

Subject Policy: Rights Respecting Schools

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We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us.

As a church school, we embody our values of respect, kindness, aspiration and perseverance in all we do. Therefore, every family from across our community is welcomed at St. Matthew's and we are proud of our diversity. Our curriculum reflects this and we pride ourselves in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the Rights Respecting School and know their rights, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

As a school, we have high aspirations for our children, and our vision for children to 'let their light shine' reflects this. Our '**Shine Curriculum**' encapsulates everything we desire for our children as they leave us and move on to their next stage of education. We aim to provide our children with a primary education they will always remember and treasure.

OUR SHINE CURRICULUM



Let Your Light Shine

This policy should be read in conjunction with the Learning Policy.

At St Matthew's, we are committed to ensuring that the children's well-being is at the centre of everything we do. We aim to help our children grow into confident, caring and responsible young people both in school and the wider community and realise their full potential. St Matthew's is a gold status Rights Respecting School, (RRSA) and this award recognises the achievement of putting the United Nations Convention on the Rights of the Child (CRC) at the heart of the school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships between teachers/adults and pupils, between adults and between pupils.

The UNCRC is underpinned by four principles:

Non-discrimination; Commitment to the best interests of the child; A right to life, survival and development; Respect for the views of the child.

Intent

- Respects the rights of children, young people and adults.
- Encourages the children to accept responsibility for their behaviour.
- Develops their self-esteem and self-worth.
- Builds workable relationships .
- Encourages the children to know themselves.
- Develops confident children and young adults.
- Recognises equality, dignity, respect, non-discrimination and participation.
- Acknowledges duty bearers, ensuring that the rights of the child are adhered to.
- Ensures that children's rights are learned, taught, practised, respected, protected and promoted.
- Promotes a passion for nurturing individuality.
- Develop children's language to include the language of rights throughout their time here at St Matthew's.

Implementation

- From Reception to Year 6, a class charter is drawn up. This is done in consultation with children and adults and identify the rights that are most relevant
- Each classroom creates a learning environment that is a conducive to the fostering of successful learning
- Clear communication ensures all pupils, staff and parents are aware of our "Rights Respecting Policy" and understand how it operates.
- The school ensures the use of a "values based" approach as opposed to a "rules-based" approach,when introducing and discussing rights.
- From Nursery to Year 6, each class has a 'Rights Respecting School,' book. This is used to include any links that are made to rights in lessons and gives the children a chance to reflect.
- The children lead the rights through the Steering Group. The Steering Group is a group that consists of children from Year 1 to Year 6, and adults from across school.
- The Steering Group meets on a regular basis, with a clear agenda and points for action.
- Clear links are identified between the lesson plans of a subject and children's rights. This highlights to children an area of emphasis and gives the opportunity for the links to be explored .

- The Rights of the Child are embedded in our school practice through many means such as: whole school assemblies, during lessons, Class Charters, charity work, supported by our restorative approach, informing parents and on our school website.

Leadership, Assessment and Feedback

- The Rights Respecting leader has a clear role and overall responsibility for the progress of all children throughout school, working with the Senior Leadership and Management Team.
- RRS Books are monitored regularly to ensure children are learning about a range of articles and rights throughout the year.

Impact

- Children feel safe in our school, respected by and by and enjoy supportive relationships with the adults that care for them.
- Children engage in their local community, their education and any issues concerning the global agenda. This is in-line with the Outreach organisation, which is linked to UNICEF, as well as other charities and areas of interests and concerns that the children want to support.
- As children progress through the school, they learn and show a deeper understanding of their rights, the rights of others locally and the rights of others globally.
- Members of The Steering Group recognise one child every half term as the 'Rights Respector of the Term.' The award is given to a child who practices the rights around school.
- Promotes self-esteem and well-being, allowing the children to speak out when they recognise that they are finding times challenging.
- Children show an understanding of their rights and understand how they and others should be treated.
- Gives children the opportunity to express themselves and challenge the way that they are treated and injustices for other children.
- Empowers children to access information that enables them to make informed decisions about their learning, health and well-being.
- Gives children a moral framework, based on equality and respect that lasts a lifetime.
- Develops an ethos and language, for both children and adults, of rights and respect.

This policy will be reviewed biennially or more frequently if required.