

Evidence Pack Meadows First School Gold Reaccreditation 25-26



STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

Slide 1 – Meadows Website, Duty Bearer Posters, Newspaper article

Slide 2 - Assembly Overviews

Slide 3 – Ofsted Inspection, Curriculum Long Term Plans, RRSA
Meadows Video.

Slide 4 – Staff Meetings, Right of the Week, Rights Homework

OUTCOME 1

Website ...

Meadows First School - Rights Respecting

17. I think everyone should learn about rights	96%	1%	1%	2%
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Bromsgrove school sets gold standard with UNICEF accolade - The Bromsgrove Standard

I am a Duty Bearer!

Leading Our School to Respect and Protect Every Child's Rights.

Hello! I'm Mr Satchwell.
Your Headteacher.

I help to make sure our school listens to you treats everyone fairly and support your right to learn.
(Articles 12, 2 and 28)








96% of children believe that Everyone should learn about rights.

I am a Duty Bearer!

Helping Year 2 Grow and Enjoy Their Rights.

Hello! I'm Mr Watts.
Your Owls Teacher.

I help you learn new things every day and make sure you feel safe, cared for, and happy at school.
(Articles 28, 19 and 24)

I am a Duty Bearer!

Helping Everyone Enjoy Safe and Happy Lunchtimes and Playtimes.

Hello! I'm Mrs Hake.
Your Lunchtime Supervisor.



I help you stay safe, play happily, and enjoy healthy meals.
(Articles 19, 24 and 31).




Duty Bearer posters to celebrate duty bearers in our school!

Achieving reaccreditation for gold was shared in local newspapers around Bromsgrove.



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

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	<u>Article 27</u>	Friendly Me: Poverty theme The Invisible – Tom Percival	17.9.22 International Day of Poverty Fri 21 st Oct Harvest Festival

All our assemblies are centred around the CRC.



Picture News



We use Picture news to look at global issues and talk about them from the perspective of 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 shown 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

Watch our brilliant video to see our pupils explain all about the rights of the child.



2025 OFSTED Inspection



OFSTED REPORT 50271953

The school is rightly proud of its status as a 'Rights Respecting School'. This means that pupils across the setting are clear about how they should treat others. Pupils behave with very high levels of respect and courtesy throughout the day. They know that there are adults who will support them if they have any concerns or anxieties.

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						
<ul style="list-style-type: none"> • 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 discrimated 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 discrimated 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 discrimated 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
Nursery & YR	<ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Keeping clean • Sleep • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies - respecting my body • Growing up • Growth & change • Fun and fears Celebrations

We are delighted to have been reaccredited with this prestigious Gold Rights Respecting School Award by UNICEF, a leading organisation championing children's rights worldwide. This award recognises our commitment to placing the UN Convention on the Rights of the Child (UNCRC) at the heart of our school's ethos and practice. By embedding children's rights across our curriculum and culture, we aim to improve wellbeing and ensure every child can realise their full potential.

We are proud of our Rights Video and this is shared to Parents and other schools regularly.

Curriculum long term plans for each subject are linked (where appropriate) to rights.



OUTCOME 1 - continued



Staff Meeting Dates
Spring 2026

Right of The Week

19
PROTECTION FROM VIOLENCE

Right to Feel Safe — Article 19

Every child has the right to feel safe. At Meadows, caring staff and calm routines help everyone feel secure.

We use Right of the Week to make one children's right visible and meaningful each week through newsletters, helping everyone understand and live the UNCRC in our daily school life.

2
NO DISCRIMINATION

Year 4 Rights Respecting Easter PROJECT
ANTI BULLYING

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

19
PROTECTION FROM VIOLENCE

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

STOP BULLYING
BE KIND ALWAYS!

HELP US STOP BULLYING NOW!
DON'T BE AFRAID TO TELL

IT ISN'T BIG TO MAKE PEOPLE CRY!

SPOT IT X AND X STOP IT

BULLYING IS STRONG

SMART Helpline 0800 800 2222 www.bullying.co.uk

Annual Rights Homework

wk	Staff meetings will alternate between Tuesday and Wednesday nights	
1	(Mon & Tuesday 5 th Jan Wed 7 th Jan	TED 1 day: (for all staff) 9am start staff meeting: Maths (Article 28)
2	Tues 13 th Jan	Key Stage meeting: Pupil Progress meetings – allocated time for some staff (if you had PPM during your PPA this is free time for you) (Article 3)
	Wed 14 th Jan	Staff meeting: Pupil Progress meetings – allocated time for some staff (if you had PPM during your PPA this is free time for you) NB also team teach training LS WD HD (Article 3)
3	Wed 21 st Jan	Staff meeting- curriculum leadership time focus planning for diversity (feed into staff meeting) (Article 28)
4	Wed 28 th Jan	provision map/ (article 23)
5	Tues: 3 rd Feb Wed: 4 th Feb	Key Stage meeting: in year groups EYFS phase meeting (article 28) SM: formative/assessment (article 28)
6	10 th & 12 th Feb	Parents evening x 2 nights (Tues Thurs) (Article 3)
		HALF TERM
	Wed 25 th Feb	SM: <u>House keeping</u> – Training on logging behaviour incidents on arbour (article 19)

Right of The Week

28
ACCESS TO EDUCATION

Right to Learn — Article 28

Children have the right to learn every day. Our engaging lessons and supportive teaching help every child grow.

Where appropriate, displays are linked to rights!



Staff meeting priorities are all linked to rights. These are links are explicitly mentioned at the start of staff meetings.



STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Slide 8 & 9 – Displays around school.

Slide 10 – Whole School Curriculum Model

Slide 11 – Assemblies linked to rights, RRSA Spotlight Article, Rights language in assemblies.

Slide 12 – RADY, Fairness and Equity

Slide 13 – Class Charters

Slide 14 – PSHE Curriculum, Child Friendly Policies

Slide 15,16 & 17– Examples of how we teach Safety across school

Slide 18 – Safe Me Crew

Slide 19, 20 ,21 & 22 – Examples of well being across the school.

Slide 23 – Well being champions

Slide 24,25,26,27 & 28 – Examples of representation and inclusion

Slide 29 – Meadows Mouse, Pupils reflecting on learning, contributing to our curriculum.

OUTCOME 2



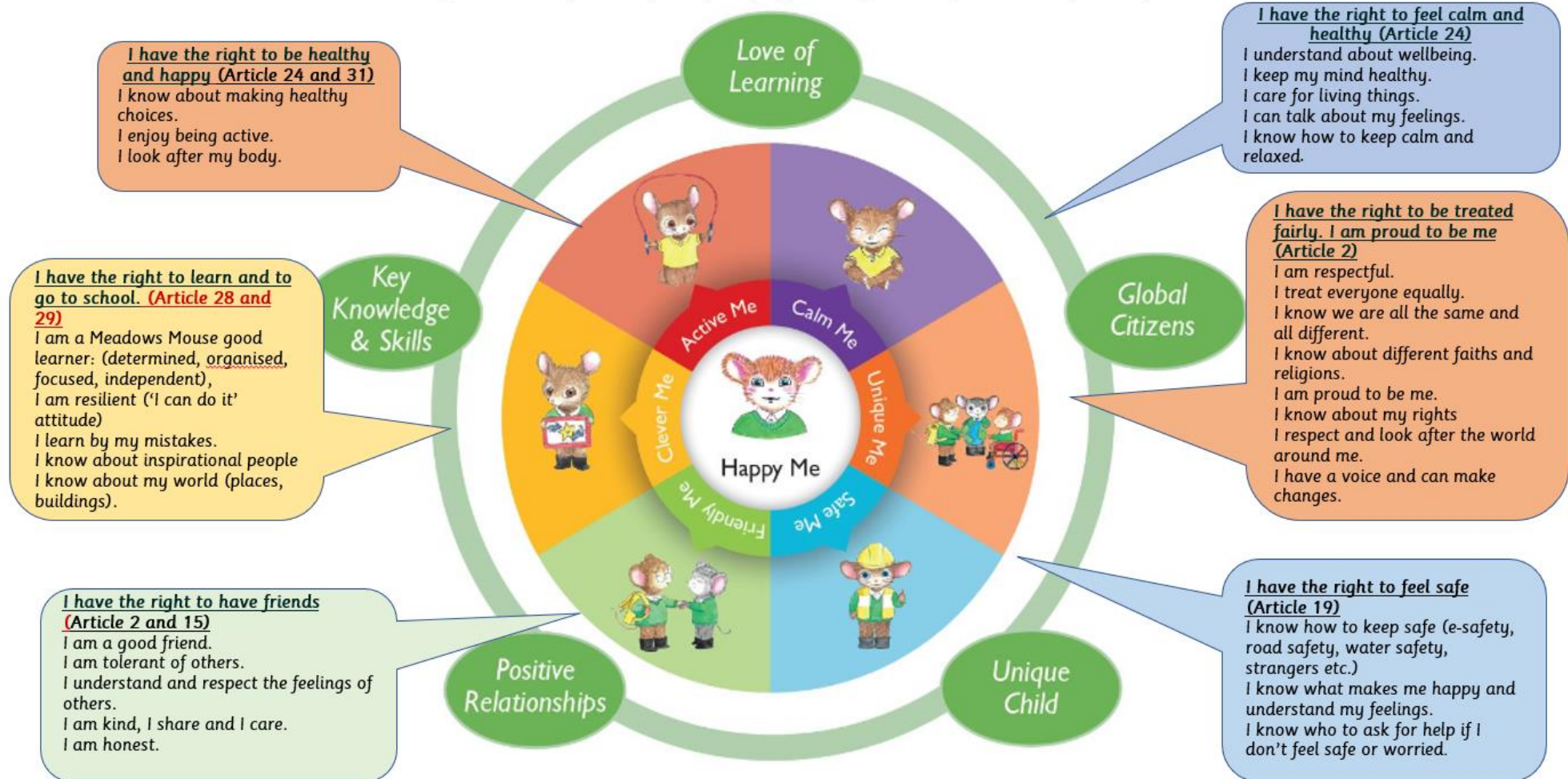
Displays around school celebrate and share children's rights.



OUTCOME 2 - continued

Through our Wellbeing Wheel and Rights Respecting Ethos, we strive to nurture pupils' character and leadership skills. We are committed to offering a broad and balanced curriculum that not only fosters academic growth but also encourages the development of respectful and responsible citizens. Each element of the Wellbeing Wheel reflects key UNCRC articles, such as the right to education (Article 28), the right to play (Article 31), and the right to be heard (Article 12).

Our whole school curriculum is based on our Rights Respecting Ethos.



I have the right to be healthy and happy (Article 24 and 31)
 I know about making healthy choices.
 I enjoy being active.
 I look after my body.

I have the right to feel calm and healthy (Article 24)
 I understand about wellbeing.
 I keep my mind healthy.
 I care for living things.
 I can talk about my feelings.
 I know how to keep calm and relaxed.

I have the right to learn and to go to school. (Article 28 and 29)
 I am a Meadows Mouse good learner: (determined, organised, focused, independent),
 I am resilient ('I can do it' attitude)
 I learn by my mistakes.
 I know about inspirational people
 I know about my world (places, buildings).

I have the right to be treated fairly. I am proud to be me (Article 2)
 I am respectful.
 I treat everyone equally.
 I know we are all the same and all different.
 I know about different faiths and religions.
 I am proud to be me.
 I know about my rights
 I respect and look after the world around me.
 I have a voice and can make changes.


I have the right to have friends (Article 2 and 15)
 I am a good friend.
 I am tolerant of others.
 I understand and respect the feelings of others.
 I am kind, I share and I care.
 I am honest.

I have the right to feel safe (Article 19)
 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 if I don't feel safe or worried.

Meadows Curriculum

OUTCOME 2 - Continued

When you come to school and learn,
that is **Article 28** — the right to education.



28
ACCESS TO EDUCATION

Our Assemblies teach children how school life links to rights.

When we practise fire drills or finding out about being safe online
that is **Article 19** — the right to be kept safe from harm.



19
PROTECTION FROM VIOLENCE

We were featured in RRSA spotlight discussing right language.

CASE STUDY: MEADOWS FIRST PRIMARY SCHOOL

LANGUAGE IS CENTRAL TO EVERYTHING WE DO

[Home](#) > [Resources for Rights Respecting Schools](#) > [Resources](#) > [Good practice case studies](#) > [Meadows First – Rights Respecting Language Case Study](#)

At this primary school the language of rights is an on-going theme which is embedded into a range of school activities.



[Meadows First - Rights Respecting Language Case Study - Rights Respecting Schools Award](#)



UNIVERSAL

- Rights are for ALL children



• Inherent

You are born with rights



INALIENABLE

Your rights can not be taken away

In every rights Assembly, rights language is taught to pupils

OUTCOME 2 Continued

So what does RADY mean we do? Equality V Equity
Presentation last modified: 12 February

Equality = we treat all children the same
Equity = Do more for disadvantaged to ensure they get the same chance to have the same opportunities to achieve as well as non disadvantaged

What might be reasons why are poorest learners are behind from the start?
E.g. lack of support
Lack of role model
Lack of kindness
Less opportunities for talk
Fewer experiences

EQUITY

Tweaking what we do....

Slight changes to what you do in the classroom to give extra support to the disadvantaged...

BEST teachers already doing this - treating as individuals and ensuring on day-to-day basis they do get that extra help....

We are a RADY (RAISING the ATTAINMENT of DISADVANTAGED YOUNGSTERS) trained school where we aim to prioritise and provide equitable support to all disadvantaged pupils to achieve high and to narrow the attainment gap between children from economically disadvantaged backgrounds and their peers.

E.g. Daily review

- Absent/late/doing other things/cognitive load/distracted

Some issues that might affect disadvantaged learners

Welcome them back when they return

Extra rehearsal each time you pass

Daily review...

Often done by great teachers without thinking about it

Long term project before see an impact - might see

Staff meetings for staff to develop their own professional knowledge and understanding of key concepts such as fairness and equity.

RADY Pledge
Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

- An uplift will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity
- RADY will form the Golden Thread through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture
- RADY will permeate through our approach to teaching and learning to ensure that we have an equitable model to give more support, guidance and challenge to our disadvantaged youngsters in all lessons.
- We will work to achieve proportional representation for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life

As a result of all work on the points above, all colleagues within the school should understand what RADY is and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters by the end of the first year of implementation.

Challenging EDUCATION

OUTCOME 3

Playground Charter



Be Ready

I have the right to an education.



Children will...

- Have their coat and snack (breaktime) ready.
- Put their lunchbox away.
- Follow adult instructions.



Be Respectful

I have the right to be treated fairly.



Children will...

- Use good manners.
- Put rubbish in the bin.
- Respect the toys and equipment.
- Include others in their games.
- Listen to each other and not shout.
- Treat everyone with respect.
- Make sure everyone is having a good playtime.



Be Safe

I have the right to be treated safely.



Children will...

- Take care when they are running and always look where they are going.
- Use kind hands and feet.
- Tell an adult if they feel unsafe.
- No bullying (STOP).
- Play on the equipment and use toys carefully.

Charter

Be Ready

I have the right to an education.



Be Respectful

I have the right to be treated fairly.



Be Safe

I have the right to be safe.



Cygnets' Class Charter

I have the right to share my ideas Article 15

I have the right to play Article 31

I have the right to be paid and healthy and Article 26

I have the right to education Article 28

We are kind.

We will share.

We will keep our environment tidy.

We will follow the listening rules.

Preparing for life.

Children will...

Be focused, determined, organised & enthusiastic learners.

Be ready to listen and learn.

Children will... Use kind words. Be polite and show good manners. Show good listening. Look after their classroom and keep their things tidy.

Children will... Use kind hands and feet. Walk sensibly around school. Follow instructions from an adult. Tell an adult if they feel unsafe.

Lunch Hall Charter

Be Ready

- I wash my hands ready for lunch.
- I line up quietly.
- I enter the lunch hall calmly.
- I sit on my seat sensibly.



Be Respectful

- I always use good manners.
- I listen to adults and follow their instructions.
- I speak quietly to my friends and I don't shout.
- I clear my tray and put my rubbish in the bin.



Be Safe

- I am sensible with my knife and fork.
- I do not run and I am sensible in the lunch hall.
- I use kind hands and feet in the lunch hall.
- If I do not feel safe, I tell an adult.

OUR RIGHTS

Article 28: We have the right to an education.

Article 31: We have the right to play.

Article 24: We have the right to have a safe environment.

Article 12: We have the right to have a say.

Universal Declaration of Human Rights for All Children

Duty bearers will...

Encourage and recognise good choices.

Motivate you to learn.

Listen to you and treat everyone fairly.

Keep the classroom organised and tidy.

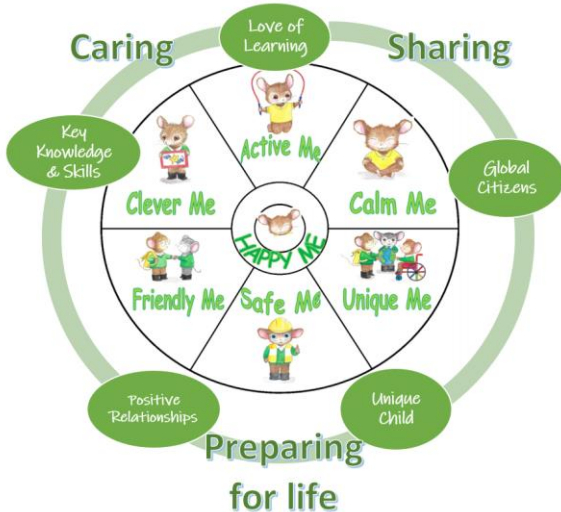
Listen to you if you are worried and feel unsafe.

Keep you safe in school.

OUTCOME 3

HALF TERM		
1	Wed 25 th Feb	SM: <u>House keeping</u> – Training on logging behaviour incidents on arbour (article 19)
2	Tues 3 rd March	Key Stage: Y1-4 reading – National year of reading EYFS phase meeting (Article 28 and Article 29)
	Wed 4 th	Curriculum monitoring- book trawl all years Staff meeting: <u>Aequalis</u> for DT ART SCIENCE MUSIC subject leaders @ Stoke Prior (Article 28)
3	Wed 11 th March	SM: RRS Using <u>rights</u> to strengthen positive relationships (article 3)
4	Wed 18 th March	Data <u>Input</u> (Article 28)
5	Wed 25 th March	Staff Meeting – Black Curriculum (LS) – (from subject leaders) & LS sharing case studies (article 2)

Staff meeting about using consistent, rights-based relational approaches



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

Our PSHE curriculum is based around the Jigsaw curriculum adapted To suit our well being curriculum is used to discuss and explore dignity, ethical dilemmas and fairness.



Child Friendly versions of some of our policies

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

Meadows First School
Child Friendly
Anti- Bullying Policy

At Meadows First School, **everyone has the right to feel safe, happy and respected.** Bullying is never OK, and duty bearers will always help if something worries you.

What Is Bullying?
Bullying is when someone:

- Hurts your body or feelings on purpose,
- Does it again and again,
- Makes you feel scared, upset or alone,
- Or uses their power (size, friends, confidence) to hurt or frighten you.

What is Bullying?
Bullying can be:

- Verbal:** name-calling, unkind words
- Physical:** hitting, kicking, pushing
- Social:** leaving people out on purpose
- Online:** unkind messages or posts

What You Should Do
If you think you or someone else is being bullied:

- Tell a trusted adult straight away** – this is your right (Article 11)

What You Should Do
If you think you or someone else is being bullied:

- Tell a trusted adult straight away** – this is your right (Article 12)

Remember:
You will always be listened to.
You will be taken seriously.

What is Bullying?

S: Several
T: Times
O: On
P: Purpose

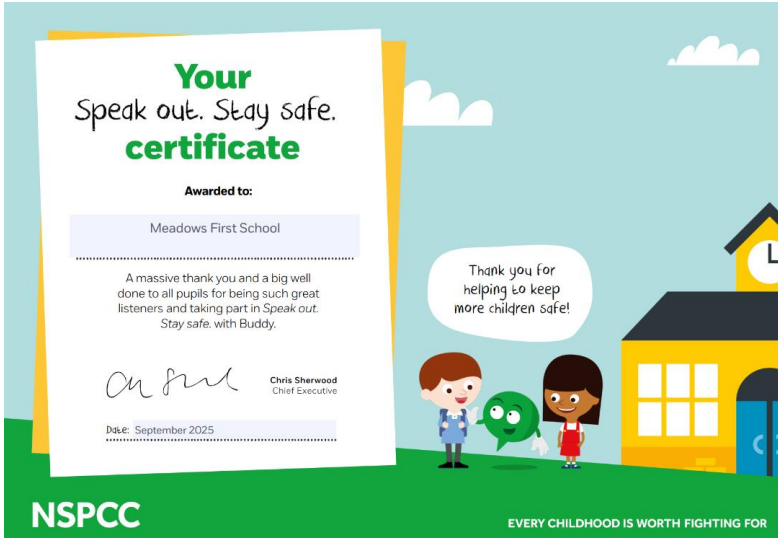
What You Should Do

S: Start
T: Telling
O: Other
P: People

Article 28 – You have the right to be protected from being hurt or badly treated

OUTCOME 4

Police, Fire Service and Ambulance come into school to talk about keeping safe in the community.



Every term, children take part in the NSPCC Speak out stay safe assembly.

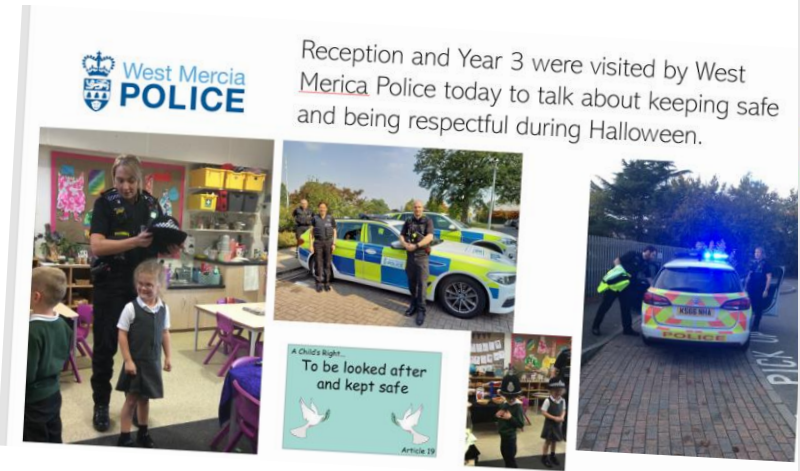


Our Meadows Mouse – "Safe Me" and our PSHE curriculum teaches children how to stay safe and what to do if they feel unsafe.

FLAT STAN FIRST AID



KS2 complete a first aid course.



BLUE FOR PETS CROSS Dog Safety Assembly





Meadows First School
Child Friendly
Anti-Bullying Policy

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What is Bullying?

S Several
T Times
O On
P Purpose

We say

S Start
T Telling
O Other
P People

Article 19 - You have the right to be protected from being hurt or badly treated

Child friendly anti-bullying policy created and shared with children at the start of each year so they know what to do if they feel unsafe.

Anti bullying posters created to remind children what bullying is and what to do.

Meadows First School
 Child Friendly Anti-Bullying Policy

What is Bullying?

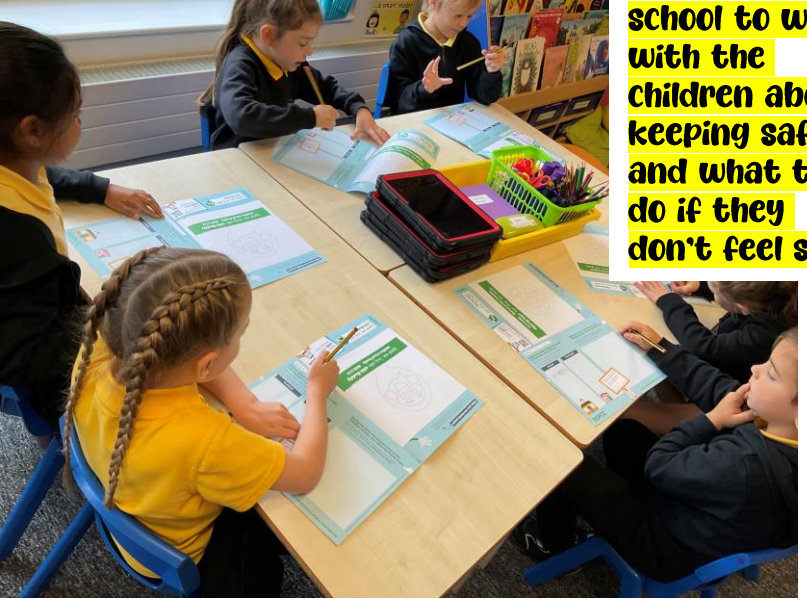
S Several
T Times
O On
P Purpose

We say

S Start
T Telling
O Other
P People

Article 19 - You have the right to be protected from being hurt or badly treated

NSPCC visit school to work with the children about keeping safe and what to do if they don't feel safe.



Well being champions deliver internet safety assembly.

OUTCOME 4 - continued

Pupil Questionnaire

We want to find out what you think about our school.



School council organised worry boxes and worry monsters for each class in the school.

Pupil friendly Safe Me display



	Always 😊	Sometimes 😐	Never ☹️	Comments (general)
Are you happy in school?	174	53	2	Learning is fun
Does school help you to look after your Wellbeing?	195	32	2	Wellbeing Toys at playtime Wellbeing champions
Do you feel safe in school?	208	19	2	Class charter reminds us Fire alarms

School Council Pupil questionnaire shows that 91% of children feel safe at school. 9% sometimes feels safe comes from Parkside/Meadows toilet situation.

Do you learn about your rights?	229	0		
Do you know what bullying means? (Several Times On Purpose)	228	1		
Do you know what to do if you or someone else is being bullied?	228	1		We can talk to grown ups
Would you recommend your school to someone else?	228	1		

Yearly school council questionnaire shows that nearly all children know what bullying means and would know what to do if someone was being bullied.

Pupils behave with very high levels of respect and courtesy throughout the day. They know that there are adults who will support them if they have any concerns or anxieties. (Ofsted 2025)



OUTCOME 4 - continued



Safe Me Crew are a team of elected year 4 pupils who promote the right to be safe.

Safe Me Crew comments

These results show that all the children interviewed have a trusted adult in school, school is safe and they are also taught how to keep themselves safe.

Nearly all the children feel safe on the playground. Only 5% don't which is low.

Overall, we are happy with safety in our school.

We are going to do some more work on internet safety next half term.

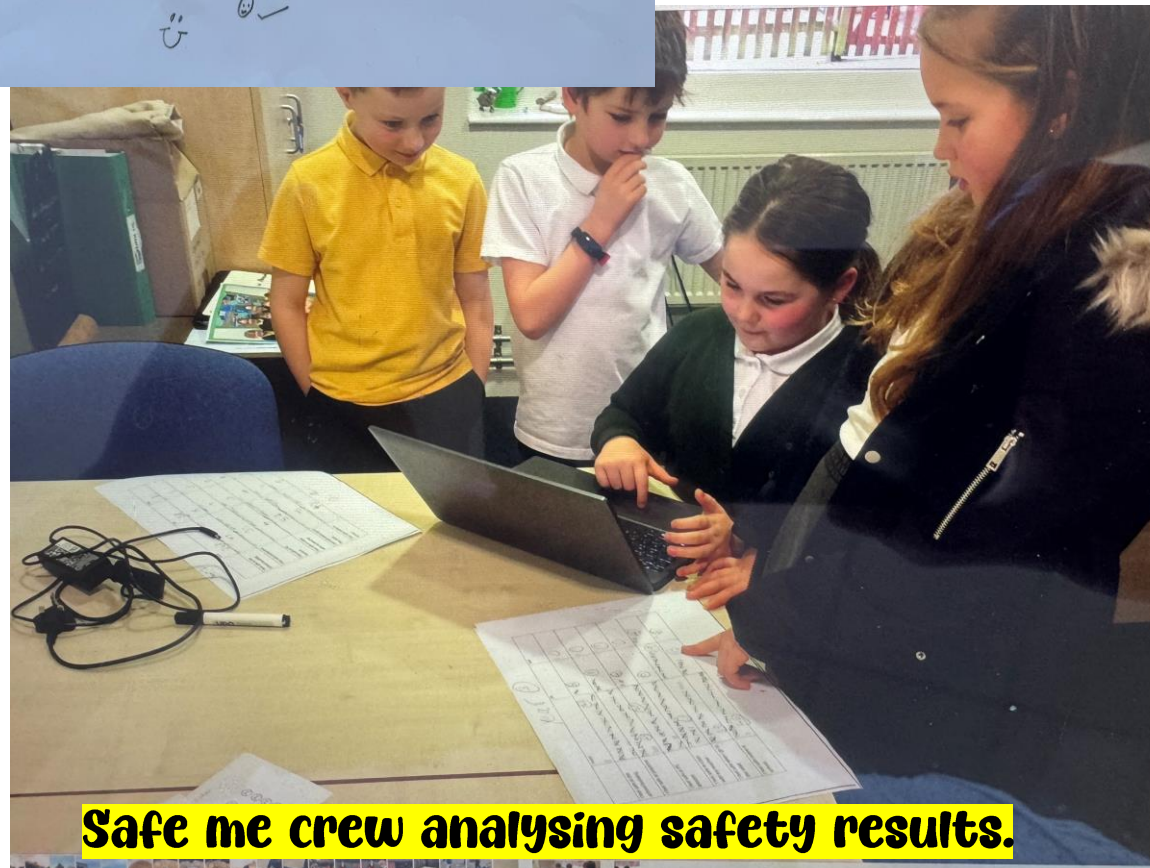
Year 4

	Happy	Ok	Sad
I feel safe in the school building	268 	38 	11
I feel safe at playtime	97 	5 	1
I feel safe in PE lessons	37 	9 	3
I feel safe in class with my teacher	44 	5 	0
I feel safe when I go to the toilet	52 	4 	0
I feel safe online in school	95 	7 	2
	43 	8 	5

ü @ ✓

**Safe Me Crew
Complete a school site
safety audit each year**

Example of
Safety
Audit



Safe me crew analysing safety results.

OUTCOME 5

TRAUMA INFORMED UK™
SCHOOLS & COMMUNITIES

thrive



A range of lunch time and afterschool clubs to support wellbeing.

Thrive and Trauma informed school



Wellbeing wheel front and centre of our curriculum.

Meadows First School - Our Wellbeing Curriculum

CAMHS
Child and Adolescent Mental Health Services

REACH
WELLBEING

Melo
for well-being you

Jigsaw

Outside agencies to support wellbeing.

PSHE curriculum develops social emotional well-being.



OUTCOME 5 - continued



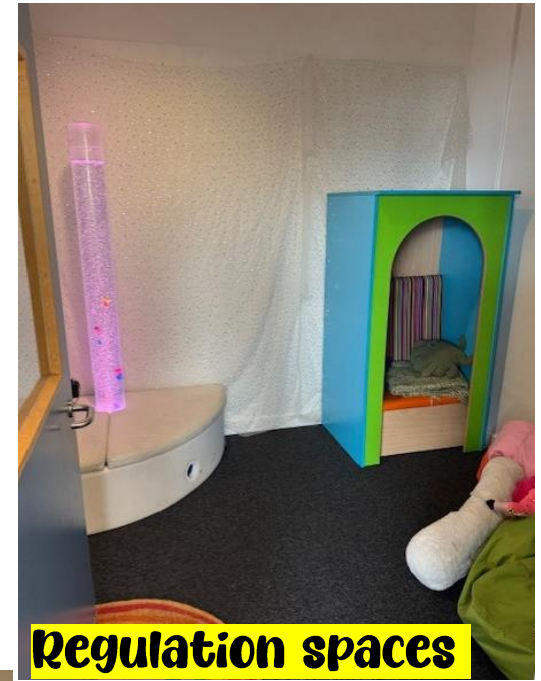
Each year, the whole school takes part in Children's mental health week.



Buddy benches available on every playground.



Lunchtime and breakfast club available to all children.



Regulation spaces for any child



Boxall tracker to assess pupils' emotional and social skills.

OUTCOME 5



Trauma Informed Attachment
Aware School (TIAAS) Programme

Certificate
OF TRANSFORMING
FOR GOLD



This certificate is presented to:

Meadows First School

Valid date: 09.03.2026

Signed:
Matthew Stiles
Virtual School Headteacher

Signed:
Andrew Wright OBE
ARC Chair



We are widget school to support communication



Play leaders to support social games with younger children

Monday	Tuesday	Wednesday	Thursday	Friday
Devon	William	Dolly	Amelia H	Sami
Connie	Jaxon	Josie	Sophie	Ali
		Ada	Jess	Muna

Week	Monday	Tuesday	Wednesday	Thursday	Friday
13th April	3 in a row	Straddle Ball	Detective	Duck, Duck, Goose	Battleships
20th April	Straddle Ball	Detective	Duck, Duck, Goose	Battleships	3 in a row
27th April	Detective	Duck, Duck, Goose	Battleships	3 in a row	Straddle Ball
4th May	Duck, Duck, Goose	Battleships	3 in a row	Straddle Ball	Detective
11th May	Battleships	3 in a row	Straddle Ball	Detective	Duck, Duck, Goose
18th May	3 in a row	Straddle Ball	Detective	Duck, Duck, Goose	Battleships
25th May	Straddle Ball	Detective	Duck, Duck, Goose	Battleships	3 in a row

To finish every session either some skipping, red light green light or free play.



Worry monsters and worry boxes

OUTCOME 5 - continued

Meadows Mental Health Offer

How does our ethos at Meadows support Mental Health and wellbeing?



**Our well –
being
offer**

Trauma Informed and Thrive approach

We have 3 Trauma Informed and Thrive informed practitioners in school who are able to run targeted interventions. All staff have had training and the school adopts this approach; being aware of the ACES each child may have experienced and knowing what lived experiences our children have had or are currently having.



A strong focus on relational practice

The staff at Meadows build strong relationships as a team and with our children. All children know who they can talk to. We believe that every behaviour is a form of communication and we strive to get to know our children well to spot early warning signs and provide appropriate support. We have a positive approach to behaviour management and are constantly adapting our practise to best suit our children.



Identifying need early

We meet at least monthly as a whole SLT pastoral team to discuss the children's wellbeing and vulnerability. This involves early identification of any emerging need. We discuss support that is going on for the family both internally and externally. We then plan provision accordingly.



Wellbeing Wheel

Our Wellbeing wheel was created with pupils and staff. It represents all the things we feel as a school make you happy and healthy. These are incorporated into the curriculum. They also link to aspects of our PSHE lessons too.



Curriculum Planning

The curriculum is ambitious and well planned. Children enjoy the engaging topics we cover, fostering a love for school and learning. Time is built into the curriculum to ensure the children have a opportunities to explore health and wellbeing through assemblies, our PSHE curriculum, our Rights Respecting work.



Restorative approaches to challenging behaviour

We ensure that we have a restorative approach in school where time is taken afterwards to repair and rebuild relationships with all parties involve. This strengthens relationships. This is shown in our behaviour policy.



Broad Curriculum

A wide range of activities are planned throughout the year e.g. wellbeing day, Sports day, forest school. Children have the opportunity to have lots of trips and visits. Visitors also regularly come into school.



Rights Respecting

To foster a child centred school culture, Meadows focused on becoming a Gold Rights Respecting School. The UNICEF UK Rights Respecting School vision is to create a safe and inspiring place to learn where children's rights are embedded into everyday practice and linked to assemblies and topics in the classroom.



Jigsaw

We use the Jigsaw PSHE scheme. The Jigsaw curriculum covers elements such as being healthy, being relaxed, healthy eating, sun safety, first aid and much more.



[Click to
view our
offer](#)



Well being champions are elected each year to support children's emotional And social well being.

As a result of this, we are pleased to implement the following permanent changes after the Easter holiday.

All children and staff will be allowed to wear their 'own clothes' on their birthday.

If a birthday fall on a weekend then children choose the Friday before.

If a birthday falls in a holiday, choose the last day of the half term before.

If your child has already had their birthday this year then we have designated Friday 17th April as the day for them.

We hope everyone will enjoy this change!

After Easter, as part of our Friday celebration assembly, children will start bringing examples of their work.

We will be running a special assembly all about the Budy Benches to raise the profile.

As part of Friday afternoon wellbeing sessions across the school, teachers will organise class swaps where children can spend time with friends in parallel classes.

As we also move into the summer term, teachers will allocate more wellbeing time to be spent out doors in the wellbeing garden.

Mr Satchwell continues to liaise with Parkside to ensure the upstairs Meadows/Parkside toilets are used sensibly to reduce any possible issues.

Well being champions make real changes across the school

Meadows First School Well being Survey



Active Me	Always	Sometimes	Never
My school helps me to be active.	28	0	0
How could we encourage children to be more active in school?	Ideas Jumping equipment Football nets Active events at lunch		
Calm me	Always	Sometimes	Never
My school helps me to feel calm.	12	16	0
Can you think of any ways that we could create a more relaxing and calm environment?	Ideas Go outside in the wellbeing garden More outside events calm areas in the playgrounds		
Safe me	Always	Sometimes	Never
My school helps me to stay safe.	28	0	0
Can you think of any ways we could make children feel more safe in school?	Ideas separate toilets for Meadows and Parkside		
Friendly me	Always	Sometimes	Never
My school encourages everyone to be friendly.	27	1	0
Can you think of ways that we can improve friendships in school?	Ideas More time to work with Jaguars class Board Game afternoon Pen Pals		
Clever me	Always	Sometimes	Never
My school encourages me to achieve.	27	1	0
Can you think of any new ways we could celebrate our achievements?	Ideas Work comes to Meadows Mouse assembly Celebrate work from home Reward box.		
Unique me	Always	Sometimes	Never
My school respects that we are all unique	25	3	0
Can you think of ways we could celebrate unique?			

Each year, Well being champions organise a pupil survey

OUTCOME 6



Meadows First School
Diversity, Inclusion and Awareness Calendar



DEI calendar highlights important equality, diversity and inclusion dates throughout the year.

[Meadows First School - Diversity & Inclusion Calendar](#)



We welcome visitors to school to lead workshops and discussions on diversity, equity, and inclusion, ensuring every child and young person feels valued and included.



Article 2 is actively promoted through displays.





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

“We include Black history in our curriculum so pupils can learn about important Black figures from across the world.”



- Prejudice
- Stereotyping
- Bias
- Discrimination

Handbook page 27-28

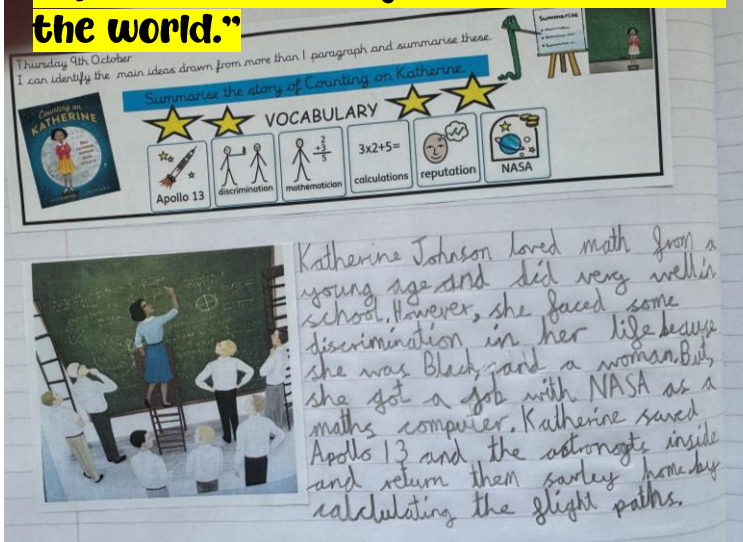
Identifying and addressing

Case study:

A school bans 'cornrow' hairstyles as part of its policies on pupil appearances/uniform. These hairstyles are more likely to be adopted by specific ethnic groups.



Whole school training by the Black Curriculum on EDI, anti racism and inclusive practices.



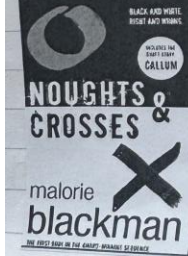
Quiz

- How many of the social graces can you remember?
- What do windows and mirrors mean?
- T/F Embedding Black British history should only occur in History lessons



OUTCOME 6

Our English curriculum has been reviewed to ensure inclusive representation, including Black authors and texts that reflect Black experiences and perspectives.



What types of book has Malorie written?

What do her stories discuss?

Where did her parents move from?

What did she believe when she was little?

What is her most well-known book?

What does it mean to be a Children's Laureate?

picture book and novel

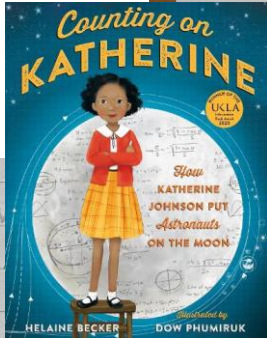
Discrimination and racism.

Barbados. ✓ have the power to change the world

Naughts and crosses

helps children

Lots of children enjoy B



Wednesday 8th October
I can draw inferences about characters' feelings and motives by using evidence from the text, and predicting what might happen next.

Infer

Katherine burned with fury. She wanted, more than anything, to keep learning. There was still so much to know.

Mercury's missions were going to be dangerous. So dangerous that even the project's star astronaut, John Glenn, refused to fly unless Katherine okayed the numbers.

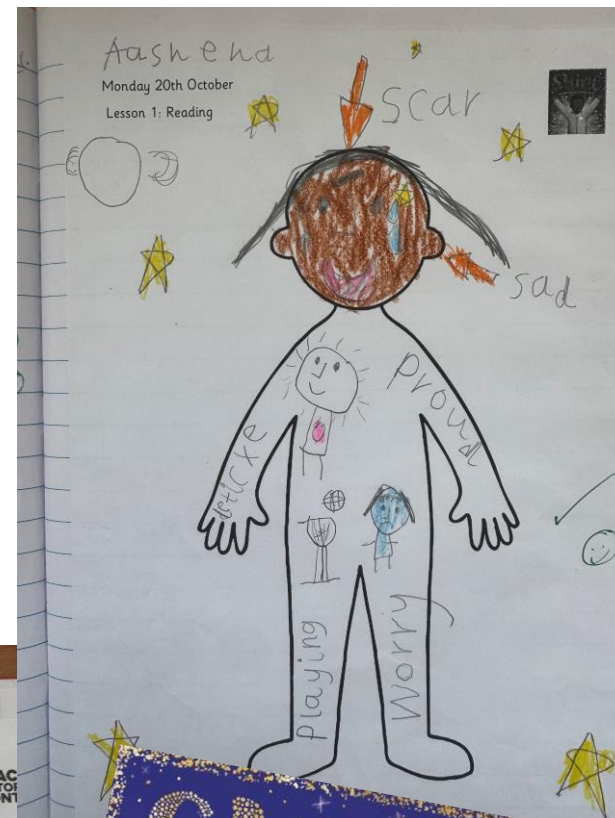
"You can count on me," she said. Glenn's spacecraft, Friendship 7, orbited Earth three times and returned home safely. Glenn became a national hero.

3. Why do you think John Glenn wanted Katherine to check the numbers before he flew?
I think he wanted Katherine to check because she was so good at maths.

4. How do you think Katherine felt when she found out the positions were filled?
I think Katherine was disappointed when she found out.

5. Why do you think Katherine's story is still told today?
I think Katherine Johnson's story is still told today because she never gave up and she was a super mathematician.

Katherine heard about the mathematician jobs. Her heart raced with excitement – perhaps her dream could come true after all. But when she applied for one of the positions, she was told they were already filled. Katherine had to wait a whole year until new spots opened up. Her patience paid off. She got the job.



Writing Explanations Betty 10.10.25

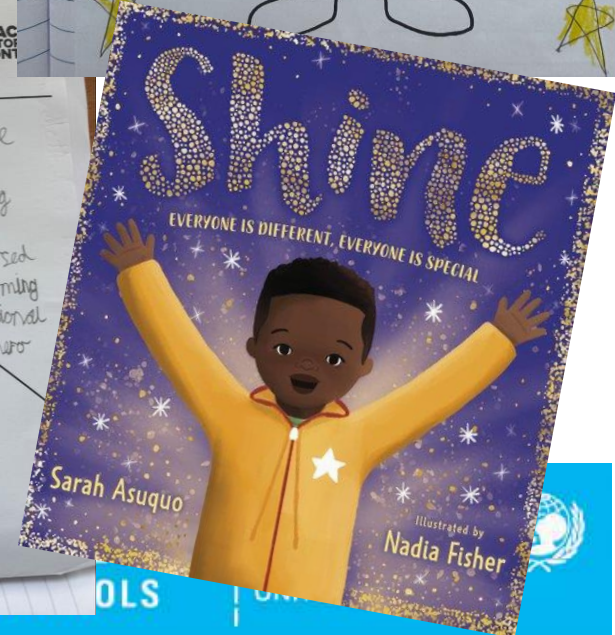
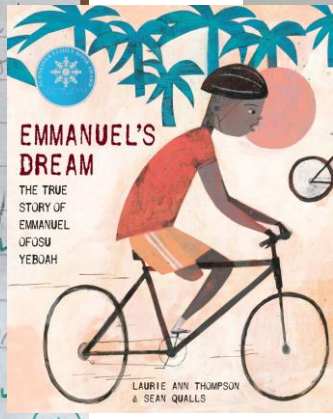
What did Emmanuel have to do to achieve his dream? Think of four different steps to success.

My dream is to show everyone that... His dream is being disabled does not mean being unable.




The farther he rode the more attention he got. The young man ^{off} thought he was cursed was becoming wealthy landowners, a national hero and reporters.

Emmanuel wrote to challenged because He started training and needed a royal blessing in got his king.

Along the way he talked to farmers, to fellow leaders and reporters.



OUTCOME 6 - continued

Autumn		Spring		Summer
Living in Habitats	Exploring Everyday Materials	Growth and Survival		Growing Plants
<i>Scientists and Occupations/School Visits</i>				
 Prem Singh Gill Polar scientist	 Dr Parvez Alam Senior Lecturer in Materials, Modelling and Design	 Health care assistant 	 Nelly Mak Virologist 	 Dr Angle Burnett Plant Biologist
<i>Literacy/Extended Writing Opportunities</i>				
 	 	   	 	

Through 'Scientist Like Me,' we highlight diverse scientists' stories, helping children understand that science is for everyone and supporting inclusivity in our Science curriculum.



THE BRISTOL BUS BOYCOTTS KS2

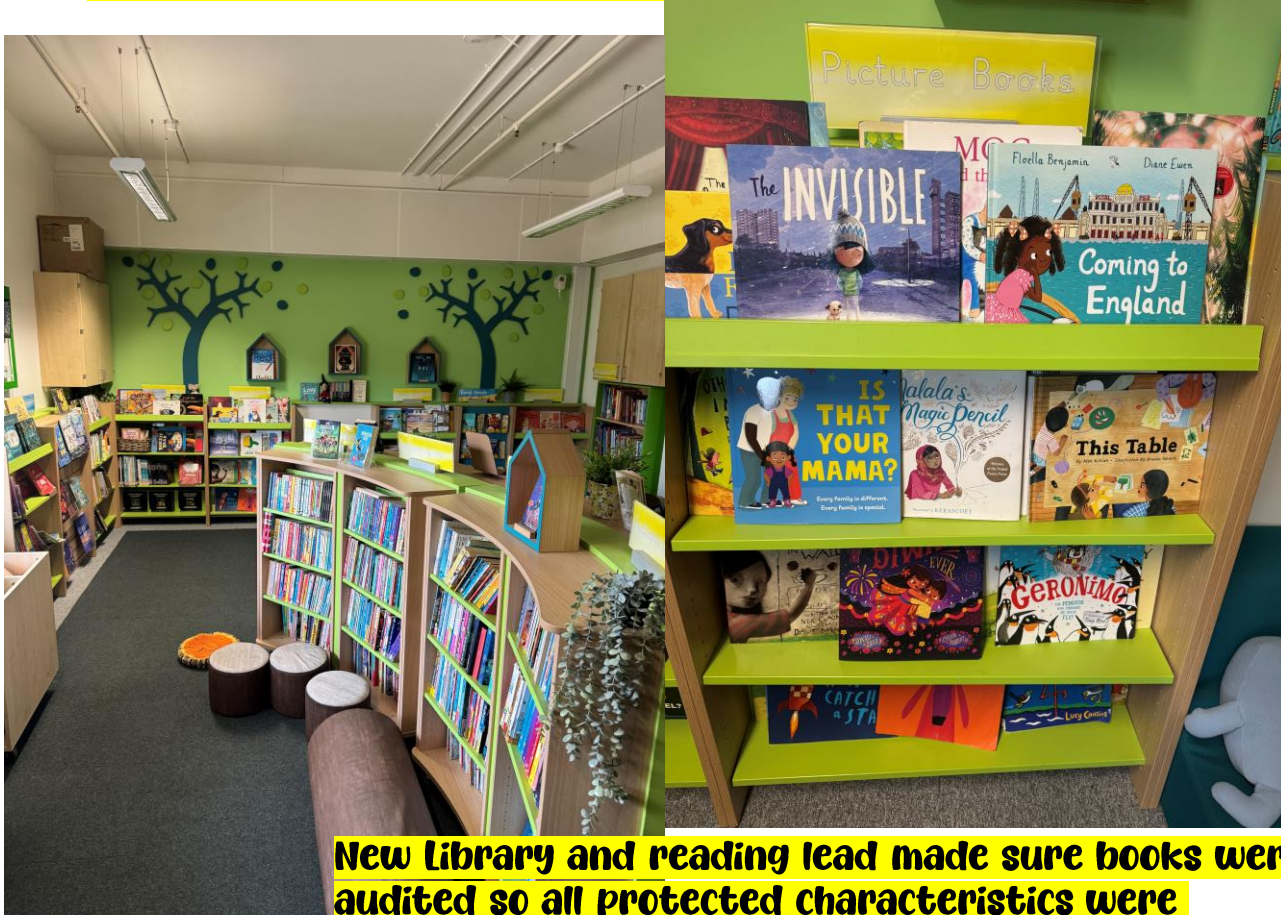


The Bristol Bus Boycott, which happened in England in the 1960s. It was like a big protest to fight against unfair rules about who could work on buses and how people of different backgrounds were treated. Back then, Bristol had many people who came from places like Africa, the Caribbean, and South Asia. But sadly, some people were treated unfairly because of the colour of their skin. The bus company in Bristol, where people could work as drivers and conductors, didn't let anyone who wasn't white do these jobs. This meant many people from different backgrounds couldn't get these good jobs.

Imagine you lived in Bristol during the 1960s, and you or your family members faced this unfair treatment. How would you feel, and what would you want to do to make things fair for everyone?

Our History subject leader carried out a curriculum review to find opportunities for representing protected characteristics, making sure all pupils see diverse people and experiences in their learning.

Subject leaders audited their curriculum with a DEI focus to ensure that all pupils see themselves represented and that teaching reflects diverse experiences and perspectives.



New Library and reading lead made sure books were audited so all protected characteristics were represented.



Elsie Owusu



Elsie Owusu RA

Elsie Owusu is an architect who designs buildings. She was born in Ghana and lives in the UK. She helps make places look nice and works to make buildings good for everyone.

Protected Characteristics are represented across the DT curriculum to reflect different backgrounds, experiences and perspectives.

Sporting Role Models

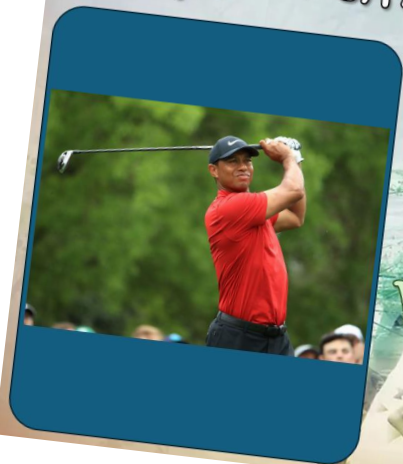


Name: Dina Asher-Smith
Sport: Athletics - 100m & 200m
Values:

- Practice is key
- Always persevere to succeed
- Everyone has to start somewhere

We have carefully selected diverse role models for each unit to reflect different backgrounds, abilities and achievements.

Sporting Role Models



Name: Tiger Woods
Sport: Golf
Values:

- You can always improve.
- Be dedicated.
- Never give up!

Religious Education Long Term Plan (Brief)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School		Carol Concert at Church Advent Assembly Diwali Assembly Christmas Cards	Biba - Sikh Temple Visitor in talk about Sikhism Diwali: Assembly Mothering Sunday Cards	Ramadan Assembly Lent Assembly Easter Cards		
Y1	Marvellous Me	Let's Celebrate	Machines	My Wonderful World - people	My Wonderful World	Fantasy Fun
Y2	Marvellous Me	Marvellous me	Around the world & beyond	Around the world & beyond	Once upon a tale	All creatures great & small
Y3	SENSE	Memory box	Our Town, Bromsgrove	Animal Alerts	Let's Explore Africa	Intrepid Explorers
Y4	Were the dark ages really dark?	Switch it Off	The Princess Princess	Beautiful Bromsgrove	The Good, The Bad, the Ugly	Where does my Food go?

Religion is represented across the curriculum through planned learning about a range of faiths, including Christianity, Islam, Judaism and Hinduism, ensuring pupils develop an understanding of different beliefs and practices.

OUTCOME 7

Clever Me teaches the children at their Right to an education.



[Meadows First School - Our Wellbeing Curriculum](#)



The children created 'Meadows Mouse' to show how being organised, determined, enthusiastic, and focused supports learning. They use this to explore resilience and Growth Mindset strategies, developing empowerment and agency over their own learning.

[Meadows First School - Meadows Mouse](#)

Monday 19th January
I can write a story based on one I have read.

Writers' Secrets: A B C a b c • ✎ ✍️

I can use paragraphs. ✓

I can use noun phrases and prepositional phrases in my writing. ✓

CHALLENGE

I can use conjunctions to extend my sentences (while, because, when). ✓

I can use fronted adverbials with a comma (Later that morning). ✓

CHALLENGE VOCABULARY

shunned deserted drifted

came to my senses a breath of hope bitter wind lashed

I stopped into the rainforest, surrounded by towering trees dripped with rain droplets. The humid rainforest shimmered with vines and rain was heavily patterned against the big, silby leaves coming off the trees.

Success criteria used so children at the end of the lesson can reflect on their learning.



Small step	Self assessment	Small step	Self assessment
Grouping living things.	😊 😐 😞	Classifying plants.	😊 😐 😞
Classification keys (classify)	😊 😐 😞	Living things in our area.	😊 😐 😞
Classification keys (identify)	😊 😐 😞	Changing environments.	😊 😐 😞

Topic front covers enable pupils to give feedback about each lesson to children through discussion.

Meadows First School Children's Curriculum Each term, children give feedback to each subject leader about their subject contributing the evaluation of teaching and learning.

Subject: Art

Coordinator: W Dwyer

Date: 20.11.2

Questions	Class Goslings	Caterpillars (1F1)	Class Sharks
Do you like this subject? Why?	Yes – it means painting – so we talked about other forms of art – such as clay with Jon the Potter – could recall this and talk about the <u>pottery</u> wheel/ mud is clay – want to do more of this – they liked painting	Yes – all enjoy the subject. All could talk about Jon the <u>Potter</u> – but not so much BIG DRAW as this is on y3/4 playground – but could talk about parents coming in <u>to</u> class in arts week to draw with them	Yes – all enjoy the subject – it relaxes you – helps your wellbeing -
What have you been learning about in this term/year?	Could talk about primary colours and how to make <u>orange green</u> and purple – they named primary colours and talked about Van Gogh and sunflowers – we also talked about Ben Giles and used their floor book to help recap this	Could talk about Picasso – and portraits which were up on the wall – they liked using paint and wax but were unsure of the term wax resist	Elisabeth Frink/ sculptures/ Frida Kahlo – using oil pastels / tone and cross hatching
Do you do a 'flashback' in your subject? How does this help you?	The children were a little unsure what a flashback was. We said about remembering what they had done before – they could tell me a bit about Nursery too (Picasso and Pollock) – if they went to our Nursery	The children were a little unsure what a flashback was. We said about remembering what they had done before – like in Maths – we talked about what they had done in reception to help them	no - unsure of flashbacks – we looked through some <u>sketchbooks</u> and they could remember when prompted the other artists such as Calder in y2
What vocabulary or special words do you know in this subject/topic?	paint primary mixing colours pencils chalk – we talked about collage and <u>also</u> drawing	abstract self portrait wax resist (with support)	cross hatching tones sketching drawing oil pastels
How would you improve Art and make it better?	would like to do more clay	more art	would like to spend longer on art

Staff meeting based on the SPOTLIGHT resource.

SPOTLIGHT ON ARSA

EXPLORING THE RIGHT TO EDUCATION

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Slide 31 – Pupil leadership groups

Slide 32 & 33 – Pupil Leadership cycle for improvement.

Slide 34,35,36,37 & 38 – Social Action Projects

Slide 39 – Eco Projects

OUTCOME 8

Meadows First School KS1 School Council Application Form

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

Name: Dexter Class: OWLS

Have you been on the School Council before? YES (X) 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
- *Friendly
- *Hard worker
- *Good listener
- *Caring
- *Helpful
- *organised

VOTE FOR DEXTER

Date: 10/9/2022 Sign: [Signature]

Each year, pupils apply to go on to one of the leadership groups.



School Council

Well-being champions



Eco Council



Each class has a class suggestion box for school improvement. Each half term, school council review suggestions to take to meetings.

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 YES (X) NO

Why would you 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 school 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 am very hard working with lots of interests at home including swimming, gymnastics and I like to help my mom and dad in the garden.

Date: 11th September Sign: Laura Murphy



Safe Me Crew



OUTCOME 8

Pupil Questionnaire

We want to find out what you think about our school.



	Always 😊	Sometimes 😐	Never ☹️	Comments (general)
Are you happy in school?	174	53	2	Learning is fun
Does school help you to look after your Wellbeing?	195	32	2	Wellbeing Toys at playtime Wellbeing champions
Do you feel safe in school?	208	19	2	Class charter reminds us Fire alarms
Do you like the way we learn?	185	44	0	
Do you enjoy going on trips/ having visitors?	220	9	0	We learn lots on trips
Do school council listen to your views?	166	50	13	
Do you feel that you can talk to an adult if you are feeling worried?	217	12	0	Adults are kind
Do you like break-time and lunchtime?	178	49	2	Could have some different equipment More chances to go to the library Longer breaktime
Does school help you to be active and healthy?	211	17	1	
Is the behaviour system fair? (Celebration station)	200	26	3	Some children get prizes more than once
If someone came to this school and looked or acted differently to you, would they be made to feel welcome?	224	5	0	We're welcoming
Do you learn about your rights?	Yes 229	No 0		
Do you know what bullying means? (Several Times On Purpose)	228	1		
Do you know what to do if you or someone else is being bullied?	228	1		We can talk to grown ups
Would you recommend your school to someone else?	228	1		
If a new child was thinking about coming to this school, what would you say?	Teachers are the best and learning is fun Everyone is friendly here. Everyone is welcome at this school. The people on school are kind. All the children will play with you. If you are worried, you can tell anyone. We are a rights respecting school. Bullying is not allowed here. We treat people fairly.			



Meetings take place and actions are decided. Pupils take back ideas to rest of class. Minutes/work is kept in their school council book.

School Council, Well being champions and safe me all carry out pupil questionnaires to identify priorities to work on!

Wednesday 25th February and Friday 6th March - All present



- Mrs Lynch explained that the children in Year 4 would be making the rights posters to display around the school
- Each school council member opened their suggestion boxes and shared ideas with the group.
- As a group we thought about responses to the suggestions.
- We decided there were some suggestions that we needed to ask Mr Satchwell about.



Actions

-Invite Mr Satchwell to our next meeting so that we can ask him some questions to be able to answer children's questions from school council boxes.

Next meeting: Thursday 12th March



OUTCOME 8

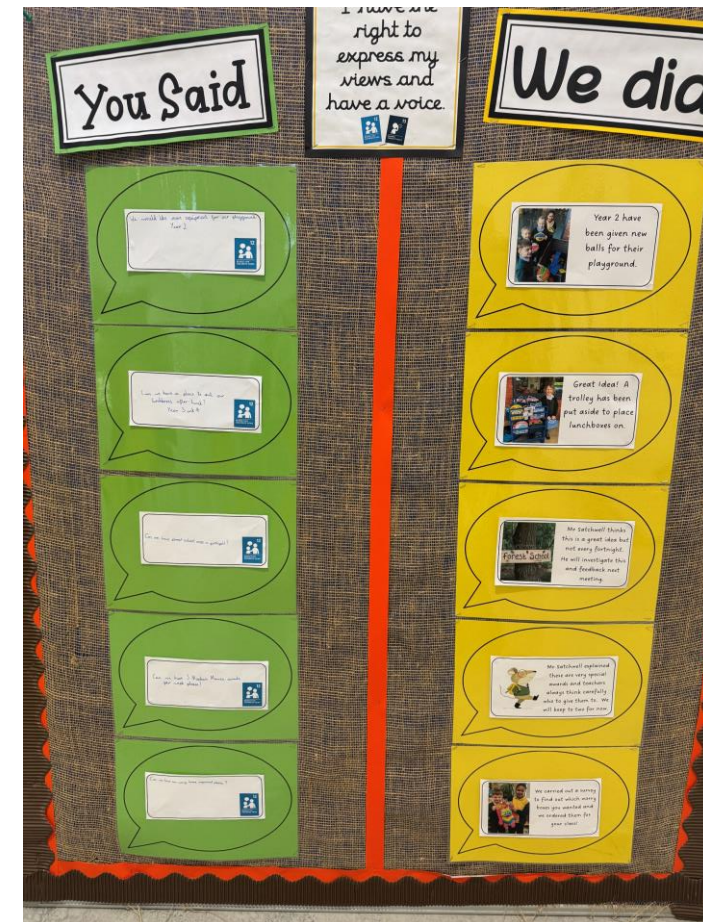


'You Said We did' is fed back to the whole school in assembly

You said	We did
You would like more equipment for the playground. Suggestions included a slide, trampoline, football goals, tennis racquets, balls (Year 2) and a new net for basketballs.	We have to consider safety with equipment. Last year we did buy lots of new playground equipment but some of this needs to be replaced. Year 2 have been given new balls for the playground.
You would like somewhere to put your lunchboxes after lunch rather than just on the floor in Years 3 and 4.	A trolley has been put outside to place lunchboxes on. Mr Satchwell is investigating some shelves for the future.
You would like some more Roald Dahl books for your classroom.	Mrs Andrews is ordering more Roald Dahl books for each class.
You would like each class to have forest school once a fortnight.	Mr Satchwell agreed that it was a great idea for each class to have some time in forest school. He will investigate this to feed back at our next meeting.
You would like 3 Meadows Mouse per week so more children are recognised.	Mrs Satchwell explained that these awards are very special and the teachers think carefully about the reasons for awarding them. We will keep to two awards to make sure they stay special.
You would like more games for wet break and wellbeing such as uno, magnetic tiles and chess.	Mr Satchwell is happy for us to organise a fundraiser to raise money for this. We will share our ideas for this after Easter. We think you will like the idea! School council will review wet play games.
You wanted to improve the worry boxes that are in each classroom.	We carried out a survey to find out which worry monster box you would like for your classroom and these have been bought by Friends of Meadows.

Ideas are taken to decision makers and decisions are taken back to classes.

The school offers an extensive number of leadership roles to pupils. The pupils in these positions can speak eloquently about how they have worked with leaders on things which matter to them, for example the eco-council's work on avoiding single-use plastics. Ofsted 2025



'You Said, We Did' display board shows how their ideas lead to real changes.



OUTCOME 9

Reception Social Action



OUTCOME 9 - continued

Year 1 Social Action


27




FOOD, CLOTHING,
A SAFE HOME



A New Starts



27 Every small donation makes a big difference to families.



A New Starts



27 Says children have the right to basic needs.



A New Starts



27 Thank You for helping families.



OUTCOME 9 - continued

Year 2 Social Action



Wednesday 4th March

How do duty bearers protect our right to a clean environment?

- Take us to the doctors when we are ill.
- Make sure we have clean water and healthy food.
- Make sure clean and safe environment.

Every child has the right to good quality health care, clean water, nutritious food and a clean environment...
Article 24

- We keep our bedrooms clean and tidy.
- Look after our environment.
- We keep our classroom clean and tidy.
- Tell an adult if you're poorly.
- Make sure we have healthy teeth.

How do I respect my right to a clean environment?

Thursday 5th March

unicef

How are Eti's rights affected because she does not have a toilet?

She gets poorly because germs spread and she will get diseases.

She could get attacked by really dangerous animals and people.

She can't go to school because she has bits of germs.

Friday 6th March

My Ideas

How can we raise £60 so we can twin a toilet?

1. Quiz night
2. Film night
3. Party disco
4. Dress-up day



Tearfund on behalf of Toilet Twinning
100 Church Road
Teddington
TW11 8QE

18th September 2024

To the students and staff at Meadows First School,

Thank you so much for your recent and generous donation of £766.09 from your amazing fundraising efforts to support the work of Toilet Twinning and help us to flush away poverty! Your gift will be used to help some of the world's poorest communities gain access to clean, safe sanitation.

We think it stinks that 2.4 billion people don't have access to somewhere safe & hygienic to go to the loo. By twinning a toilet, you are helping change the shocking fact that every minute, three children die from diseases linked to dirty water and poor sanitation.

In communities like the Giharo Commune, in the Rutana Province of Burundi, thousands of people returned from refugee camps to find their villages destroyed by the civil war. No homes, no schools, no loos. We have helped the community rebuild homes, schools and latrines, and men, women and children have been supported with health and hygiene education. You can find out more about how you're helping by visiting us at www.toilettwinning.org.

Thank you again for helping flush away poverty.

Yours sincerely,

T.P.Dullaway

Tim Dullaway
Supporter Care Team
On behalf of Toilet Twinning

THIS TOILET HAS BEEN **TWINNED**
by the students of Meadows First School

WITH A LATRINE IN MOZAMBIQUE
Latitude: -15.6848, Longitude: 37.1051
Guru

TOILET twinning

1 in 4 people around the world don't have a loo. By supporting Toilet Twinning you are helping to flush away poverty.

THIS TOILET HAS BEEN **TWINNED**
by the students of Meadows First School

WITH A LATRINE IN TANZANIA
Latitude: -2.85889, Longitude: 32.06222
Gelta

TOILET twinning

1 in 4 people around the world don't have a loo. By supporting Toilet Twinning you are helping to flush away poverty.

THIS TOILET HAS BEEN **TWINNED**
by the students of Meadows First School

WITH A LATRINE IN ZIMBABWE
Latitude: -20.17483, Longitude: 28.77237
Insvale, Umzingwane, Matabeland South Province

TOILET twinning

1 in 4 people around the world don't have a loo. By supporting Toilet Twinning you are helping to flush away poverty.

THIS TOILET HAS BEEN **TWINNED**
by the students of Meadows First School

WITH A LATRINE IN ZAMBIA
Latitude: -12.7884, Longitude: 28.2523
Musonda

TOILET twinning

1 in 4 people around the world don't have a loo. By supporting Toilet Twinning you are helping to flush away poverty.

THIS TOILET HAS BEEN **TWINNED**
by the students of Meadows First School

WITH A LATRINE IN UGANDA
Latitude: -1.19556, Longitude: 29.98097
Kabale District

TOILET twinning

1 in 4 people around the world don't have a loo. By supporting Toilet Twinning you are helping to flush away poverty.

THIS TOILET HAS BEEN **TWINNED**
by the students of Meadows First School

WITH A LATRINE IN SOUTH SUDAN
Latitude: 8.03781, Longitude: 32.02778
Kueldhoal, Pleri, Jonglei

TOILET twinning

1 in 4 people around the world don't have a loo. By supporting Toilet Twinning you are helping to flush away poverty.

OUTCOME 9 - continued

Year 3 Social Action

Thursday 6th March Romy

OUTRIGHT 2025-2026 INTERNATIONAL AID

INTERNATIONAL AID



Unicef could provide supplies such as water so that they have safe water to drink.

We could donate money and then they can build homes, hospitals and shops.



They could provide temporary shelters in camps for those that need it.



Thursday 12th March Romy

OUTRIGHT 2025-2026 INTERNATIONAL AID

Right to an Education

How does International Aid and UNICEF support Ari and Justine with their right to an education?

ARI, 6 JAMAICA

How did UNICEF and international aid help support the Ari's right to education?
They helped to support his education by giving him an iPad with the Book Fusion app on it (sight language).



How do you think that this story would be different if international aid didn't exist?
Ari wouldn't have been able to communicate and he would have found it hard to learn.

How did UNICEF and international aid help support the Justine's right to education?
They helped her by getting equipment to learn, properly and she wouldn't be properly.



How do you think that this story would be different if international aid didn't exist?
Justine wouldn't learn properly and she wouldn't be smiling.

ARTICLE 7

I have the right to a name and nationality.



Dear Ms Cooper,

I have enjoyed learning about our rights at school like I have the right to food, water and clothing article 27. I also have the right to be listened to and taken seriously, article 12. We've also been learning about International aid and UNICEF they help people all over the globe have their rights to be safe. It is so important for all children and grown ups to have their rights and education all across the world.



Yvette Cooper MP House of Commons London. SW1A 0AA

from Romy

OUTCOME 9 - continued

Year 4 Social Action

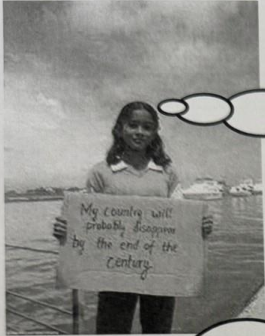
Monday 22nd January
Protecting children's right to clean water in a changing climate

OUTRIGHT
Speak out on children's rights

unicef
for every child



Read carefully the scenarios and decide what governments and organisations could do to help

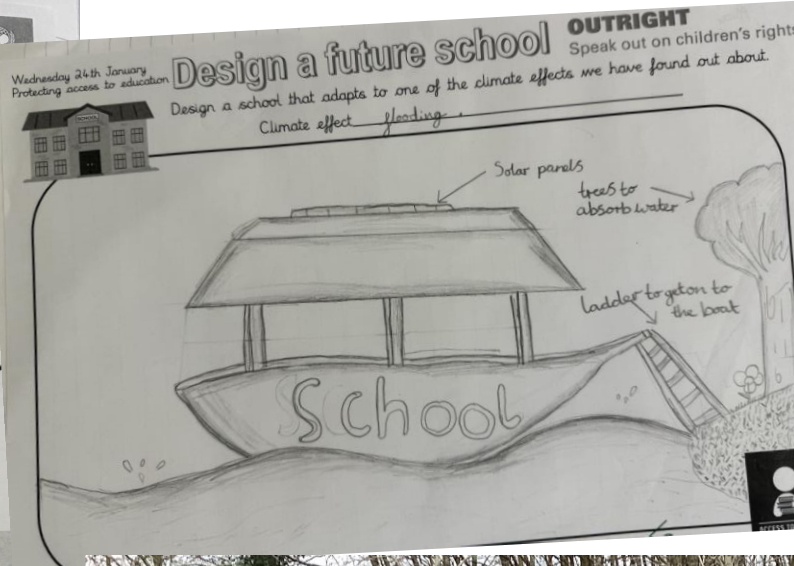
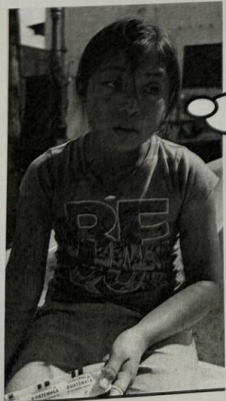


- Raise buildings so they don't flood.
- Boats to transport pupils to school.

- Build wells and boreholes.
- Special seeds that don't need water so they grow in droughts.



- Build buildings that withstand hurricane winds.
- Satellites to track storms.
- Create early warning systems.



FINANCIALLY

THE ENVIRONMENT

THE 4 Priorities of Climate-Friendly living

- REDUCING ENERGY USE**
Switching to green renewable energy sources can save up to 1.6 **TONNES** of CO2 per year per person.
- ECO TRANSPORT**
Living car-free for a year saves 2.4 **TONNES** of greenhouse gas emissions, and each transatlantic flight avoided saves 1.6 **TONNES**.
- PLANT BASED DIET**
Eating less meat and more vegetables will save **TONNES** of CO2 emissions from meat production, avoid destruction of rainforests, and improve health.
- PLANT TREES**
Planting trees will absorb CO2 emissions for many years to come.

Scientists confirm we have just 10 years to drastically reduce carbon emissions or face irreversible changes in climate, with all its devastating realities. Droughts, floods, rising sea-levels and soaring temperatures are all evidence of the damage that our actions are inflicting on the world. Millions of people are now suffering from climate change, most often in the poorest countries of the world, and least able to withstand its effect.

What can we do?





Eco Projects

Meadows First School - Eco Council



Eco-Schools
Distinction | 2024 - 2025

MEADOWS ECO CODE!

Caring, sharing preparing for life



Annual Switch It Off Fortnight Assembly created and presented by Eco Committee

Pedal, Roll or Stroll to School!



Creating Ideas and mind mapping



Posters and images and information ready to transfer to sticker labels



Additional comments from school and wider community



Sarah Wilkins
Director Education, Early Years, Inclusion and
Place Planning
Email: swilkins@worcschildrenfirst.org.uk
Tel: 01905 846082

[Ofsted Parent View – Views on our school download.asp](#)

Parent Quotes

Private & Confidential
Sue Hewitt
Headteacher
Meadows First School

Our Ref: SW/KW
Date: 4th October 2023

Dear Sue,

UNICEF UK's Rights Respecting Schools Award

I have today received a letter from UNICEF UK advising me that Meadows First School has achieved a Gold: Rights Respecting award which is reached when the values and ethos of the right respecting framework are fully embedded in policy and practice, and there is evidence of impact from children.

Meadows First School is the only school in Worcestershire to have achieved this award and if there is any particular learning or key improvements you would promote, please feed this back to the School Improvement Team.

May I take this opportunity to congratulate you and the school for achieving this award.

Yours sincerely

A handwritten signature in black ink, appearing to read "Sarah Wilkins".

Sarah Wilkins
Director for Education, Early Years, Inclusion and Place Planning

We are very happy with our child's development. The school offers great support.

Our child loves coming to school here. As a parent, I can see the evidence of a really healthy values culture within the staff team. Thank you so much. It's so lovely to see my child learning about their rights and how they can make a difference.

My son really loves coming to school and there is a great community feel in the school. Impressed with the curriculum and extra-curricular activities. My daughter is always excited to tell me about her day and what she has been learning. Meadows is such a positive learning environment and has had a wonderful impact on our daughter these last few years.

My child enjoys school both socially and academically. She has continued to improve and develop and we are really happy here.

Our child benefits from a very healthy learning environment and we love meadows.

Meadows is a very friendly, caring school. Our child enjoys going to school and he has a varied learning experience.

