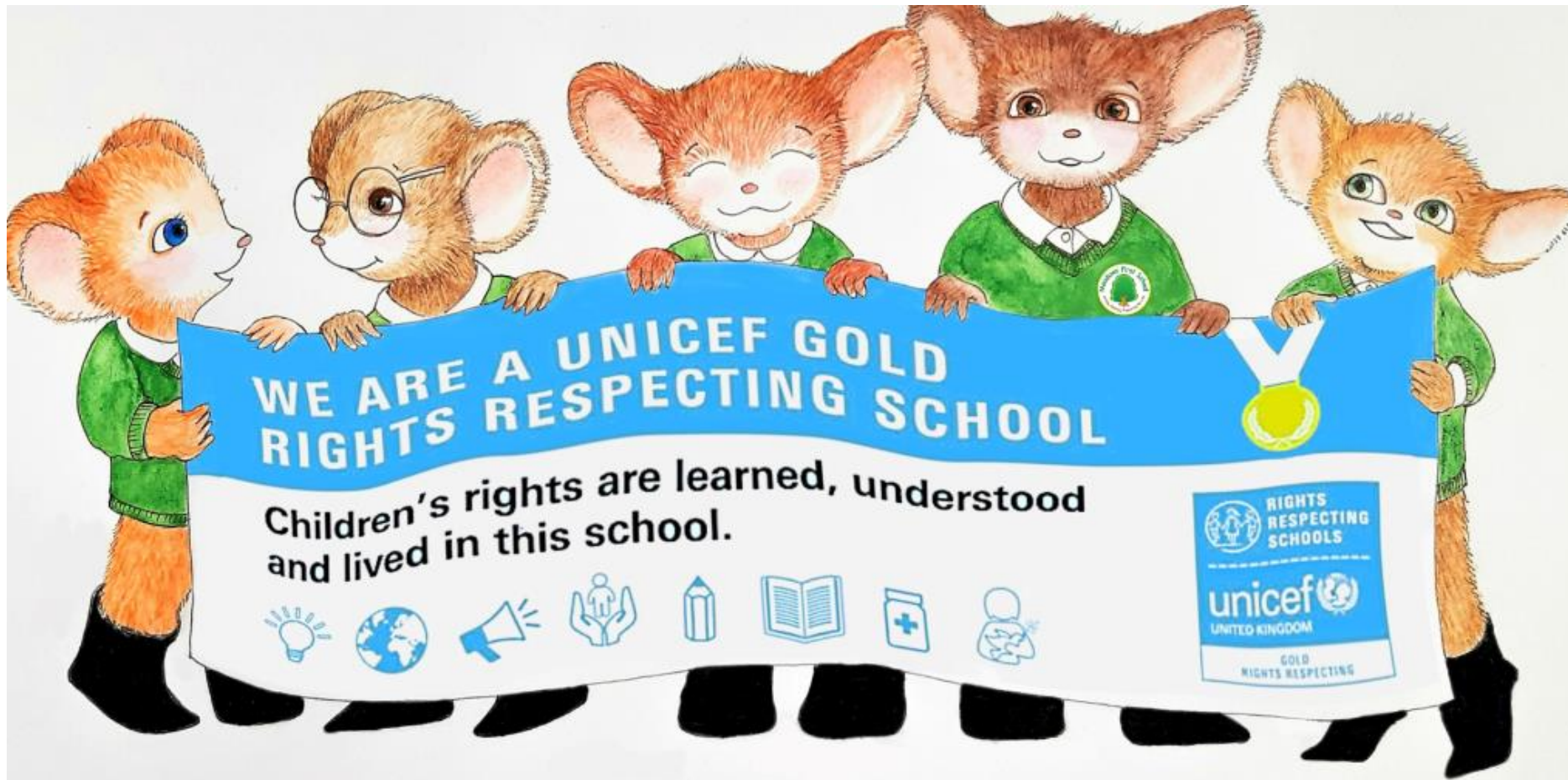


Evidence Pack Meadows First School Gold Reaccreditation



STRAND A - contents

- Slide 3 – Meadows' Rights Respecting Video and Rights Respecting Homework Projects
 - Slide 4 – Assembly Plans
 - Slide 5 – Global Overview/PSHE overview/example of medium term planning for social action projects
- Slide 6 – Parent Rights Respecting Workshop led by pupils



Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.

OUTCOME 1

Meadows First School Website - <https://www.meadowsfirst.co.uk/curriculum/rights-respecting>

Children created a Rights Respecting video to share with the community all about rights.

Rights
Respecting
Homework
Projects



EYF5-RIGHTS RESPECTING



Please complete the following activity over the Easter holidays. Your work will be displayed around school so take pride!

This term, the children looked at important women in their lives and throughout history. Over the Easter holidays we would like you to choose one of the following options.....

Draw/paint/ collage a picture of a woman who is important to you. This could be your mummy, grandma, auntie or friend.

Can you write a sentence about them?

Find out about the firefighter (e.g. Draw a picture of a firefighter. Can you write a sentence about them?

Year 1 Rights Respecting Easter PROJECT DUTY BEARERS

Adults such as parents, teachers, doctors and nurses, police officers, firefighters are Duty Bearers who help children and young people to enjoy their rights.

Draw a picture (paint/colour or collage a picture) of a duty bearer that is important to you.

CHALLENGE-Can you write a sentence to say why your duty bearer helps you after your rights.



Year 4 Rights Respecting Easter PROJECT ANTI BULLYING

ARTICLE 2 - I have the right not to be discriminated against

ARTICLE 19 - I have the right to be protected from violence.

Please complete the following activity over the Easter holidays. Your work will be displayed around school so take pride! (Avoid felt tips and writing in biro!)

Create an Anti Bullying Poster to put up around school. Can you include the rights (see above)? There are lots of examples online if you search "Anti bullying posters primary school"

UNITED AGAINST BULLYING



<https://www.youtube.com/watch?v=jigBcpHOSDE>

OUTCOME 1

Assemblies focus around the Rights of the Child. New assembly plans have been created – with EYFS/Year 1/Year 2 – 4 all having separate assemblies linked to rights and pitched at their level.

Picture news Assemblies have also been introduced linked to RR

	Rights Respecting Assemblies Reception	Rights Respecting Assemblies Year 1	Rights Respecting Years 2, 3 and 4
Autumn 1			
Wk 1			
Wk2	introduce universal survival needs	introduce universal survival needs	Article 12 – I have the right to be heard School Council Eco Council
Wk3	LO explore experiences of different <u>chn</u> /countries/ cultures.	“Needs” vs “wants”.	Articles 1, 4 & 41
Wk 4	recognise similarities between own lives and those of others	Recognise similarities between own lives and those of others	McMillian coffee morning Article 24
Wk 5	explore how a home contributes to standard of living that is good enough to meet child’s needs	Homes	Articles 2 & 30 – Black History Month
Wk 6	First Steps to Rights – Food (p.28)	Food	Article 28 Right to an education.
Wk 7			Articles 24 & 13 – <u>OutRight</u> 2022/23
Autumn 2			

Visions and values linked to rights

Week	News Story	Focus Question	UN Article	UN Link	British Value Link	Protected Characteristics
2 nd January	A flatpack wind turbine, invented by Douglas Macartney from Scotland, is to help provide power to communities in Kenya, Africa.	Should all the energy we use be renewable?	 6	Having electricity and heating in our homes and schools can help ensure we survive and develop in the best possible way. Governments must make sure all children survive and develop in the best way possible.	Democracy - Energy is required to power many of the useful and convenient items we use daily. This energy can be produced in many different ways. We can use our voices to share our thoughts on this and impact the future.	Age - Young people can be overlooked for their ideas because they may not be as experienced as adults but when given the opportunity, they can often make a valuable contribution.
9 th January	18-year-old Andrea Spendolini-Sirieix has been named as a BBC Young Sports Personality of the Year finalist.	Can you learn how to manage under pressure?	 5	Governments should let our families and communities guide us. They can help us find ways to respond to life's pressures and learn to use our rights in the best way. As we grow, we will need less guidance.	Mutual Respect and Tolerance - We are all different so the way we respond to the demands or pressures we may face will be different too. We understand and respect that not everyone is the same and everyone needs to be treated as an individual.	Sex - 'I think this year especially has show that women are strong and nothing can stop you doing what you want to do. Your age or gender don't stop you.' – diver, Andrea Spendolini-Sirieix
16 th January	Many of us are increasingly reusing, repairing, and upcycling items, instead of throwing them away and replacing with new ones, according to experts.	Do we throw things away too easily?	 3	When adults make decisions, such as what items we should learn to repair and when, they should think about how it will affect us. They should make sure we are safe and protected.	Individual Liberty - It is important to remember all our actions have consequences. If we choose to repair items, we can save money, help the environment and learn new skills.	Religion or Belief - Some people throw away more than others because of their beliefs. Our beliefs affect our life choices and the way we live our life.
23 rd	A drink called 'Prime Hydration' has	How much control do	 36	We all have the right to be protected from	Mutual Respect and Tolerance - We all have the power	Religion or Belief - Our beliefs consist of

Autumn Term 22			
Monday Assembly	Rights Respecting Articles	Assembly Themes	Other dates and Notes
12.9.22		Clever Me- 'How To Be a Great Learner'	
19.9.22	N/A	Queen's Funeral- assembly completed last week	19th-25th Recycling Week
26.9.22	Article 29	Recycling Assembly (Planet full of plastic -Neal Layton.)	Macmillan coffee morning 30.9.22
3.10.22	Article 28	Our values: Caring, Sharing, preparing for Life.	Black History Month October
10.10.22	Article 24	Calm Me: Mental Health assembly	World Mental Health Day
17.10.22	Article 27	Friendly Me: Poverty theme The Invisible – Tom Percival	17.9.22 International Day of Poverty Fri 21 st Oct Harvest Festival

MEADOWS FIRST SCHOOL LONG TERM PLAN - PSHE

With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn to

- develop confidences and responsibilities and make the most of their abilities.
- prepare to play active role as citizens.
- develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- develop good relationships and respect and celebrate the differences between people.
- understand some basic principles of finances.
- make a positive contribution to the life of the school

	Autumn Term		Spring Term		Summer Term	
Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well-being	Unique Me	Unique Me	Clever Me	Active Me & Safe Me	Friendly Me	Safe Me & Clever Me
Rights Respecting	I have the right not to be discriminated against (Article 2) I have right know my rights (article 1)	I have the right to be safe. (Article 19) I have the right not to be discriminated against (Article 2)	I have the right to be listened to. Article 12 I have the right to express my opinion (article 13) I have the right to develop my talents and abilities (article 29)	I have the right to play and rest. (Article 31) I have the right to good healthcare, clean water and safe environment. (article 24)	I have right to choose my friends (Article 15) I have the right to be safe (article 19) I have the right not to be discriminated against (Article 2)	I have the right to be safe (article 19) I have the right to express my opinion (article 13)
Jigsaw Content overview	Being me in my world (Unique Me)	Celebrating difference (Unique Me)	Dreams and goals (Clever Me)	Healthy Me (Active Me & Safe Me)	Relationships (Friendly me)	Changing Me
Nurseries & YR	• Self-identity	• Identifying talents being	• Challenges	• Exercising bodies	• Family life	• Bodies

New PSHE curriculum developed with each unit linked to articles and explicitly taught to children

Lesson One!

Children think about and design their favourite meal. What if you can't have that food? How would you feel if you couldn't have breakfast? Discuss children all over the world and children in this country who can't afford to eat.

Introduce Article 27 - "I have the right to a proper house, food and clothing"

Overview

Lesson Three!

Invite a speaker into school from Food bank/food charity etc to give a talk to children about what they do.

Lesson Four!

Children write and publish a letter to each class in the school asking for donations to add to food boxes the children are making.

Lesson Two!

Introduce children to the term Food Bank. What is it? How does it help people in our community? Brainstorm with children ideas to help the food bank and people struggling to buy food. Ideas....

Non School uniform day if they bring in food items to school. Children can design posters to advertise around school

Lesson Five!

Children bring in a box from school that they decorate. They write a message on a card to go with food. Arrange for food bank to visit to collect food OR go and visit the food bank.



Created Education for social responsibility lessons plans linked to rights and global goals (left) and social action project lesson plans (see above)

Theme	EYFS	Year 1	Year 2	Year 3	Year 4
Ethical Trading			8 DECENT WORK AND ECONOMIC GROWTH Thanks for Everything. Article 12, 29, 24		8 DECENT WORK AND ECONOMIC GROWTH What is Fair Trade? Article 24, 27, 12, 13
Fulfilled Lives	5 GENDER EQUALITY Gender Equality Article 2	3 GOOD HEALTH AND WELL-BEING Being Kind to You and Me Article 2, 12, 15, 29, 31		3 GOOD HEALTH AND WELL-BEING What is Happiness? Article 2, 12, 15, 29, 31	
Eco Systems	15 LIFE ON LAND Why is Nature Special? Article 29				15 LIFE ON LAND I speak for the trees Article 12, 13, 29.
Climate Change		13 CLIMATE ACTION Our Changing World Article 29, 12, 13		13 CLIMATE ACTION Know Better Do Better Article 29, 12, 13	
Water Scarcity			6 CLEAN WATER AND SANITATION Where is Water? Article 24, 27		Saving Water Article 24, 27 6 CLEAN WATER AND SANITATION
Bio Diversity			15 LIFE ON LAND Linking Local Wildlife Article 12 29		15 LIFE ON LAND What is Biodiversity? Article 12, 29

OUTCOME 1 - continued

Pupils (YR1 – Yr4) invite their adults into school to learn about to teach them about the rights of the child.

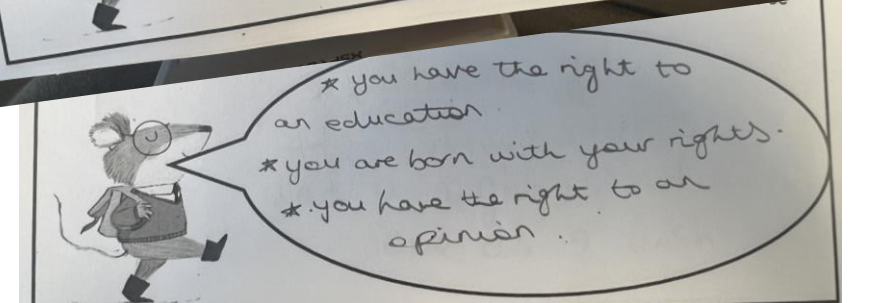
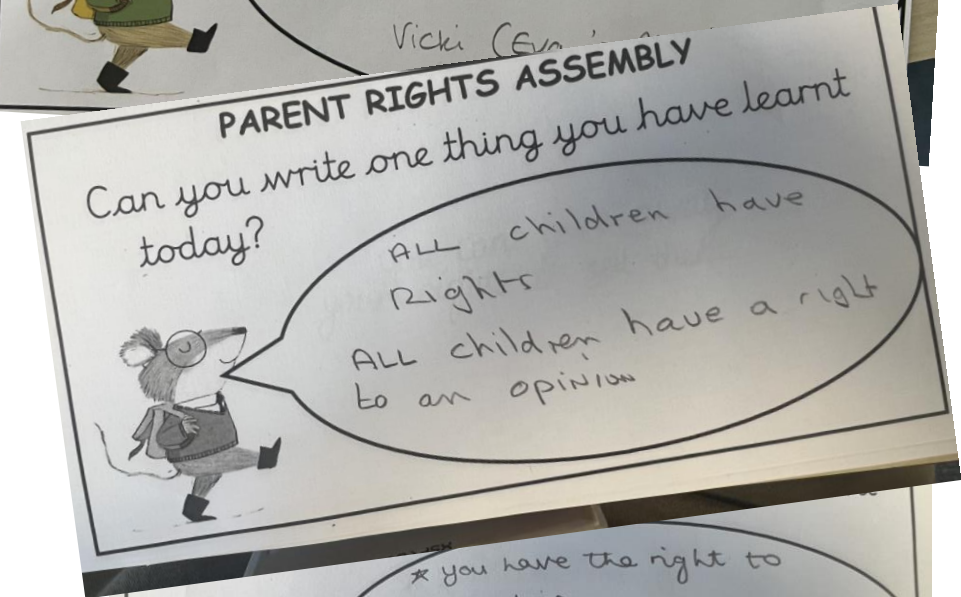
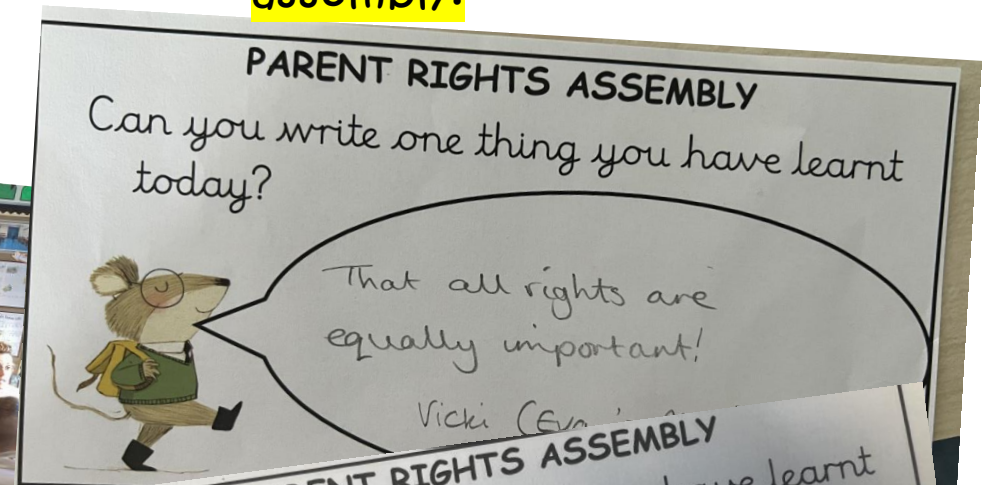
Every parent wrote down one thing they had learnt from the assembly.



Article 38 Children have the right to freedom and protection from war.

Article 22 Children and young people who are refugees have the right to special protection and help.

Children respond to events that happen in the news.



STRAND B - contents

Slide 8 – School Development Plan

Slide 9 – Children's Curriculum

Slide 10 – Rights in the environment

Slide 11 – Rights Staff and Pupil Questionnaire

Slide 12 – Classroom charters and Playground charter.

Slide 13 – Examples of how Meadows celebrates diversity

Slide 14 – Keeping safe assemblies, NSPCC big breaktime, Flat Stan First Aid course and NSPCC stay safe and speak out assembly

Slide 15– Examples of visitors talking about safety, Digital leaders leading Internet safety assembly.

Slide 15 –Teaching about safety in the curriculum/ Anti Bullying posters

Slide 17 – Children's mental health week/World Mental Health Day, Wellbeing garden

Slide 18 – Well being Wheel, Examples of work about being healthy, HIVE lunchtime club, My CATS (Children's mental health and anxiety study)

Slide 18 – IQM award , Assembly Slides, School council application forms.

Slide 19 - Social Action project pupil ideas/Fair trade cake sale.



OUTCOME 2

School Development plan

In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

How We Are Making Meadows Even Better (\$DP)

Quality of Education			Personal development	Behaviour and attitudes	Leadership & management	EYFS
Priority 1: Subject leaders ensure that the school's curriculum intent and implementation are embedded securely and consistently across the school Article 29 Article 28	Priority 2: Teachers consolidate and deepen pupils' retention of the knowledge and skills Article 29 Article 28	Priority 3: Provide targeted support for identified groups of children to give them the best opportunity to reach ARE. Article 2 Article 29 Article 28	Priority 4: In their role as global citizens pupils will be empowered to affect changes that can make a difference. Article 12 Article 13 Article 29 Article 42	Priority 5: To ensure that our school provides a safe, comfortable and caring environment where exemplary behaviour is at the heart of productive learning Article 2 Article 6 Article 19 Article 31	Priority 6: Enhance sustainable leadership capacity for school self-improvement Article 29 Article 28	Priority 7: Continue to strengthen EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children Article 29 Article 28
deep dive	Cognitive overload/ Retrieval	Embedding the use of provision map to inform intervention planning	Pupil leadership	Active & purposeful playtimes	Academy status	objective led planning
Sequences of learning	AFL	Assessment procedures	Global Citizens	Researching behaviour linked to TISUK	Collaborative work	Phonics & reading
Key Knowledge & vocab identified		SMART targets & interventions				
Assessment of curriculum areas		Little Wandle – phonics/ reading across the school	Rights Respecting re-accreditation	scholarpack- incident log	Staff CPD leadership	Parent engagement
knowledge organisers		PP SEN				Curriculum progression that feeds into school

Priority Four: Personal Development

In their role as **global citizens** pupils will be empowered to affect changes that can make a difference.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

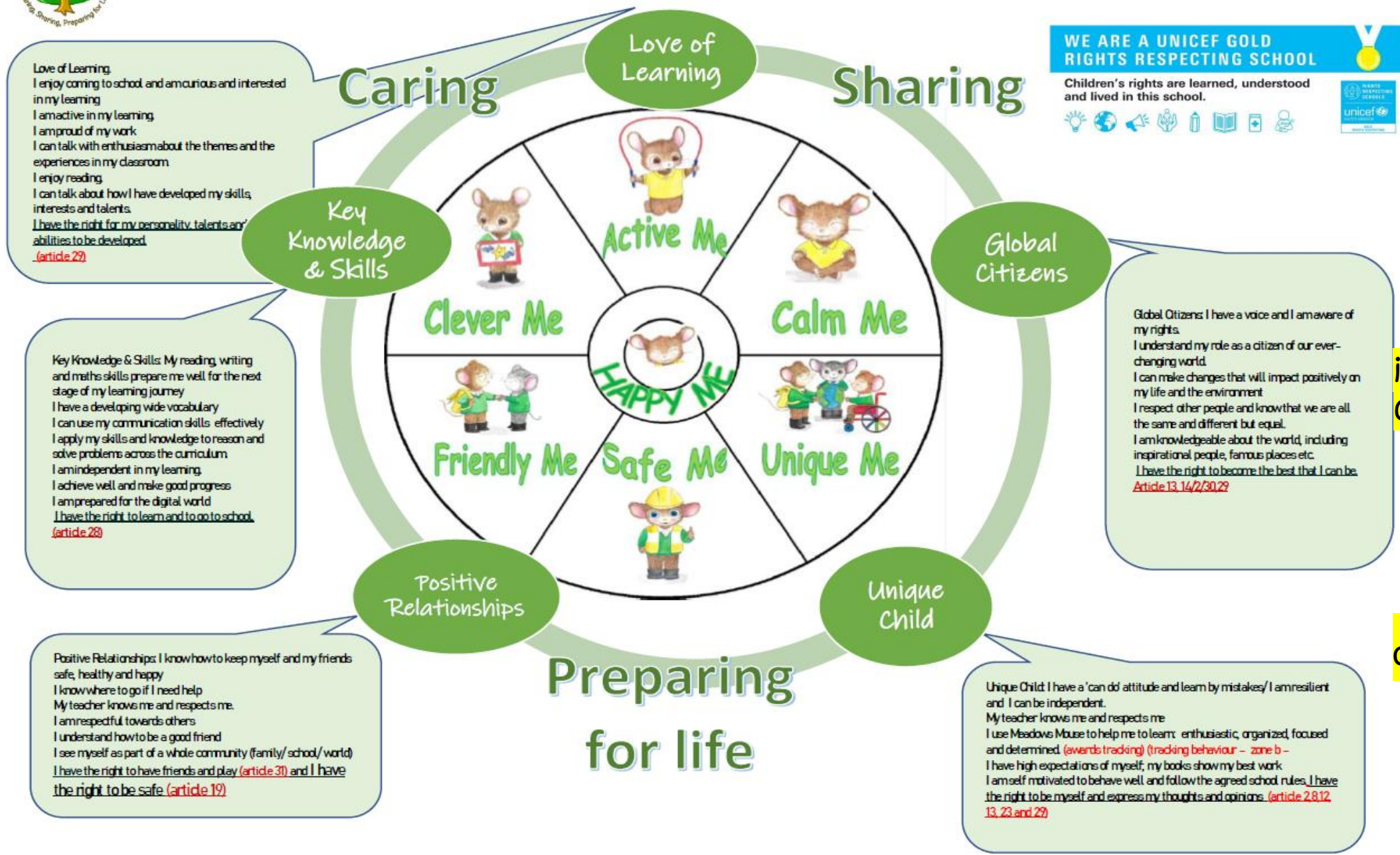
Article 13 – You have the right to express their thoughts and feelings.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too

What we're aiming for	What we're going to do	Responsibility/ cost	Impact
To provide a forum for pupil voice and to facilitate pupil input into the whole school decision making policy Article 12 Article 13	Develop children's leadership roles so that children are encouraged to express an opinion and to be included in decisions that involve and affect them Develop new roles for pupils and for pupils to apply for roles that require them to: - Attend all meetings and take an active part in discussions - Accurately represent the views of peers at meetings and report back to peers on outcomes - Be involved in work and projects decided upon - Show initiative and run projects independently when required - Liaise with the appropriate Governor to set actions and report on progress	JS- school council SH- safeguarding MT- overview and RR JWB- digital JW- sports	Leaders engage effectively with pupils Pupils develop the qualities they need to flourish in our society. Pupils are encouraged, facilitated and empowered to contribute positively to the life of the school.
To gain Gold reaccreditation as a Rights Respecting School and further develop Global aspect of Meadows Curriculum. Article 42 Article 29	Visit Adderley Primary school for CPD for RRSA lead. RRSA training for lead teacher- "Sustaining Gold" RRS ethos to be embedded (MT delivered training) RSSA Training for Pupil Voice and Eco and Sustainability The RRSA lead is embedding good practice across school, ensuring that staff are familiar with the RRSA approach as well as teaching materials. RRSA Charters Staff meetings to ensure language or charters is correct and training on how duty bearers should use charters Development of Playground charter Staff Meetings in Autumn and Spring and Summer term to look at Rights and the gold re accreditation. Provide opportunities for pupils to teach parents about Rights Create a pupil led video to share the message of rights across the community New assemblies based on the book of first Rights for EYFS and Year 1. (Year 1 to join with rest of school in spring term) Merge Rights Champions with School council so pupil led decisions and actions are based through rights. The language of 'rights' is being reinforced The lead will also ensure that RRSA is visually prominent around the school and children are familiar with the purpose of the displays. Embed the Social Action Projects Apply and achieve gold RRSA award Eco-Schools Lead to lead events throughout the year. Explore the Duke Award as a way to broaden pupils experiences	release time for MT- £2000	The curriculum goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. Book tawls and pupil voice demonstrate that pupils have had understanding of global issues and have understanding of the impact they can make. Assembly themes etc show varied experience pupils have of global issues/RRSA <u>RRSA gold award</u>

Meadows First School -our children's curriculum

– At Meadows First School we have a voice and we love learning. Our curriculum has 5 main principles to help us be the best we can be (article 13)



Since our last rights inspection, our curriculum has continued to develop. The Rights of the child is at the heart of our curriculum

Rights within the environment



All children from Meadows worked with Artist Darrell Wakeman to create beautiful Rights Respecting murals. The children voted on the articles they felt were important for our school.



Rights Respecting Questionnaire Pupils

	Yes	Sometimes	No	Not sure	No answer	Yes	Sometimes	No	Not sure	No answer	Total
1 I learn about my rights at school	284	1	1			99%	0%	0%	0%	0%	100%
2 I enjoy being at school	256	28	2			90%	10%	1%	0%	0%	100%
3 I feel safe at school	272	14				95%	5%	0%	0%	0%	100%
4 Adults treat me with respect	278	7	1			97%	2%	0%	0%	0%	100%
5 Pupils are kind and helpful	273	9	4			95%	3%	1%	0%	0%	100%
6 If I felt unsafe, I could tell an adult	283	3				99%	1%	0%	0%	0%	100%
7 My teachers listen to me	280	4		2		98%	1%	0%	1%	0%	100%
8 I can influence decisions	250	26	4	6		87%	9%	1%	2%	0%	100%
9 I know how to make progress	272	7	2	5		95%	2%	1%	2%	0%	100%
10 In general, I like the way I am	267	11	5	3		93%	4%	2%	1%	0%	100%
11 I can do things to help locally	270	12	2	2		94%	4%	1%	1%	0%	100%
12 I can do things to help globally	260	24		2		91%	8%	0%	1%	0%	100%

Rights Respecting Questionnaire Adults

	Number of adults					% of adults					Total
	Strongly agree	Agree	Disagree	Strongly disagree	Not sure	Strongly agree	Agree	Disagree	Strongly disagree	Not sure	
2 I am treated with respect by other adults	58	2				97%	3%	0%	0%	0%	100%
3 I am treated with respect by pupils	56	4				93%	7%	0%	0%	0%	100%
4 I feel comfortable talking to pupils about rights	58	2				97%	3%	0%	0%	0%	100%
5 I enjoy working at this school	60					100%	0%	0%	0%	0%	100%
6 Pupils are actively engaged in school life	54	6				90%	10%	0%	0%	0%	100%
7 Pupils can influence decisions made in school	56	4				93%	7%	0%	0%	0%	100%

OUTCOME 3

Relationships are positive and founded on dignity and a mutual respect for rights.

Class charters are set up at the start of every new academic year and play an essential part in supporting our positive learning environments and rights-respecting relationships. It is an opportunity to remind pupils of some of the articles as well as important vocabulary of 'duty-bearers' and 'rightsholders'. It is now covered by the PSHE Jigsaw Syllabus.

Playground

Rights Holders will

- Use kind hands, kind feet and kind words.
- Be careful when we are running and always look where we are going.
- Include others in our games.
- Treat each other with respect and with dignity.
- Put our rubbish in the bin.
- Make sure everyone is having a good playtime.
- Listen to each other and not shout.

We have the right to be safe
(Article 19)

We have the right to a clean environment
(Article 24)

We have the right to be treated fairly
(Article 2)

We have the right to choose our own friends.
(Article 15)

Charter

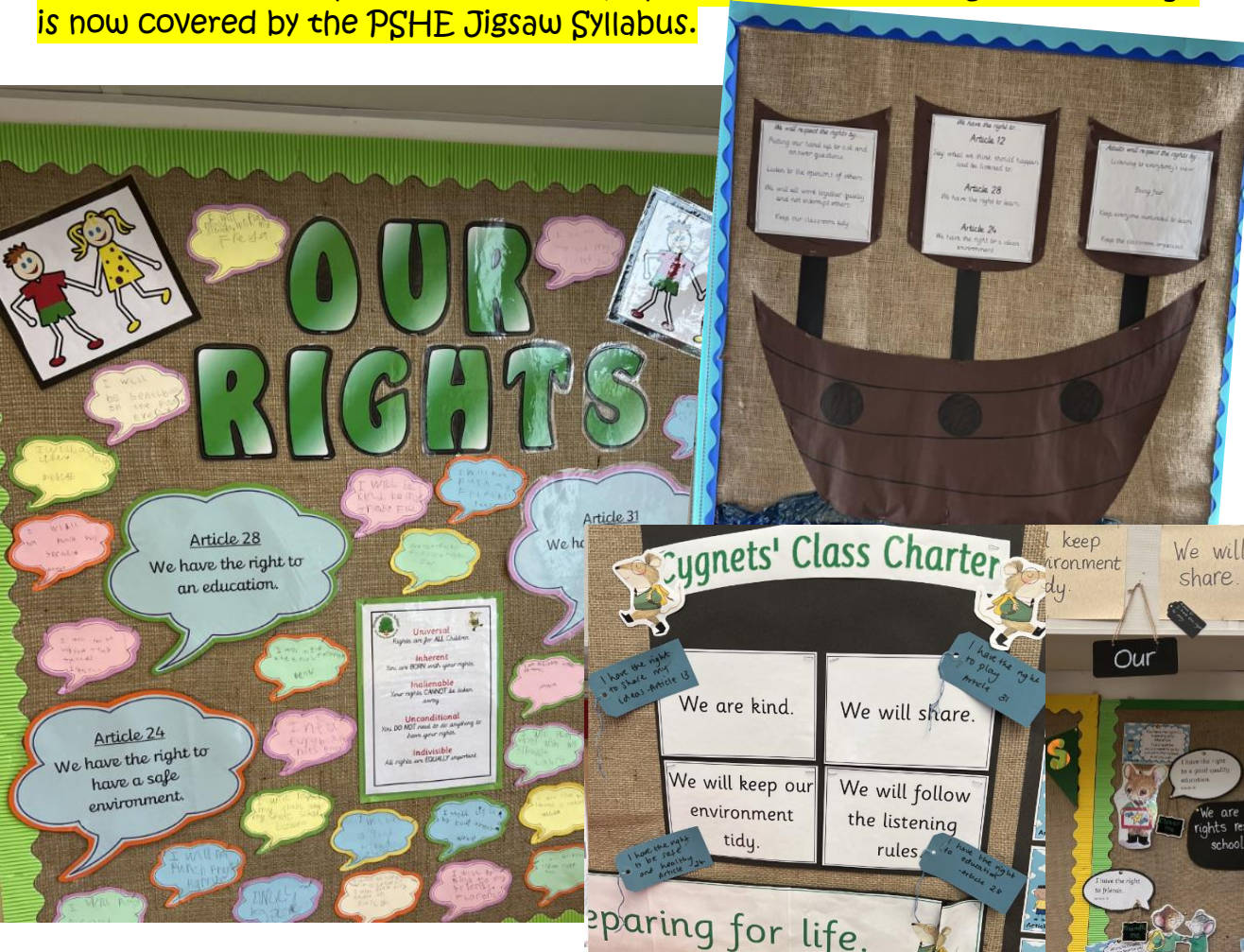
Duty bearers will

- Watch you when you are playing to make sure you are safe.
- Have a first aid kit ready.
- Listen to you and treat you with respect.
- Treat you fairly.
- Remind you of your rights.

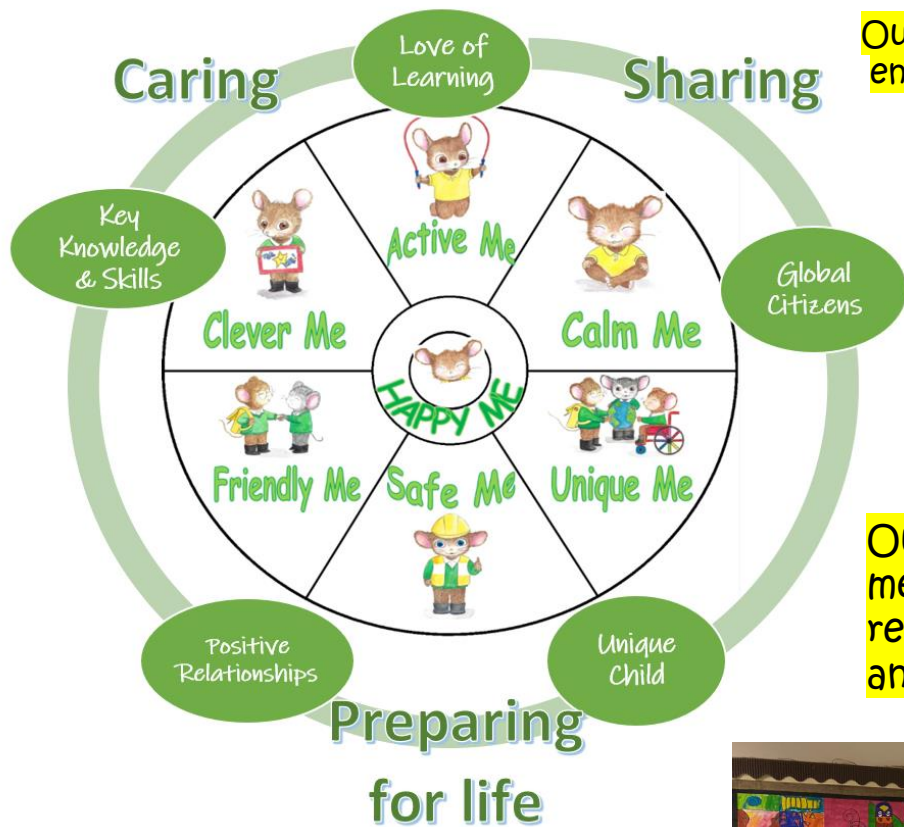


The school council developed a play ground charter for all playgrounds.

Children are very respectful of each other.
Ofsted March 2019



OUTCOME 3 - continued



Our PSHE curriculum ensures we celebrate difference and friendships



Our Meadows Mouse – “Unique me” encourages the children to recognise and accept difference and diversity.



Special days are included into the school calendar that promote respect and difference.

Building positive relationships is a key focus in our curriculum model and ethos – “Caring, Sharing, Preparing for Life”.

Displays around school celebrate and promote difference.



OUTCOME 4

Children and young people are safe and protected and know what to do if they need support.



I have the right to feel safe
(Article 19/32/36)
I know how to keep safe (e-
safety, road safety, water
safety, strangers etc.)
I know what makes me happy.
and understand my feelings.
I know who to ask for help.

BLUE FOR PETS
CROSS

Dog Safety Assembly



Children's Rights - Article 19
Every child has the right to be protected from all forms of violence, abuse and neglect.



Assemblies focus on 'Safe Me

KS1 and KS2
take part in
the NSPCC
Speak out.
Stay Safe.
Assembly

Your
Speak out. Stay safe.
certificate

Awarded to:

Meadows First School

A massive thank you and a big well
done to all pupils for being such great
listeners and taking part in Speak out.
Stay safe. with Buddy.

Peter Wanless

Peter Wanless
Chief Executive

Date: April 2023

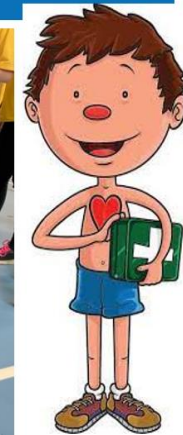
Safe Me reminds the children
other safe.



Children's Rights - Article 19
Every child has the right to be protected from all forms of violence, abuse and neglect.



Children take part
annually in the NSPCC
Childhood day. They learn
about the NSPCC.



OUTCOME 4 - continued



NHS
West Midlands
Ambulance Service
University NHS Foundation Trust

Reception were visited by West Midlands Ambulance Service today to talk about keeping safe.



A Child's Right...
To be looked after
and kept safe



Reception and Year 3 were visited by West Mercia Police today to talk about keeping safe and being respectful during Halloween.



A Child's Right...
To be looked after
and kept safe
Article 19



Visitors regularly come into school to talk to children about being safe at home and in the community.



WEST MIDLANDS FIRE SERVICE



A Child's Right...
To be looked after
and kept safe
Article 19



Scott from the Firefighter Came to talk to use about keeping safe on Bonfire Night and what firefighters do in the community.

Safer Internet Day 2023
Tuesday
7 February

Coordinated by the UK Safer Internet Centre

saferinternetday.org.uk

Our digital Leaders delivered an assembly on internet safety.



Internet safety is a key driver in a computing curriculum. Internet Safety Day is celebrated each year to raise awareness



OUTCOME 4 - continued

Opportunities to teach about keeping safe are planned throughout the curriculum.

Year 4 created Anti-Bullying Posters to share with the school community

Thursday 27th April
How do I keep safe around Electricity?

Electrical Safety

Switched On Kids
colouring sheet

Can you spot 8 electrical hazards - Answers on back

1. The dog has the wire in his mouth.
2. Drinks are too near the laptop.
3. The girl is changing the lightbulb.
4. The lightbulb is on top of the tv and water should not be near electrical equipment.
5. There are too many trailing wires which someone may trip over.
6. The sockets are overloaded.
7. The wire is frayed.

Show me...
...three ways you can make your home safer from electrical

Keep water away from your tv. Don't have overloaded sockets. I will make sure I ask an adult before using electrical devices.

BE KIND

Don't be Mean!

why make people cry?

DONUT

STOP Bullying!

Steal Bullying

BE KIND

DONT BULLY IT IS NOT THE RIGHT CHOICE!!!

BULLYING FREE SCHOOL!!!

ARTICLE 2
NO DISCRIMINATION!

BE FRIENDLY **BE KIND ALWAYS!!!**

NO TO BULLYING

I have the right to be bullied myself

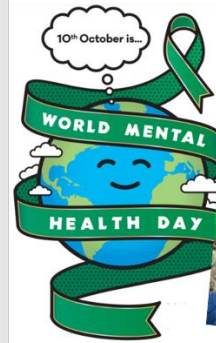
OUTCOME 5

Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.



Article 24 I have the right to good quality health care (mental health), to clean water and good food

Children take part in Place2Be's Mental health week each year



Empty Classroom Day

Article 31 I have the right to play and relax.



Children celebrate World Mental Health day each year.

A Message from Mrs Hewitt



We have had another busy week in school. We had a great outdoor learning day on Monday as part of World Mental Health Day. Parents/carers need to look after their mental health too. If you are an adult, the 'Now We're Talking' website provides a range of resources and links to services which can help you improve your mental health – <https://www.healthyminds.whct.nhs.uk/>

"They are proud of their contribution to the design and development of the wellbeing garden"

Ofsted March 2019

Outdoor learning days planned through the year – wellbeing day. Activities timetabled for each Class e.g. forest school, pond dipping etc.

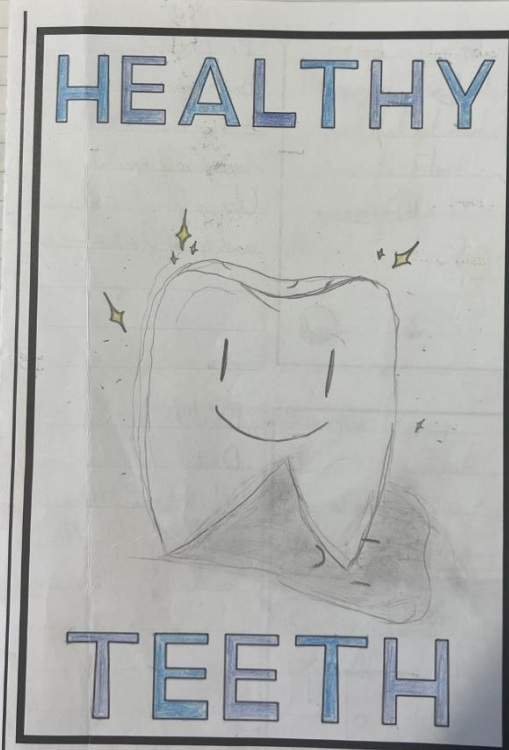
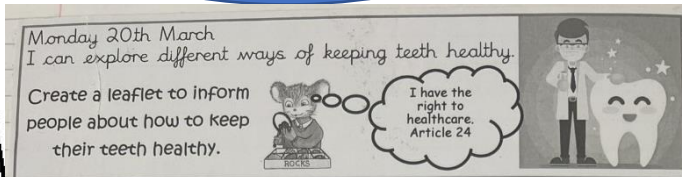
Wellbeing garden – designed by children and funded by national lottery. Children are timetabled slots in each week.



OUTCOME 5 - continued

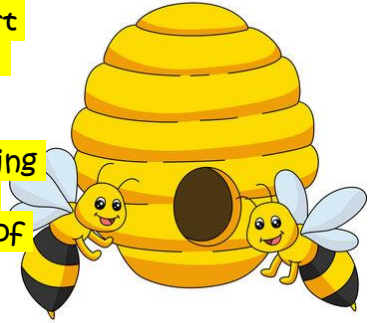


"Children can articulate their feeling well referring to the wellbeing wheel by talking about good choices
Ofsted March 2019.



MY-CATS

Signed up to take part in MY CATS (Mental Health and anxiety study) which offers support and counselling for children that are displaying early signs of anxiety.



Throughout our curriculum, children are encouraged to develop healthy lifestyles. The Hive Lunchtime Club - Hive lunchtime club - offered for any children that need additional time with an adult or are finding lunchtimes/friendships tricky. The Rights of the child are reinforced.



The well being wheel was created with pupils and staff and underpins our curriculum.

OUTCOME 6

Children and young people are included and are valued as individuals.

All children have the opportunity to apply for leadership teams (school council, Digital Leaders, Eco Council)



We were awarded the IQM inclusion award.

Click [HERE](#) to read the report.



Our Meadows Mouse – “Unique me” encourages the children to recognise and accept difference and diversity.

Our Visions and values and rights respecting assemblies focus on inclusivity.

Meadows First School KS2 School Council Application Form

Article 12
I have the right to be listened to and taken seriously.

Name: Laura Murphy Class: Jaguar

Have you been on the School Council before? No

Why would you like to be on the School Council?

I would like to be on the school council because I want to make sure everybody is safe and help take care of the school. I also would like to help give ideas to improve our school.

Last year I was on the eco council and I really enjoyed discussing new ideas.

What personal qualities do you have that would make you an ideal candidate for this post?

I am very caring and I have lots of good ideas. I'm very hard working with lots of interests at home including swimming, gymnastics and I like to help my mom and dad in the garden.

Meadows First School KS1 School Council Application Form

Article 12
I have the right to be listened to and taken seriously.

Name: Dexter Class: Owl's

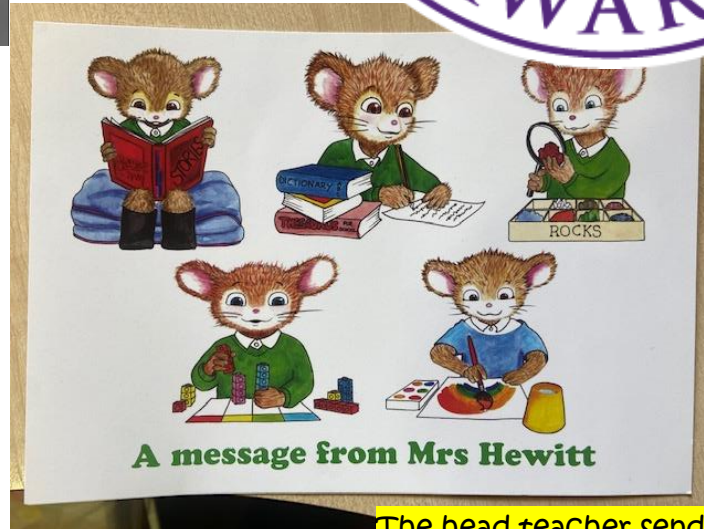
Have you been on the School Council before? YES (NO)

Draw a picture of yourself as a School Council representative and label why you think you would be good for the job. You can ask an adult to help you.

*Approachable *Determined *Hard worker *Friendly *Caring *Good listener *Helpful *organised

VOTE FOR DEXTER

Date: 11/09/2022 Signed: Mrs Hewitt



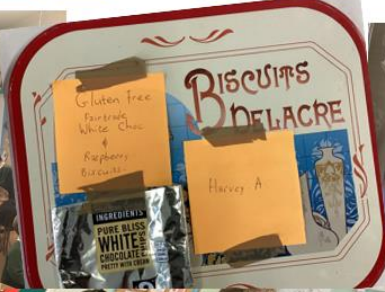
The head teacher sends out postcards home to children have that shown extra effort.



OUTCOME 7

. Children and young people value education and are involved in making decisions about their learning.

FAIR TRADE CAKE SALE



Year 4 found out about Fairtrade. We looked at ways on how to raise awareness of Fairtrade in the community. Children organised a Fairtrade cake by making cakes with fair trade ingredients to sell to parents and pupils.

Children suggest project outcomes for their social action projects.



STRAND C - contents

Slide 21 – Pupil Leadership and pupil voice questionnaire

Slide 22 – Examples of School council assemblies/Pupil leadership minutes.

Slide 23 – Social Action projects

Slide 24 – Social Action projects (continued)

Slide 25 – Unicef OUTRIGHT campaign

Slide 26 – Eco Council Idling Campaign



OUTCOME 8

. Children and young people know that their views are taken seriously.



Pupil leadership –
School Council
Digital Leaders
Eco Council
PE crew

We want to know how you feel about feeling safe and happy		sometimes		Reasons given for sometimes answer
Meadows a good school?	285 (98%)	6 (0.7%)	1	
Do you enjoy being in school?	270 (92.5%)	22 (7.5%)	0	comments were about missing mum/ friend issues/ hard work
Do your teachers help you to be your best?	289 (99%)	2	1	
Do your teachers give you work that challenges you?	274 (94%)	16 (5%)	2 (1%)	
Do you enjoy learning at Meadows?	273 (93%)	18 (6%)	1 (1%)	some times challenging/ too much work to do/ don't like certain subjects
Do you feel safe in school?	282 (97%)	8 (2.7%)	2	KS2- toilets with Parkside
Do you think the behaviour system is fair?	277 (95%)	13 (4%)	2	certain children don't use zone board (have indiv charts that other c don't know about)
Do you think children are well behaved?	245 (84%)	44 (15%)	3	one class (29 ch said sometimes due to behaviour of one child), 10 ch from another class said same (about 1 c with HLN)
Do you know who to talk to if you did not feel safe or if you were bullied?	286 (98%)	5 (1.7%)	1	
Do you think school looks after your mental health and well being?	285 (98%)	7 (2%)	0	7- all year R
Do you feel that you can talk to an adult if someone is unkind to you?	283 (97%)	7 (2%)	2	
Do you like breaktime and lunchtime??	286 (98%)	4 (1.3%)	2	
Have you taken part in an after school club? 226 children (not R)	224 (77%)	7 (2%)	1	
If someone came to this school and looked or acted differently to you, do you think they would be made to feel welcome?	274 (94%)	9 (3%)	9	majority (12) in Reception- lack of understanding?
Would you recommend your school to someone else?	290 (99%)	1	1	

Pupil voice questionnaire

OUTCOME 8 - continued

School council feedback to rest of the school in assemblies



Eco-Committee Meeting Minutes

Time and Date of Meeting:	14 th March
Eco-Committee Members Present:	Mrs Ashton Teacher Mrs Grant TA Caterpillars, Dragonflies, Hedgehogs, Owls, Jaguars, Sharks, Dolphins and Tigers (2 children from each classroom)
Summary of Discussion:	We talked about receiving the trees from the woodland trust and how some children had unwrapped them and watered them. They can be found in the green house ready to plant next week. We discussed an issue raised last week by Alfred about idling in the school car park. We looked at a PowerPoint shared by Elizabeth Stephens (Sandwell Council) about this issue and talked about starting a campaign. We came up with Slogans, information and a pledge for parents to sign and are going to blow up 150 balloons to show how much emissions are being released into the atmosphere every minute.
Next Steps:	Get 150 bio degradable balloons Talk to SLT about setting a date for parent campaign display Complete posters with slogans Complete information leaflets
Time and Date of Meeting:	21 st March (next week to get resources ready for the campaign)

Date	Agenda	Minutes	Actions
28.9.22	Welcome Role of School Councillor / Qualities Play Ground Charter (look up examples on internet)	Introduced ourselves. Talked about what makes a good school councillor. Showed examples of playground charters and discussed what rules we should have on our own. Demonstrated how to talk to rest of class and spoke about their responsibilities. Gave out sheets, talked about time frame and ended.	Classes to think about playground rules linked to rights.
12.10.22	Play ground markings and equipment.	Took in findings from previous agenda. Shared ideas and discussed which ones we thought were most important to have on display on the playgrounds. Spoke about what impact the charter will have on children's rights and their playtimes. Introduced next activity of deciding new playground markings. Explained to school council how to guide other children's expectations and modelled how to speak to their class.	Classes to think about which playground markings will help them to play and relax at breaktimes.
		Took in findings from previous agenda. Each pair discussed what playground markings their class was most interested in for their own playgrounds. These will need to be collated by JS and purchased by MT. Introduced lunchtime charter. We talked about which rights would be most relevant for a lunchtime charter and how duty bearers could ensure they were stuck to. After selecting the most appropriate rights the council was asked to take these rights to their classes in order to find out how their classmates felt about the proposed rights for the charter.	Classes to think about how their rights can be respected at lunchtimes. JS and MT to collate findings from playground marking questionnaire and purchase.



Digital Leaders Meeting Minutes

Agenda	Minutes	Actions
Digital Leader	Assigned Key Stage 2 classes to their Key Stage 1 class Discussed first activity sheet – what do you know about keeping safe on the internet? To do with own classes. Discussed general roles and expectations from Digital leaders.	Check in with digital leaders to check first task is done.
Feedback from first task Task (focus on devices) Their roles and responsibilities	Talked about responses from Key Stage 2 classes – need to pin down appropriate time to go to speak to KS1 teachers. Responses from first task indicate a good understanding of key turn device off. What is missing is screenshot and report it (to be made into main focus for SID 2023) Briefly explained new task – tally chart of what devices are in the homes of children in their class.	Liaise with KS1 staff about set time to send digital leaders down.
Feedback responses	Mostly tablet technology / mobile phone use – some laptops and desktops in houses but not really used by children (knock pads – need to think about adding more skills into curriculum if possible. Updated key internet setting on Sharks class i-pads	Look into areas of KS1 curriculum where mice and keyboards could be more of a focus.
Planning and organising	Year 3 only – laptop competency check – children booted and sorted laptops based on bootup speed – all machines loaded to login screen within 5 minutes – majority performed well – 1 has no tracker pad input – mouse needs to be used instead.	Highlight slower machines to Chestnut to investigate after i-pad inventory system complete.
Annual update and discussion around role of supporting other staff.	Year 3 only – i-pad setting update on dolphins and jaguars i-pads – key setting change for microphone and camera use on internet browser (issue highlighted during purple mash observations). Discussed moving forward importance of role of technician support to other staff across school and dispersing technology to share between year groups – particularly laptop bank.	Check i-pads updated on new system and contact purple mash to resolve issue highlighted on older i-pads.

OUTCOME 9



Year 1 Social Action Project How can we tackle Poverty?



"I have the right to a proper house, food and clothing"



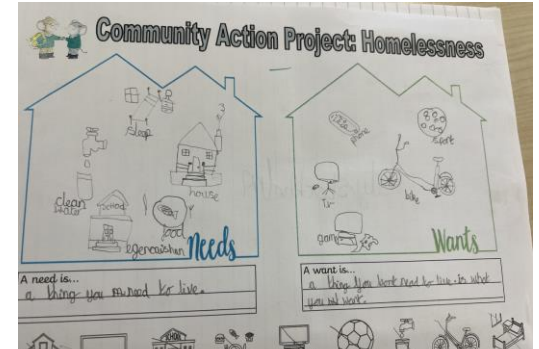
Year 2 Social Action Project How can we help the homeless?



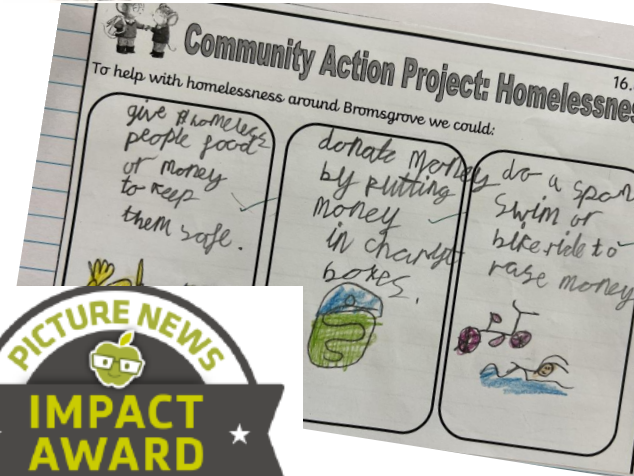
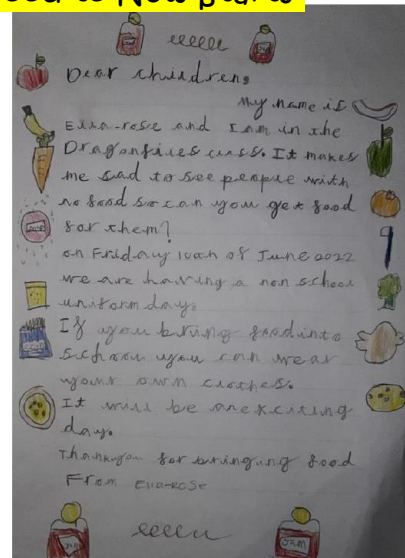
"I have the right to a proper house, food and clothing"



Year 2 Campaigned to help the homeless by completing a sponsored outside sleep.



Year 1 wrote letters to persuade everybody in the school to bring in food and donate to the Meadows Food Bank. We then sent the food to New Starts Charity.



We won an award for our Food Bank Social Action Project!

What an extraordinary job your children have done? Amazing collection and so kind of them to bring it to the van (our driver was very pleased!) I hear you took a photo - might we be able to post that on our Facebook page? no problem if you'd rather not, but we'd love to do a post and tag you in if possible.

Thanks so much: your support is hugely appreciated.

OUTCOME 9 - continued



Year 3 Social Action Project How can we help the bees?



"I have the right to a clean environment"



Article 24

Article



Reception Social Action Project How can we care for our world?



"I have the right to an education that encourages me to respect the environment"

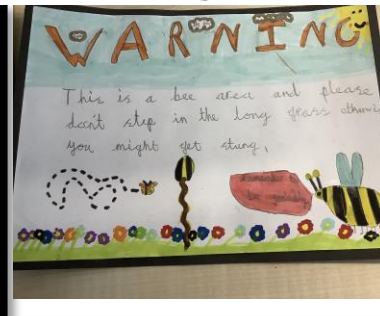
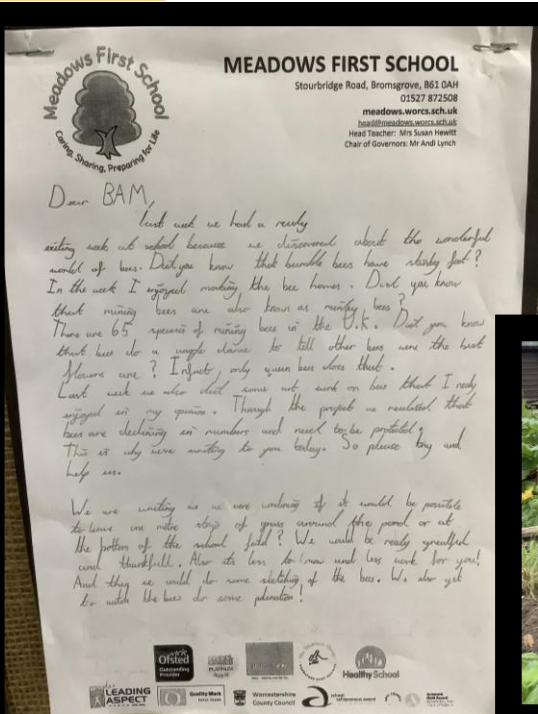
Article 29



EYFS invited their parents into school to complete a litter pick. They asked their parents to write pledges to keep look after the environment.



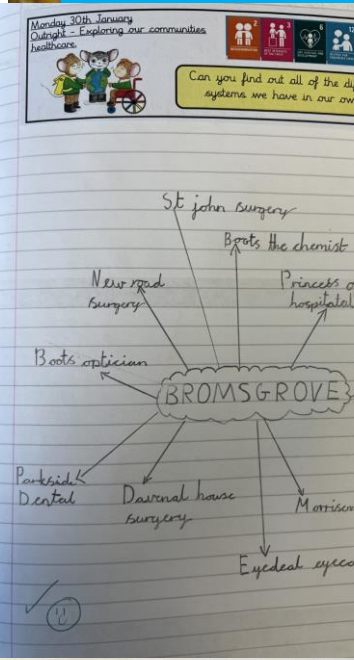
Visitors came into school to talk about the importance of recycling.



OUTCOME 9 - continued

OUTRIGHT 2022-23

SPEAK OUT ON CHILDREN'S RIGHT TO HEALTH!



Friday 10th February
Outright - Discrimination

Discrimination in Healthcare

Why do the boys right to healthcare more important than our? ✓

Just because I have no money why do I have to go to the back? ✓

Why do I have to be seen last because I a disability? ✓

I am happy because I get seen first when I need it. ✓



Monday 6th February
Outright - Obstacles and Risks

What are the risks to children if health systems aren't working? What are some of the obstacles that prevent children from getting the healthcare that they need?



Year 4 took part in Outright 2022-23. We invited Sajid Javid MP into school to discuss healthcare systems.

Outright - Health systems around the world

What is the country or location shared? Write a summary of the story.



Location: Somalia
Problem: Drought and no healthcare.
Solution: Send more doctors.
A healthcare worker is giving a child there vaccination. ✓



Location: Yemen
Problem: Civil war and roads closed
Solution: Travelling doctors.
Healthcare workers are travelling to a mountain town to give people their vaccines and vitamins. ✓



Location: Nepal
Problem: Measles vaccine stopped because of covid-19
Solution: UNICEF help the government.
This healthcare worker is giving this child the measles vaccine. ✓

OUTCOME 9 - continued

COUGH! COUGH! TURN IT OFF! ECO COUNCIL CAMPAIGN



Idling Pledge

By signing this pledge, you are joining others in our school community to reduce emissions, improve air quality and help our school to maintain our Green Flag.

I hereby pledge that I will turn off my engine anywhere I might be waiting in my vehicle

Parent/Guardian Name: _____

Student Name: _____

Thank you for helping everyone breathe a little easier, just one small change can make a huge difference!

Children's Rights - Article 29
Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.

What is idling?
Idling is when you are in a car and the engine is on, even when you're not moving your car! You might be stuck in traffic, or waiting for someone, or just not moving for whatever reason!

Why should we stop idling? (because it leads to air pollution!)
We most drivers to stop idling as it leads to air pollution. Things such as carbon monoxide and Particulate Matter are released into the atmosphere. These are dangerous to our health.
Our lungs are still developing. When we breathe in air pollution, it can lead to asthma, make asthma worse, and other lung problems. It also affects other parts of our body, like our heart and brain, so air pollution is dangerous to our health.

What can you do? 3 things.
1. Idling is most common in the afternoon when children are picked up from school. If you drive to school or get a lift, you could politely ask the driver to not idle.
2. Pass on the message if you see idling! Simply, tell all drivers to stop idling! Use it politely and explain why idling is bad.
3. If you usually take a car to school, maybe you can try a different method, like walking, cycling, scooting, or taking public transport.

What can idling do?
It can also affect adults too! But children are more at risk. Idling is also against the law! You can be fined for refusing to switch off your engine.
It also affects the environment. It can harm animals and negatively affects our planet. These gases enter our atmosphere and contribute to climate change.

heart damage
lung damage
brain damage

STOP



Children's Rights - Article 29
Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.

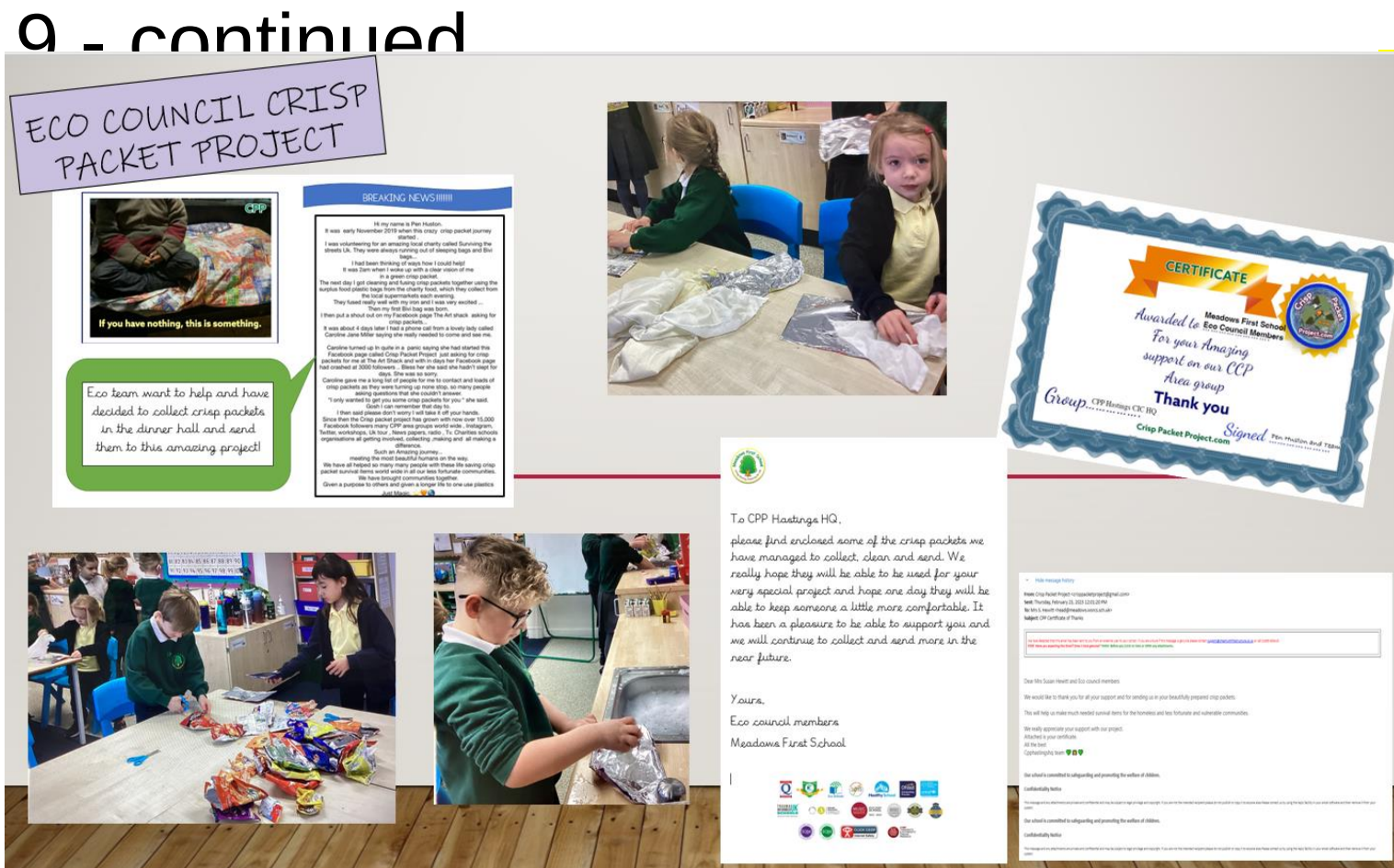
OUTCOME 9 - continued



Meadows was awarded its sixth Green flag

<https://bromsgrovestandard.co.uk/news/bromsgroves-meadows-first-school-provides-boost-to-foodbank-as-well-as-children-in-need-funds/>

<https://bromsgrovestandard.co.uk/news/sheltered-accommodation-residents-receive-christmas-cards-from-creative-schoolchildren-across-bromsgrove/>



Eco Crisp Packet Campaign

<https://bromsgrovestandard.co.uk/news/harvest-time-at-bromsgroves-meadows-school-as-pupils-collect-items-for-catshill-foodbank/>

COP 26

<https://bromsgrovestandard.co.uk/news/pupils-from-bromsgroves-meadows-first-school-involved-in-cop26-inspired-first-childrens-virtual->



<https://bromsgrovestandard.co.uk/news/meadows-first-schools-oliver-wins-300-in-bike-vouchers-for-his-award-winning-cycle-path-sign/>



Additional comments from school and wider community

Parents' Questionnaire February 2023 (181 replies)

	Yes	No	N/A
My child is happy at school	181 (100%)		
My child feels safe at school	181 (100%)		
The school makes sure its pupils are well behaved	178 (98%)		3 didn't answer
My child has been bullied and the school dealt with it quickly and effectively/ if my child was bullied, I feel the school would deal with it appropriately	7 (4%)	3 (2%)	171 (94%)
The school makes me aware of what my child will learn during the year	180 (99%)	1	
When I have raised concerns with the school they have been dealt with properly.	53 (29%)		128 (71%)
If your child has special educational needs and/or disabilities (SEND), the school gives them the support they need to succeed. 49 replied	48 (98%)	1	
The school has high expectations for my child.	180 (99%)		1
My child does well at this school.	181 (100%)		
The school lets me know how my child is doing.	180 (99%)	1	
There is a good range of subjects available to my child at this school.	178 (98%)		3
My child can take part in trips, clubs and activities at this school.	176 (98%)	2	3
The school supports my child's wider personal development.	179 (99%)	1	1
I would recommend this school to another parent.	181 (100%)		

Excellent school with teachers who care. Keep doing what you are doing. Amazing.

My child has gone from strength to strength. Thank you for going above and beyond!

Can't fault anything. Great school. Fantastic support.

Excellent school with approachable staff. Lovely environment for children to learn in. Highly recommend the school to other parents.

Strong leadership.

My child feels safe and secure. The teachers are fantastic, caring and kind.

The teachers make my child feel safe, cared for and provide a welcoming environment. I have no doubt that my child is doing so well because of them.

I trust the teachers 100% in terms of their care, teaching and expertise. The support staff are equally wonderful.

High levels of support. We are thrilled with the school.

Teachers have been outstanding. We are delighted with the school and the experiences.

I only have positive things to say about Meadows and ALL of the staff.

Wonderful teachers, support staff, admin staff and all led by a superb headteacher.

A big school that feels small and nurturing.

The school really gets to know each child and they really think through the learning.

