essay as the work they were most proud of - liked the opportunity to show what they know
Pupil Voice - discuss with children - what helps you with your learning, how does what you are learning now link with previous learning, what helps you to remember new learning and retrieve old learning?
V. articulate about their learning. Liked vocab on KO but not the facts "because we can use the words in our own writing" Felt their maths reflections really helped with next learning as wrote own description of how to do something. Have enjoyed all topic work.

Pupil voice-SLT monitoring

Friendship days are the happiest of days!

- We love to join together in mixed classes and celebrate our values, rights respecting ethos and our global citizenship!

FRIENDSHIP DAY AT RAB

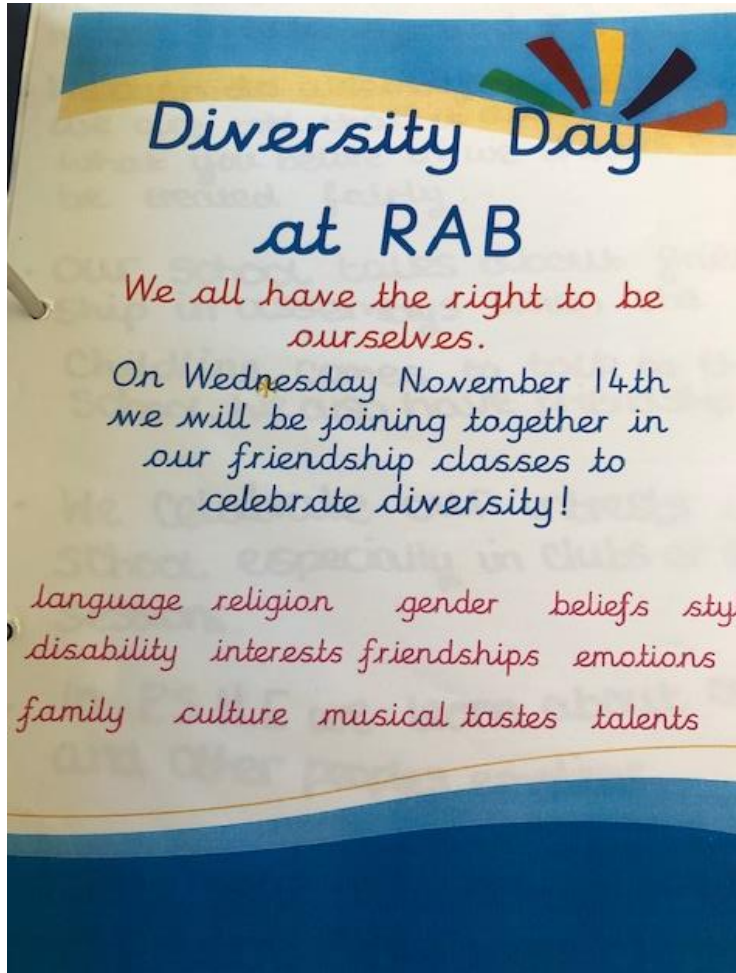
This year our school decided to celebrate friendship day. On Wednesday, we all got given a partner & a different classroom to go into. Thursday morning we came to school and went into our new class, with our partner. In each class we learnt about a different right we have as children. These rights are enforced by the UNCRC (United Nations Convention on the Right of the Child).

WHAT I LEARNT IN MY CLASS

In the class I had been allocated, 2 Mini Grey, we learnt that every child has right to have a name. When we went in we got given a number, we got asked how it felt having a number as a name. We said it made us feel different because we are use to being called by our name. Some people have nicknames but it is not very nice to go around calling people names as it might hurt their feelings.

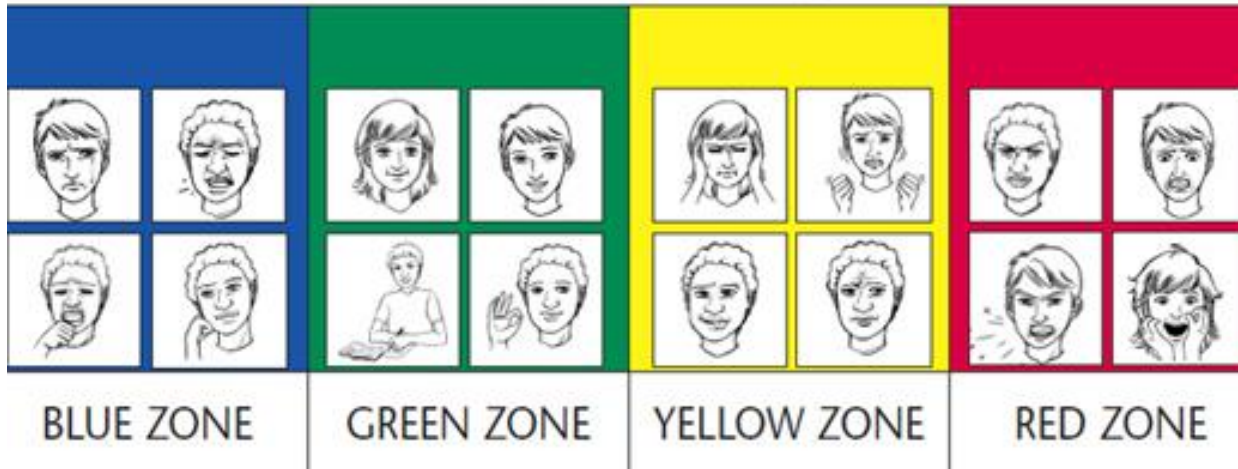
Learning about
healthcare in other
countries-
Article 24





Every child has the right to learn, regardless of disability. We learn about and celebrate diversity at RAB.

The **ZONES** of Regulation®

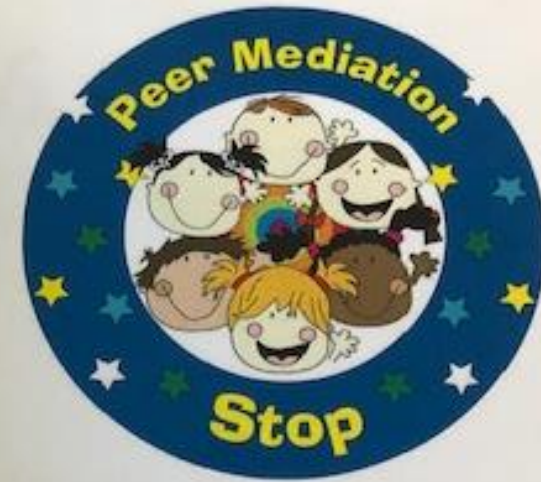


Every child has
the right to
express
themselves.
We use the
zones in all
classes-
children and
adults!
Article 12/13

Peer Mediators

- We play an important role at playtimes to help support others with friendships and in conflict resolution.

Article 15/31/13



*We have the right to express
how we feel (13) and to play
and relax at playtime (31)*

*Peer mediators are here to help
us to be positive in our
friendships and develop
respectful relationships.*





Proud Cloud sessions with our buddies!

- Pupil voice and being 'aRticulate' is hugely important to us.
- Older children take action by helping younger children to be articulate about their learning. We meet in groups to share favourite pieces of work and younger children say why they have been resilient or risk taking, for example, in completing a piece of work.
- All children benefit and it is wonderful to see them enjoying their right to share their views and express themselves!



Notes

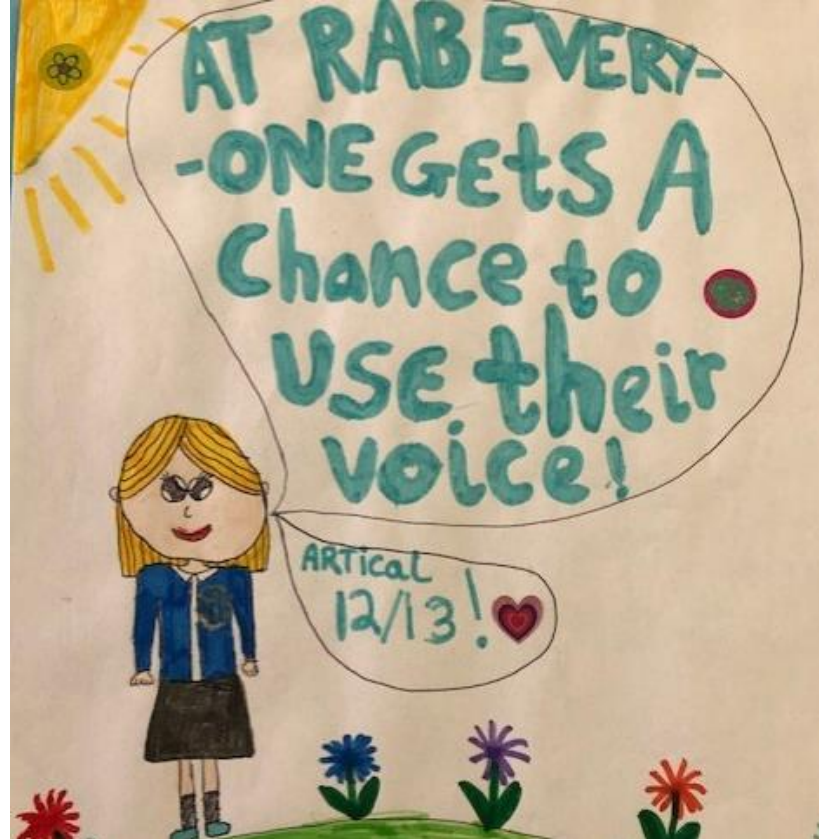
We had a lovely session with our Buddies this afternoon. We spent time looking through our Maths books discussing what we were particularly proud of. It was lovely to hear so many of the children being reflective and able to articulate their learning. We are always proud of you Donaldson class! ✨

Strand C – Teaching and Learning for Rights

Decision making

Fundraising

Policy review



Katie Brown & Jo Cooper will deliver short assemblies to explain briefly to the children what is happening. The children will then be taken from the halls to their respective friendship classes. Please can EYFS/Year 1 children wear a label of which group they are in and which class they are from.

Nominated Year 6 children will have been 'trained' to note-make during the discussion and it will be their responsibilities to bring the notes back to Katie & Jo. Please can teachers chair the discussions so that all questions are discussed?

At 10am children should be sent back to their respective class – please can the older children escort any EYFS or Year 1 children in necessary?

Discussion Points:

- 1) What do you like best about lunchtime?
- 2) What are your favourite school meals?
- 3) Are there any school meals you do not like?
- 4) Are there any school meals that you would like the school kitchen to include on the menu?
- 5) Do you feel safe at lunchtime e.g. in the dinner hall? Lining up? On the playground? On the field? If not, why not?
- 6) Which resources do you like to play with at lunchtime?
- 7) Are there any resources that you would like us to have for lunchtime?

Steering group review of the anti-bullying policy

- The children worked with the Deputy Head/Inclusion lead to develop the anti-bullying policy, defining bullying and talking about children's rights and how we uphold them at school.

R A Butler Academy Schools

Policy on Anti-bullying

Date of policy: Reviewed June 2019 in consultation with the Rights Respecting Steering group

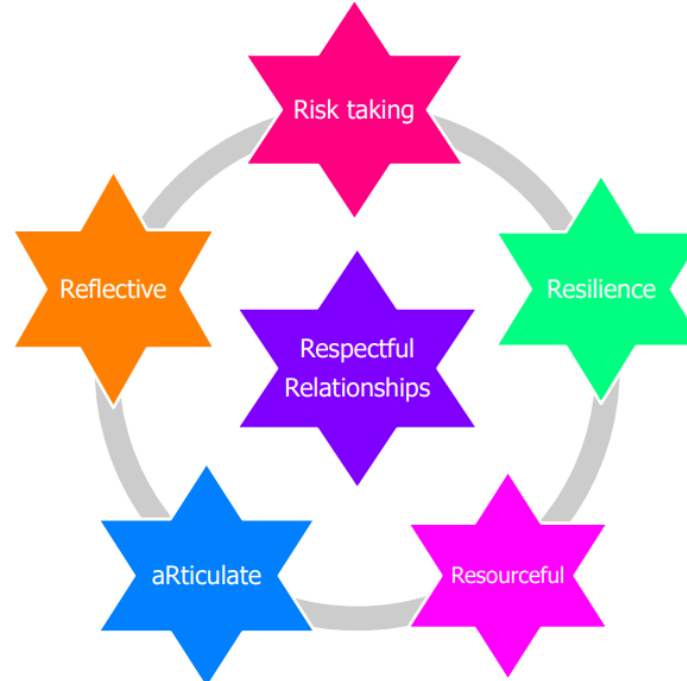
Review Date: September 2021

This Policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children's emotional health and wellbeing, life chances and achievement (*right to a good education – article 28*)
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident (*to use their voice – article 12/13*)

Our dedicated staff are passionate about creating stimulating learning environments to ensure that the children at RAB get the best start in life. We look outwards and learn from others to ensure we are providing an educational experience of excellence.

Our ethos and aims are based on our school values – the 6Rs. These values underpin everything we do as a school. As a Unicef Rights Respecting School, RESPECTFUL RELATIONSHIPS, is the value central to life at RAB.



1. Context including National and Local Policy and Legislation

The profile of bullying and anti-bullying work locally and nationally has never been higher. Evidence from national and local research indicates that bullying is widespread and consultations with children repeatedly identify bullying as a key concern for them.

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance. In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.


Anti-bullying policy excerpts

R A Butler Academy defines bullying as: *behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves.*


For the children at our school the definition of someone who bullies is someone who: *deliberately keeps on hurting you by what they say or what they do. It could be words or actions, but makes you feel too scared to tell someone. (Rights Respecting Steering group 2019)*

Teacher reflection examples

- Teachers comment that the 6Rs and articles are embedded through the use of their class charters.
- We find many reasons to talk about rights in lessons, from persuasive writing, to WW2, natural disasters and healthy lifestyles.


RRSA Silver Award
Teacher Evaluation
Staff Meeting 10/3/20

Year Group	Reflection
How do the 6Rs feature in the everyday life of your classroom? (Resilience, Risk Taking, Resourceful, Respectful Relationships, Resilience, articulate)	Referred to all the time in all lessons + areas of school. Child understand meaning and how + need to develop these skills in order to respect the rights of other children as well as to
What impact have charters had on discussions about behaviour and respect for others?	Because the children have close their own + committed to the close rights, it is a great tool to encourage commitment.
What impact does 'checking in' have on the wellbeing of children and adults?	Used as a matter of fact, brief mention at the start of a lesson shows that teachers experience a range of emotions + helps child understand ways to resolve them +
Describe a time when the UNCRC has featured in a lesson/discussion.	PSHE - conflict resolution - right to an education (28) + to have a voice (12) + express ourselves (13)
Any other comments about provision for children in your year that supports the UNCRC (health, wellbeing, developing talents, noting pupil voice).	Promoting pupil voice - ch. a that they can bring about change through whole school council requests for clubs etc


RRSA Silver Award
Teacher Evaluation
Staff Meeting 10/3/20

Year Group	Reflection
How do the 6Rs feature in the everyday life of your classroom? (Resilience, Risk Taking, Resourceful, Respectful Relationships, Resilience, articulate)	Children have a classroom culture where they are always encouraged to to demonstrate the 6Rs. More recently, ch. have been resilient with tricky fractions and helping each other out (Respectful Relationships + articulate).
What impact have charters had on discussions about behaviour and respect for others?	Positive impact! We refer to them to reinforce expected behaviours.
What impact does 'checking in' have on the wellbeing of children and adults?	We check in if we are shifting zones to see if we can help each other get back to green.
Describe a time when the UNCRC has featured in a lesson/discussion.	The UNCRC featured strongly in our persuasive writing - the right to relax, to have your voice heard.
Any other comments about provision for children in your year that supports the UNCRC (health, wellbeing, developing talents, noting pupil voice).	DIALUS research project - a cultural literacy project featuring dialogue and argumentation. We have fantastic discussions about belonging, community, loneliness to name but a few. We are part with other classes in the UK and in the world. We communicate with them, discussi



RRSA Silver Award
Teacher Evaluation
Staff Meeting 10/3/20

<p>Year Group Reflection How do the 6Rs feature in the everyday life of your classroom? (Resilience, Risk Taking, Resourceful, Respectful Relationships, Resilience, aRticulate)</p>	<p>Embedded throughout lessons + feedback Chn take risks in all lessons, particularly maths challenge choice, residential, art + PE. Chn are respectful to others when reading out work. They use peer reflection to demonstrate respectful relationships.</p>
<p>What impact have charters had on discussions about behaviour and respect for others?</p>	<p>→ Chn have ownership in developing them. They know they are being listened to and listened about them.</p>
<p>What impact does 'checking in' have on the wellbeing of children and adults?</p>	<p>→ "mindfulness" in Y6 before assessments → It gives chn and adults time to calm down and reflect on the current situation.</p>
<p>Describe a time when the UNCRC has featured in a subject/lesson discussion.</p>	<p>Crime + punishment - History - child criminals. They did not have the rights as chn do today. They were treated with the same punishments as the adults. We compared the justice system to today.</p>
<p>Any other comments about provision for children in your year group that supports the rights of the UNCRC (health, wellbeing, developing talents, promoting pupil voice).</p>	<p>eco-council Residential trips mindfulness in lessons. worry box + books. Giving chn confidence to ask + make changes (Pekit in Y6 boys)</p>



RRSA Silver Award
Teacher Evaluation
Staff Meeting 10/3/20

<p>Year Group Reflection How do the 6Rs feature in the everyday life of your classroom? (Resilience, Risk Taking, Resourceful, Respectful Relationships, Resilience, aRticulate)</p>	<p>Taking risks in problem solving especially in Maths. The children need to be resourceful in vocabulary work, by using dictionaries, thesauruses. ARticate = Learning / reflective comments.</p>
<p>What impact have charters had on discussions about behaviour and respect for others?</p>	<p>Being able to talk about the article numbers and say 'we need to respect our right to learn'.</p>
<p>What impact does 'checking in' have on the wellbeing of children and adults?</p>	<p>Everyone is respecting their emotional wellbeing and feelings. PSHE Conflict resolution ~ Being able to explain how our rights are respected with peer mediators (31, 13, 12)</p>
<p>Describe a time when the UNCRC has featured in a subject/lesson discussion.</p>	
<p>Any other comments about provision for children in your year group that supports the rights of the UNCRC (health, wellbeing, developing talents, promoting pupil voice).</p>	<p>Pastoral care in terms of Counselling and support from the learning mentor</p>

RRSA Silver Award

Teacher Evaluation

Staff Meeting 10/3/20

Year Group	3
<p>Reflection How do the 6Rs feature in the everyday life of your classroom? (Resilience, Risk Taking, Resourceful, Respectful Relationships, Resilience, aRticate)</p>	<p>Referral to different Rs feature in oral comments and written feedback, use of stickers as a reward/recognition. Clearly displayed in class - all children know them well.</p>
<p>What impact have charters had on discussions about behaviour and respect for others?</p>	<p>Lead some discussion / follow up from worry box comments refer back to their rights and 6Rs.</p>
<p>What impact does 'checking in' have on the wellbeing of children and adults?</p>	<p>'Checking in' at the start of each afternoon calms the children before learning begins. It can also be effective during a class/lesson in bringing children back in to the correct zone.</p>
<p>Describe a time when the UNCRC has featured in a subject/lesson discussion.</p>	<p>Drinking the companionship between children in past times and now and their right to learn.</p>
<p>Any other comments about provision for children in your year group that supports the aims of the UNCRC health, wellbeing, developing talents, promoting pupil voice).</p>	<p>Spotlight children / promoting pupil voice is a specified area to develop Helping hands and referral to this when dealing with friendship resolutions etc.</p>

RRSA Silver Award

Teacher Evaluation

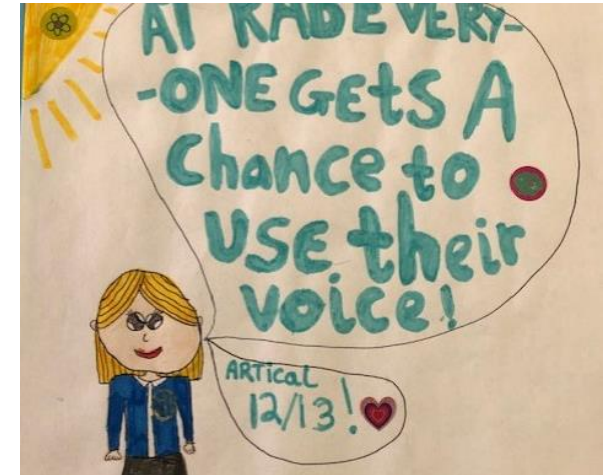
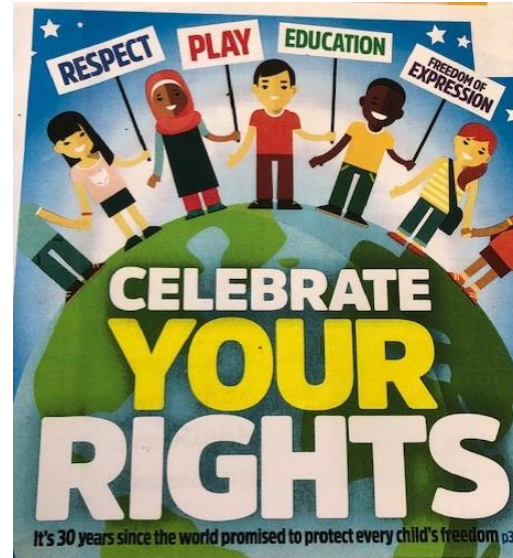
Staff Meeting 10/3/20

Year Group	4
<p>Reflection How do the 6Rs feature in the everyday life of your classroom? (Resilience, Risk Taking, Resourceful, Respectful Relationships, Resilience, aRticate)</p>	<p>Risk taking - selecting an challenge opportunities for public speaking, production Articulate - answering + asking questions, take partners Resilience - challenging tasks set across the curriculum Respectful relationships - kindness, it promoted resourceful - encouraged to select resources to support themselves. If children have not been following the charter it is reflected on and referred to. Children understand they ideally need to be in the 'Green Zone' to learn. It gets the children more settled.</p>
<p>Describe a time when the UNCRC has featured in a subject/lesson discussion.</p>	<p>Children have the right to be safe: 'Helping hands' - children know who to go to if they have an issue. We have 'worry boxes' in class, peer mediators on the playground, a learning support mentor (Debbie Jenkins) Discussion topic - children have a right to play.</p>
<p>Other comments about provision for children in your year group that supports the aims of the UNCRC health, wellbeing, developing talents, promoting pupil voice).</p>	<p>OT unit - Pasty making. Checking in, Zones of Regulation referred to and displayed in all classes Access to a wide range of clubs (Sports, sewing, gardening, Lego, drawing). School council, class discussion.</p>



Change starts with us...

School council discussing the playground and learning...



Our Eco Team talking to Saffron
Walden Against Climate Change

Badge Making!

What a wonderful way to promote rights and raise money for UNICEF!



R A Butler Academy Infant & Junior Schools ...
 February 18, 2019 at 10:30 AM · 🌐

We have been working towards gaining UNICEF's Rights Respecting Schools Award and are delighted to have achieved the Bronze: Rights Committed Award. Our pupils have been learning about the rights of children across the world and throughout history, including a fascinating talk from author Clare Mulley about the life of Eglantyne Jebb, the founder of Save the Children. The school's values are based on children's rights with Respectful Relationships being central to the work we do. Staff at the school feel incredibly proud of our children and their dedication to showing respect for all. Each class has a class charter based on the UN Convention on the Rights of the Child, showing the school's commitment to respect for all.



RA Butler Academy @RAButlerAcademy

Well done to all @RAButlerAcademy for achieving the Platinum School Games Award!!! Special thanks go to Mr Smith for all his hard work for sports at the school 🏈🏆🏐



RA Butler Academy @RAButlerAcademy

'Change starts with' us was the theme of the Autumn Term
 @RAButlerAcademy Friendship Day this week. Children spent the day wearing odd socks 🧦 and working in mixed age classes to spread messages of kindness and the importance of diversity.





Here are members
of our school
council auditing
our displays to see
how we show we
are Rights
Respecting!



Here are members of the school
council preparing for our Diversity
day and UNICEF cake Sale!

about rights?

You have the right to learn;
Remember to be resilient and risk taking
(Article 28)

Be respectful of the rights of others at playtimes.
You all have the right to feel safe.
(Article 31)

Be articulate and express your feelings.
(Article 12/13)

Be safe online
(Article 17)



Lanyard badges for all staff!

Thank you and we look
forward to continuing our
Rights Respecting journey!



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM

