

United Against Bullying School Case Study: Using the Rights Respecting Schools Award

How Canford Heath Infant School used the Rights Respecting Schools Award

Context of our anti-bullying work

We are a Gold Rights' Respecting School and we are aiming to be re-accredited with this status this year. Due to the impacts of Covid19 the children have had less opportunities to take part in initiatives that involve, a range of year groups, parents and the wider community. We wanted to make sure all the children in school know about and celebrate their rights and understand how this impacts how they behave in school and how they treat others. We set up a Rights Respecting steering group to make sure children across all year groups are having a say in a range of aspects related to school life.

What we hoped to achieve

The desired outcome was for children, staff, parents and the wider community to have a deep understanding of children's rights and how this impacts every aspect of school life. The aim of the steering group was for children to feel empowered and their voice to be heard, knowing their voice is having a positive impact on school. We wanted these children to demonstrate to their peers how our rights affect how we should treat each other and carry out fun activities to help them learn about this.

The action we took

Over the year the steering group have;

- Made videos about their rights
- Supported with a right's respecting week that involved lessons on equity/equality, campaigning and the ABCDE of rights.
- Made banners, learnt a chant and carried out a parade through the local community.
- Checked classroom charters
- Met with pastoral team and SENDCo to discuss their roles and discuss how children are all different so they may require different things to help them learn. This was fed back to their classes.
- Created letters to go out to parents encouraging commitment to the rights
- Help to plan a stall at the summer fair

Impact and outcomes of the work

- Large focus on children's rights has had a positive impact across the majority of individuals who participate in school life.
- In steering group, children have been able to verbalise what they require from their teachers and the wider school staff.
- Teachers and TA's have now got back into rhythm of using right respecting language consistently and referring to this when addressing bullying behaviour or relational conflicts. *Children have been able to express what they need to feel their rights are being met and we have been able to implement this across the school – e.g. the need for more clubs or activities at play/lunch.
- Rights respecting parade gathered a large crowd involving local care homes, businesses, local press and the Mayor. Children have a real sense of belonging to the school and allowed the school to know what we stand for. Children both within and outside the steering group have been positively impacted.
- Children across the school are now incorporating their rights into their own vocabulary and have a clear understanding of what is an acceptable and unacceptable way to be treated.
- Children have more tolerance to differences and regularly celebrate and appreciate their own and their peers uniqueness.
- The school rewards rights respecting behaviour, children strive to act accordingly, reducing behaviours that do not fall under this. The children can now explain the meaning behind dignity and respect and are able this to every day school life.
- Children involved in their own rights and know what their rights are.
- Articles of the Week allowed the children to have discussions and have more knowledge about their rights.

What we have learned

- Language has impacted on how children view their own behaviour and that of others.
- Parents often refer to their child as being 'naughty' or 'good/bad' and we found that lots of the children would refer to this when asked about an incident e.g. 'What do we need to do next time?' 'Be good' or 'Not be naughty.' By ensuring we consistently use rights respecting language and referred to their actions and something that is separate to who they are, the children are now equipped address and adapt their own behaviour.
- Has reinitiated the Rights Respecting values in our school.
- The school community were able to get involved with the march and were informed of our school values.
- Children aware of their rights and enjoy choosing their article of the week (children's rights)