



Special Edition Rights Respecting Newsletter September 2026



Article 3: (definition of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children

Stillness Junior School awarded Silver!

Stillness Junior School is celebrating a fantastic achievement after being awarded the Silver Rights Respecting School Award by UNICEF UK. The whole school community is buzzing with pride, and for good reason; this award recognises our strong, heartfelt commitment to putting children's rights at the centre of school life.

UNICEF, the world's leading organisation for children and their rights, grants the Silver Award to schools that make impressive progress in embedding the UN Convention on the Rights of the Child into everyday practice. At Stillness Junior School, this has meant creating a warm, respectful environment where every child feels valued, heard, and empowered.

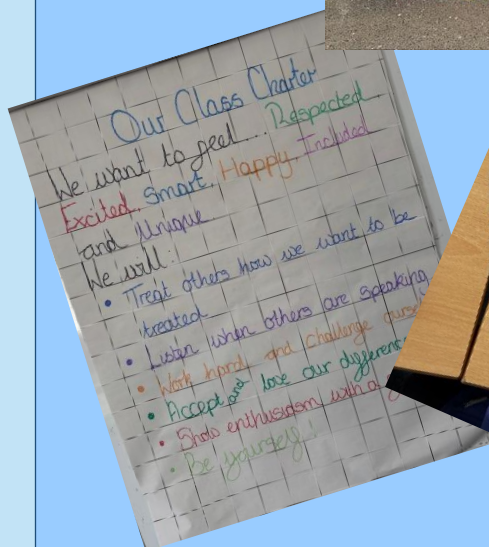
A huge part of this success is thanks to the school's children, who have been absolutely instrumental in driving the Rights Respecting work forward. Their enthusiasm and determination have helped shape a school culture where kindness, fairness, and respect are lived out every day.

Look out for our banner!



Being a Rights Respecting School has a ripple effect. It positively influences not only children but also the entire community. Children thrive – they are healthier, happier, and feel safer. Stronger relationships form, and they actively engage in both school life and the wider world. But it is not just about the children; adults play a crucial role too. Understanding and modelling the language of rights is expected from everyone – children, staff, governors and visitors alike.

Many of our children know and understand how school facilitates them to enjoy a range of their rights by having Classroom and Playground Charters to set clear, shared expectations so everyone feels safe, respected and able to learn. *(Article 28 and Article 31)*



Many children share that they feel in a safe environment at school and can demonstrate how their actions and those of others contribute to this because we remind them during our termly safeguarding assembly:

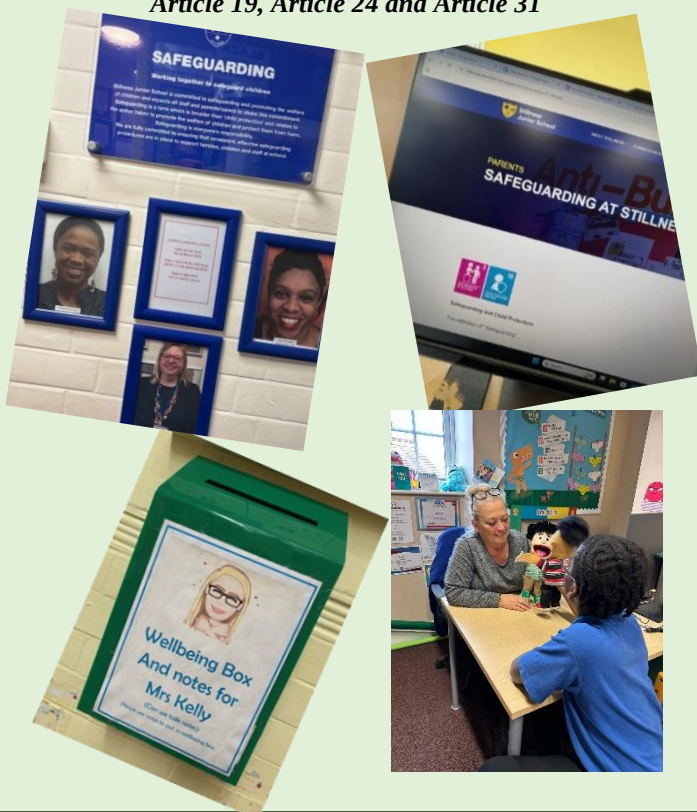
- ✓ who the Designated Safeguarding Leads are
- ✓ the location of the Wellbeing Boxes in school and on the school website
- ✓ take part and support special days such as Mental Health Week, Safer internet Day, Wellbeing Day
- ✓ of our dedicated safeguarding tab on the website.

Many children can show what they would do/who they would speak to if, for any reason they do not feel safe.

They know:

- ✓ Who the designated safeguarding leads are
- ✓ They can use the wellbeing box in school or online
- ✓ About the Learning Mentor drop-ins at lunchtimes

Article 19, Article 24 and Article 31



Many children share how they and others act to create a rights respecting environment because we:

- ✓ have clear policies such as Behaviour and Teaching and Learning that incorporate relevant articles
- ✓ Award a range of certificates to recognise and celebrate how we create a respectful, safe and rights respecting environment for everyone.

'Good behaviour and discipline are essential for effective teaching and learning to take place. We believe a safe, responsible and caring environment will facilitate the smooth operation of the school. We place great importance upon being friendly, helpful and kind, on working hard and looking after each other and our school.'

Our Behaviour Policy is underpinned by **Article 28'**

Many children can share how they are included and valued at school and understand how their actions and those of others contribute to this because we:

- ✓ support our pupils when they take part in fundraising activities outside of school to raise money for school
- ✓ have an active school council
- ✓ House Captains who hold weekly surgeries for pupils to share ideas, give suggestions that would contribute to school life

Many children are positive about their school and their learning which is:

- ✓ demonstrated in lessons
- ✓ reflected in our high attendance figures
- ✓ given in positive feedback from visitors to the school and when our children are out on school trips
- ✓ evident as they are always keen to share their work.

Many children understand and can communicate about the role they play in their learning as:

- ✓ they are given the opportunity to discuss their learning during conferencing sessions with their teachers

Many adults explain how rights respecting language shapes a positive learning environment because they find:

- ✓ that the children are more focused, keen and eager to learn
- ✓ less conflicts are happening in the playground and brought into the classroom particularly after lunch
- ✓ the children are proud to showcase their school particularly to perspective parents on school tours

Many children know how the school supports them with physical and mental health, social and emotional needs because we:

- ✓ offer a full comprehensive PE curriculum including a wide range of sports, fitness activities and skill development opportunities that promote pupils' physical health, teamwork and wellbeing.
- ✓ take part in the Daily Mile
- ✓ offer PE monitors as pupil leadership roles who promote active participation across the school
- ✓ successfully arrange inspiring guest speakers such as Alex Yee and Joe Wicks to motivate pupils and promote the importance of physical activity and healthy lifestyles.
- ✓ Celebrate initiatives like Mental Health Awareness week, Cycle to school week and Bikeability

Article 3, Article 28 and Article 31