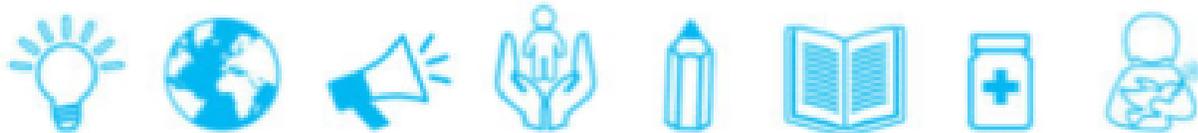


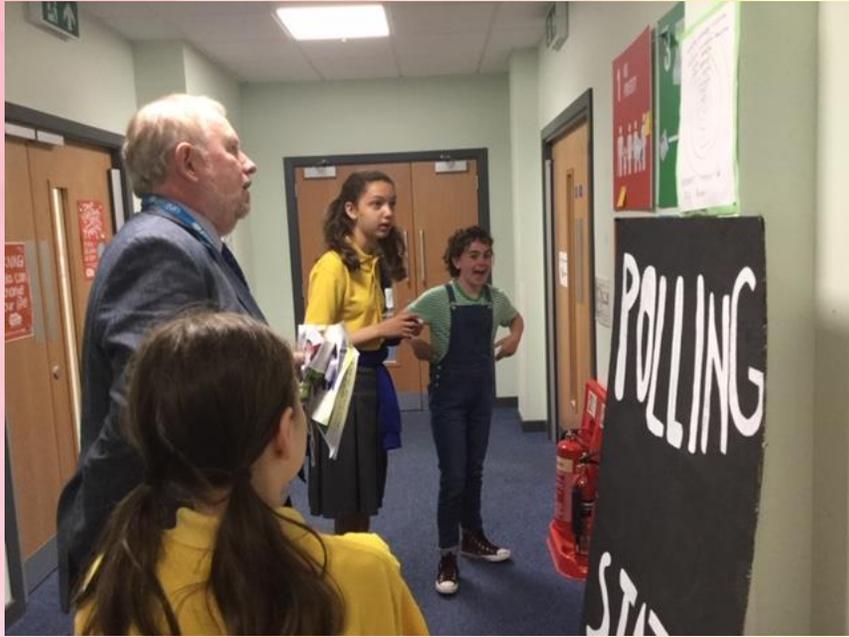
# So what makes Beaver Road a GOLD Rights Respecting School?

**WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL**



**Children's rights are learned, understood and lived in this school.**





Most children are familiar with a wide range of articles. Children understand the concept of duty bearers.

Celebration assemblies always include a duty bearer recognition award with a weekly vote count and certificate.



## ABCDE of Your Rights



- A. UNIVERSAL** Rights are for **ALL** children.
- B. INHERENT** Rights are there at **BIRTH**.
- C. INALIENABLE** Rights **CANNOT** be taken away.
- D. UNCONDITIONAL** Rights **DO NOT** have to be earned.
- E. INDIVISIBLE** All rights are **EQUALLY** important.



At Beaver Road Primary School all staff are:

### DUTY BEARERS

**The ABCDE of Rights:**

- A Rights are for ALL children (universal)
- B Rights are there at BIRTH (inherent)
- C Rights CANNOT be taken away (inalienable)
- D Rights DO NOT have to be earned (unconditional)
- E All rights are EQUALLY important (indivisible)

**Mrs Lowe  
Mrs Kershaw  
Mrs Locke**

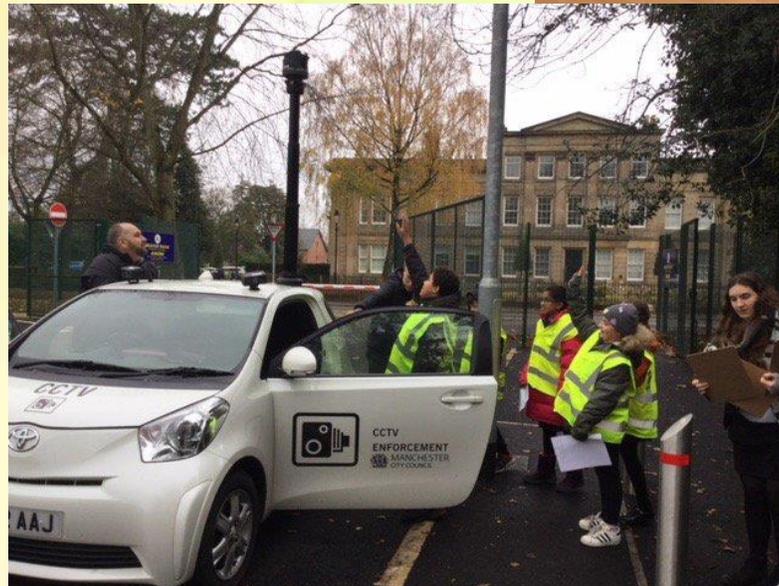


Children understand how local and global issues and sustainable development are linked to rights.



Children protested on the streets outside school about unsafe parking.

# Living Streets walking to school project





The Global Goals for Sustainable Development run through all our curriculum



# Global goals inspired protest poetry.



Families invited to a Global Goals Festival raising awareness

Our Learning at Home event for parents and carers.  
Children in KS2 took a lead role in making resources and presenting ideas.

Adults and the wider community show a commitment to the UN Convention on the Rights of the child.



Debi Baily (Q.A. inspector) was interviewed by the Y6 children re: quality assurance visit.

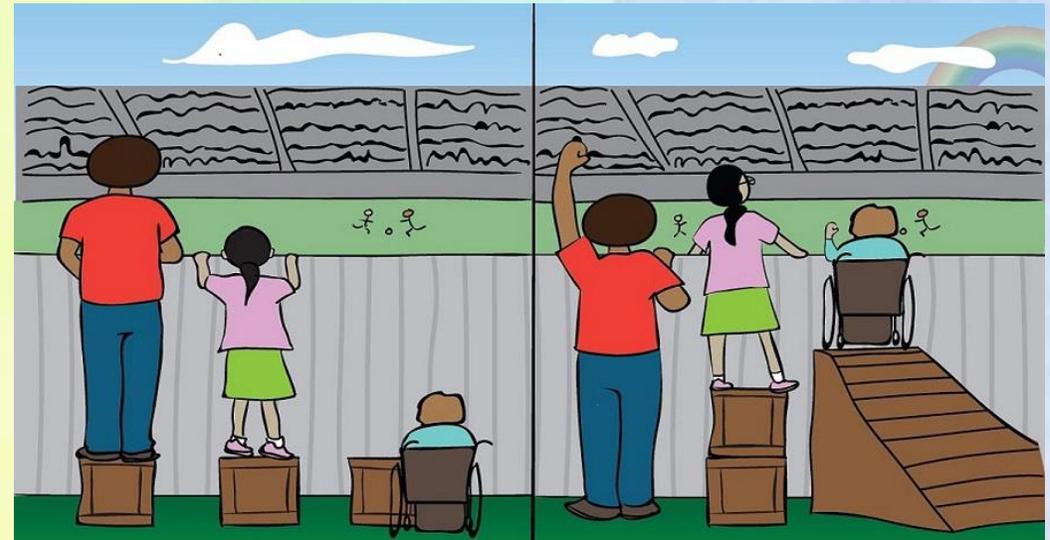
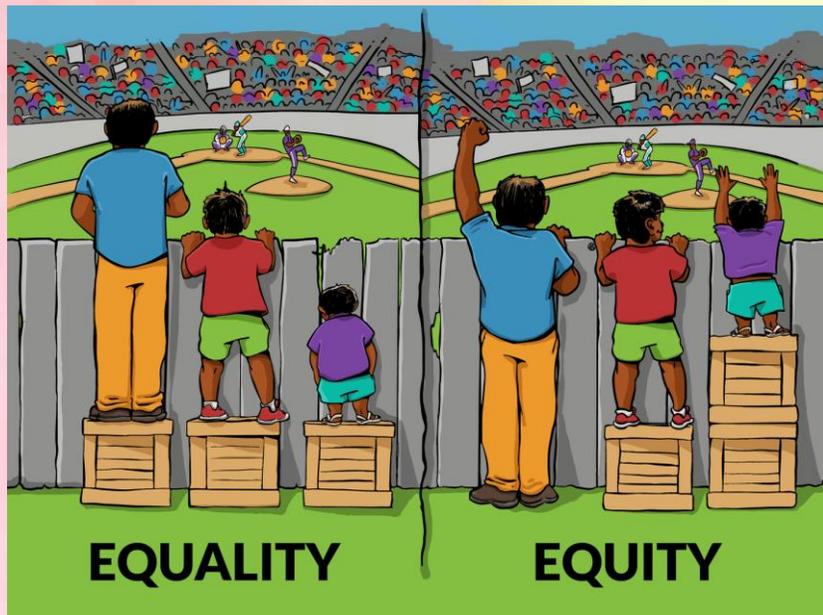


Adults and the wider community show a commitment to the CRC



Amanda Corcoran came to listen to our protest poetry.

Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.



Children and young people know and trust that the school will act upon any concerns a child has about their rights not being met.



# Y6 Rights Champions lead GOLD level RRSA training for all staff.

Relationships are identified by most children, young people and adults as mutually respectful.





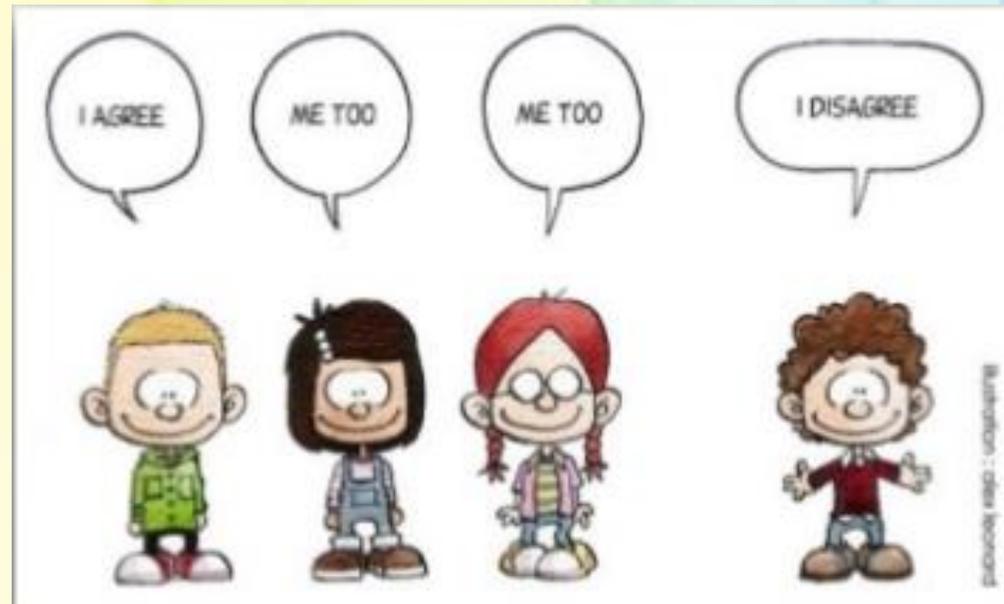
# What is a restorative approach?

- A restorative approach aims to improve and repair relationships, and increase social capital.
- All parties involved in an incident are included in discussions about how to move forward and what should happen as a result



# • Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



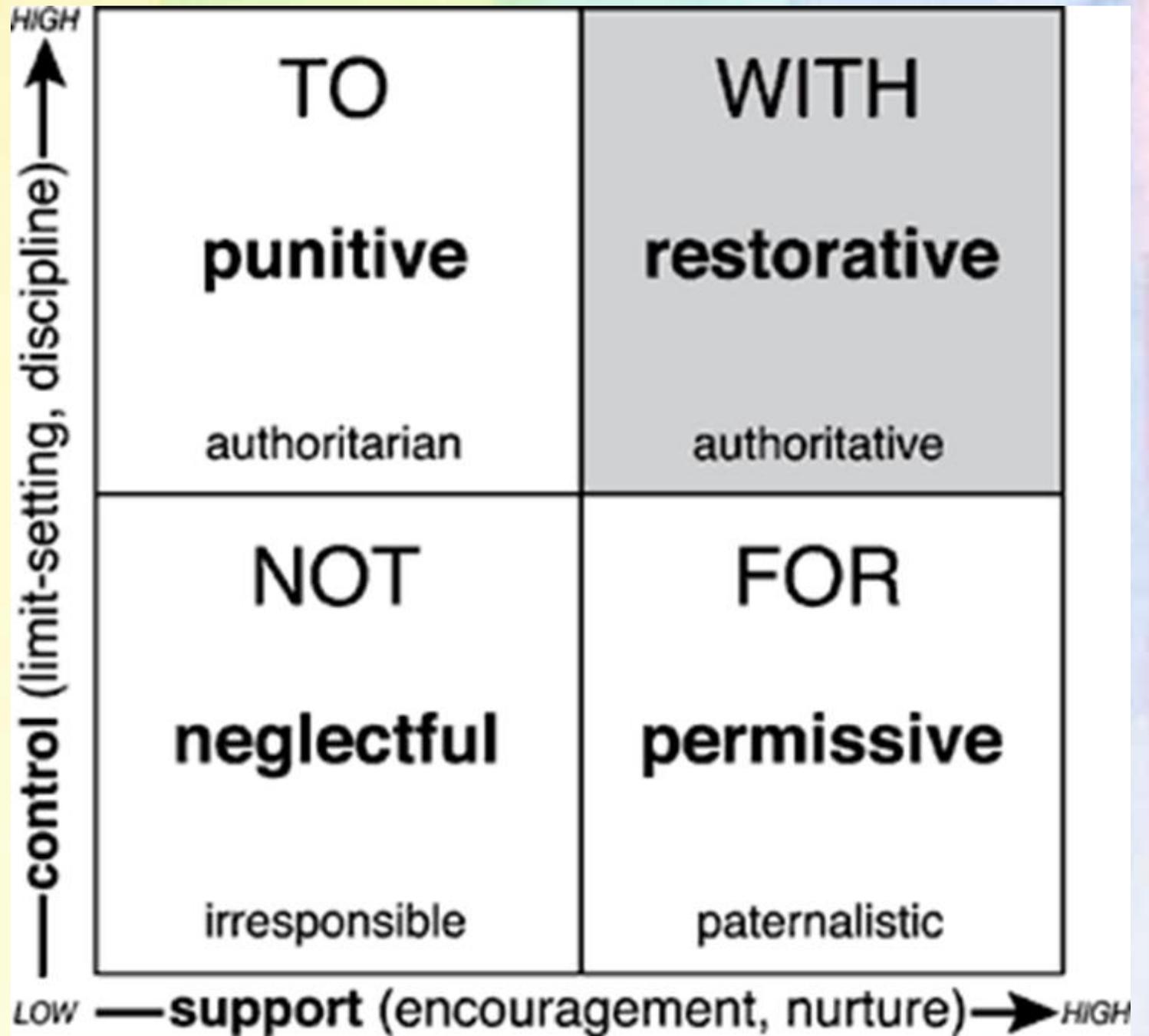
# Social capital refers to factors of effectively functioning social groups:

- interpersonal relationships
  - a shared sense of identity
  - a shared understanding
  - shared norms and values
  - trust
  - cooperation
  - reciprocity
- Article 2 (non-discrimination)
  - Article 6 (life, survival and development)
  - Article 13 (freedom of expression)
  - Article 14 (freedom of thought, belief and religion)
  - Article 29 (goals of education)

# Three key principles of Restorative Approach

- Those who have done harm face up to those who they have harmed
- Those who have been harmed have a say in how that harm is repaired
- To enable those who have done harm to make amends and ultimately to be reintegrated into the school community





# The four key questions

1. What happened?
2. How were you feeling?
3. What were you thinking?
4. What do you need now? What would you like to happen now?

Respect  
encouragement  
consideration  
**RECOGNITION**  
appreciation  
empathy  
*safety*  
**belonging**  
inclusion

Children can describe how the school provides information and support for a range of physical, social and emotional needs.



**An active curriculum**



**Weaving baskets for relaxation**



**Eating lunch with families**



**Making healthy food**



**Daily yoga**



Children designed their own Science investigations.



Children can explain how they play an active role in their learning.



Children wrote their own comic books and sold them to raise money for charity.

Children can explain how everyone is included and valued, and can describe how becoming Rights Respecting contributes to this.



Children consulted on the new healthy eating policy.



Children reporting to governors.



Kagan structures are based on 4 principles: positive interdependence, individual accountability, equal participation and simultaneous interaction.

MY SCHOOL . YOUR SCHOOL . OUR SCHOOL

# BR

BEAVER ROAD

PRIMARY SCHOOL



RIGHTS  
RESPECTING  
SCHOOLS

