

# Town Lane Infant school Gold Evidence


**STRAND B: TEACHING AND LEARNING THROUGH RIGHTS -  
ETHOS AND RELATIONSHIPS**

# Outcome 2 - In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

Most children and young people are able to explain how all duty bearers in school facilitate them to enjoy a wide range of their rights.

Children at Town Lane are educated about being duty bearers in assemblies and have visual reminders in classrooms.

Children are also awarded certificates during lunchtime if they are observed being a duty bearer.

**Well done** 

Today \_\_\_\_\_

respected the rights of others in  
our school by \_\_\_\_\_

\_\_\_\_\_

**You are a Duty Bearer , well done!**

**TOWN LANE INFANT SCHOOL**

**unicef**  
UNITED KINGDOM

**RIGHTS RESPECTING SCHOOLS**

**At Town Lane Infant School, all staff parents and carers are :**

**DUTY BEARERS**

They are accountable for ensuring that children experience their rights.

**The ABCDE of Rights**

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

# Pupil voice .....


- ▶ Most children and young people know and trust that the school will act upon any concerns about their rights not being met.
- ▶ During lunch time , staff employ a restorative approach to further embed 'rights'. They help children think carefully about their actions and learn how their behaviour affects the rights of others.

 Town Lane Infant School  
Restorative approach : Reflection on Behaviour  
Think about it! Your thoughts, feelings and actions

Name: ..... Class: ..... Date: .....

Our Playground Charter:  
Article 9: Right to Play    Article 15: Right to choose    Article 19: Right to be Safe    Article 12: Right to be listened to

1. My behaviour or actions

 hitting     arguing     spitting     biting     shouting

2. I was thinking  
.....

3. I was feeling 

.....

4. Who was affected by my behaviour or actions?  
.....

5. How I can make amends?  
.....

Reminders

## Pupil voice

I like my friends and we have fun in school

I like writing and maths. My teacher helps me to write stories. I wrote Jack and Beanstalk and I changed the ending. I wrote 4 pages and I'm proud of myself.

**Can you think of any ways that you can help to look after our planet?**

Emilia - We can pick up rubbish and put rubbish in the re-cycling bin. Water bottles get turned into other things. Instead of throwing things in the bin we can try and make something else out of it.

**Do you like school?**

**Do your teachers let you make any decisions in your class? Do you vote on anything?**

Ollie - We vote for a story we want to listen to. My favourite story is ' Aliens wear underpants'

Emilia – We vote on what we watch at lunchtime. We vote on what fruit we'd like, what games to play outside, which story to read and we pick our school council member.

## Pupil voice

### What is 'mental health'?

What is 'mental health'?

Sam – Having a healthy brain. We drink water to help our brain work.

Article 31 is we have the right to have fun and relax. I sit on the carpet in the book corner to relax.

Jack – We have choices to make so we get to listen to the teacher if we follow the charter.

Sam – We look at the rules on the charter and it helps us to be super respectful.

We all try to be ready, respectful and safe. It's just what our school does all the time everywhere so we are all safe and ready to learn new things

### Why do we have charters around school?

## Pupil voice

Sam – We have the right to be listened to. We have the right to be safe and teachers have to look after us. We have the right to first aid, clean water and nice food. The food is lovely in our school. I like fish goujons, they are the best.

Ollie – I've got the right to be looked after if I fall over. I've got the right to learn. If someone was talking when I was trying to listen, I would say shhhh please, I'd like to listen it's my right.

Oscar – I've got the right to use a toilet. It was International toilet day.

I've got the right to eat healthy food. I like all types of chicken and sausages and haloumi, carrots and cucumber.

Matilda -I've got the right to eat healthy food.

Connor – My favourite right is the right to relax. I sit on my sofa at home and in the reading corner in school to read my favourite book 'The ugly five'.

**Can you name any 'rights' we have in school?**

# Outcome 3 - Relationships are positive and founded on dignity and a mutual respect for rights.

Relationships are considered to be the key to success at Town Lane. Children and adults across our school have a mutual respect for each other and we strive to build on this continually and with our wider school community.

Through our positive behaviour policy, the ethos around relationships is clear and embedded throughout Town Lane.

We have an amazing outdoor area which lends itself to team building exercises such as Forest Schools and collaborative learning.



## Outcome 4 Children and young people are safe and protected and know what to do if they need support

- ▶ Safety is embedded throughout the ethos of this school. At Town Lane, it is important that we not only keep the children safe but also for them to learn the skills to keep themselves safe through online safety, Forest School, anti bullying initiatives.
- ▶ We offer a nurturing environment for pupil and families through our talented staff including our Emotional Literacy Support Assistant
- ▶ E-Safety is really important at Town Lane and has progressively been a priority due to the current pandemic with the children spending more time at home and having more open access on the internet. At Town Lane many sessions have been completed with the children for them to gain a better understanding of their safety online, these have included child-led e-safety visuals to give the children constant reminders.
- ▶ The children learn outdoor survival skills through our Forest Schools programme. This encourages outdoor learning and promotes excellent emotional and mental well-being.
- ▶ We have effectively used a mindful approach to the teaching of PSHE and RHE -(Jigsaw) for many years which is embedded across the school.
- ▶ Children are taught through a series of assemblies about anti-bullying and support to deal effectively with any negative behaviour from peers- Parent / pupil questionnaires



## Pupil Questionnaire 2021

### ▶ Pupil anti bullying questionnaire analysis 2021 2022

- ▶ 82 pupils from Year 2 took part in the questionnaire.
- ▶ 96% of the pupils said that they are happy at school.
- ▶ 95% feel safe at school and they like going outside to play with their friends.
- ▶ 98% of the pupils said they know what to do if anyone is unkind to them.
- ▶ 99% know to tell a teacher if someone is unkind to them and agree that issues are dealt with by them.
- ▶ 88% of the pupils said that they knew what to do if they had no one to play with compared to 12% of the pupils who said they did not. This needs to be discussed with each class perhaps through circle time or Jigsaw sessions. Teachers/ dinner supervisors need to be aware of children who are often on their own when they are on duty.
- ▶ 96% of the pupils said that they knew what to do if someone was being unkind to others.
- ▶ 98% of the children agreed that our school encourages pupils to be friendly to one another.
- ▶ 12% of the pupils asked said that they had been bullied recently but all agreed that it had stopped. The definition of bullying is regularly defined as some children do become confused. Each child has been spoken to about their own situation by a trusted adult.

## Outcome 5 Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles

At Town Lane we believe it is vital that we provide our children with the skills of developing their emotional regulation, self-esteem, social communication, well-being, and relationships. We consistently look to promote the personal development of all of our pupils. We provide a wealth of opportunities to develop talents and interests and a wide set of experiences. This is seen woven into our curriculum offer and extra-curricular learning opportunities and is evidenced through consistent accreditation of SMSC Gold Summer 2021 and Summer 2018.

To encourage our children's social and emotional wellbeing it is important we recognise the importance of developing trusted relationships with our children and to provide timely additional emotional support when needed.

At Town Lane, we encourage healthy eating and work closely with our catering provider to ensure the best options are available for our children at lunchtimes.

At Town Lane, we promote mental health awareness regularly throughout the curriculum and also focused weeks including Children's mental Health week where we research the Place2Be website for advice and support. When the children returned to school from different lockdowns, we prioritised wellbeing and mental health. This included a focused week promoting the arts alongside mental health last Spring and the voice of the children was extremely positive. Our Headteacher has recently completed the Senior Mental Health Lead Training and has created a 3 year strategic action plan to improve mental health at school.

The use of a mindful approach to the teaching of PSHE and RHE -(Jigsaw) is embedded across the school and is evidenced within floor books and **embedded within these lessons are British Values and equality and diversity- (SMSC Gold)**

- ▶ Prior to the pandemic we had many opportunities to share best practice with other schools including a whole school environmental project exhibition where many visitors attended including local MP - see evidence file of visitor feedback/environmental pledges made
- ▶ We established and embedded ELSA support across the school (x2 members of staff) focus on emotional support for pupils and families throughout last few years
- ▶ We have environmental curriculum focus - Plastic free school award, reaccreditation of Green Flag award Summer 2021
- ▶ We have strong links with the community including children attending 'knit and natter' sessions at the local church 2019 2020 - see voice from pupils/ community involved
- ▶ Playground buddy, play leader systems and other roles and responsibilities ensure children work towards being responsible young citizens and are equipped for the next stage in their educational journey-transition
- ▶ Pupil voice acted on including via school council
- ▶ Through various fundraising events and celebrations, children develop into caring and responsible pupils for example, they represented the school in cross infant school festivals (annual Infant School Proms) and competitions.
- ▶ Staff actively support children to develop good eating habits every lunchtime
- ▶ Our annual 'Health Week' enhances our curriculum and children benefit from input from external visitors - continued through Pandemic
- ▶ 'Foundation Fun' has been used successfully to encourage and support parents of F2 pupils to work with staff on the development of children's personal development. Successful F1 parent's workshops in collaboration with Early Years trust promoting partnership learning for families - planning to reintroduce this school year
- ▶ Liaison with the junior school is positive and children are well-equipped to enter KS2 with necessary skills to build upon FS & KS1 achievements. Children are well equipped to know how to keep safe and be healthy
- ▶ The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and equality of opportunity and diversity
- ▶ Interventions are well planned and implemented to ensure all pupils reach their maximum potential

# **Outcome 6 - Children and young people are included and are valued as individuals.**

All children and their families feel valued at Town Lane.

We promote an 'open door' policy at our school for our whole school community and all staff strive to create a climate whereby everyone feels part of the 'Town Lane family.'

Feedback from parents about our school is extremely positive from questionnaires completed following events.

Pupil voice indicates a high level of engagement and enjoyment at school and pupils feel they can approach all adults if they need support.

Head teacher award assembly every Friday to celebrate children's successes.

# Outcome 7 -Children and young people value education and are involved in making decisions about their learning

- ▶ Pupil voice - evidence.
- ▶ School council - evidence.
- ▶ Cohort 'needs' are acted upon through curriculum - data outcomes, extensive pupil voice.
- ▶ Purpose for learning and audience - fund-raising to help others etc, acting out/reading finished product to younger children , helping others across the school etc
- ▶ 'Rights' are constantly promoted and used daily.