



# St John's Green Primary School

Learn to Live, Live to Learn

Headteacher Mr Simon Billings  
Deputy Headteacher Mrs Tina Bourne  
Assistant Headteacher Mrs Fiona Bullivant  
Assistant Headteacher Mrs Clare Skinner

We ♥  
Maths



We are all  
writers ...



We are growing  
our learning

Telephone: 01206 762884 Email: [admin@st-johnsgreen.essex.sch.uk](mailto:admin@st-johnsgreen.essex.sch.uk) Website: <http://st-johns-green.eschools.co.uk>

## St John's Green Primary School - Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### Rights Respecting Schools:

A rights respecting school is one officially recognised by the charity UNICEF for actively teaching children about their rights. Together young people and the school community learn about children's rights, putting them into practice every day.

There are four key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community, with the outcomes being that:

Children are healthier and happier.

Children feel safe.

Children have better relationships.

Children become active and involved in school life and the wider world.

Being a Rights respecting school is not just about what children do and learn but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together.

### Article 2. No discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. **No child should be treated unfairly for any reason.**

### Article 13. Sharing thoughts freely

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

### Article 28. Access to education

St John's Green Abbey Fields Site (Years F, 1, 5, 6)  
5 Circular Road East  
Colchester  
CO2 7SZ



St John's Green Town Site (Years 2, 3, 4)  
St John's Green  
Colchester  
CO2 7HE

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

#### **Article 29. Aims of education**

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.



# Our Rights

**In 1989, governments across the world promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention says what countries must do so that all children grow as healthy as possible, can learn at school, are protected, have their views listened to, and are treated fairly.**

**These are our rights.**

## Article 1

Everyone under the age of 18 has all the rights in the Convention.

## Article 2

The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

## Article 3

The best interests of the child must be a top priority in all things that affect children.

## Article 4

Governments must do all they can to make sure every child can enjoy their rights.

## Article 5

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

## Article 6

Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

## Article 7

Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

## Article 8

Governments must respect every child's right to a name, a nationality and family ties.

## Article 9

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

## Article 10

Governments must act quickly and sympathetically if a child or their parents want to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit both of them.

## Article 11

Governments must do everything they can to stop children being taken out of their own country illegally or being prevented from returning.

## Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

## Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

## Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

## Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

## Article 16

Every child has the right to privacy. The law should protect the child's private, family and home life.

## Article 17

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

## Article 18

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by giving them the help they need, especially if the child's parents work.

## Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

## Article 20

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

## Article 21

If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

## Article 22

If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents.

## Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

## Article 24

Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

## Article 25

If a child lives away from home (in care, hospital or in prison, for example), they have the right to a regular check of their treatment and the way they are cared for.

## Article 26

Governments must provide extra money for the children of families in need.

## Article 27

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

## Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

## Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

## Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## Article 32

Governments must protect children from work that is dangerous or might harm their health or education.

## Article 33

Governments must protect children from the use of illegal drugs.

## Article 34

Governments must protect children from sexual abuse and exploitation.

## Article 35

Governments must ensure that children are not abducted or sold.

## Article 36

Governments must protect children from all other forms of bad treatment.

## Article 37

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

## Article 38

Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.

## Article 39

Children neglected, abused, exploited, tortured or who are victims of war must receive special help to help them recover their health, dignity and self-respect.

## Article 40

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.

## Article 41

If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.

## Article 42

Governments should make the Convention known to children and adults.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments work together to make sure that all children get all their rights.

## RIGHTS RESPECTING SCHOOL AWARD FEATURES OF A RIGHTS RESPECTING CLASSROOM

### IN A RIGHTS-RESPECTING CLASSROOM:

- pupils and teachers negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also to comment on what might hinder their learning
- pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work
- pupils have responsibility for aspects of classroom organisation
- pupils have opportunities to make choices in their learning
- there is a strong emphasis on mutual support and collaboration
- teachers make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn
- teaching assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with pupils
- behaviour is good or improving as everyone recognises and respects the rights of all to their education
- teachers and teaching assistants model rights-respecting behaviour, for example. teachers and teaching assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show respect for teaching assistants and all other adults
- displays are used to reinforce awareness of rights in relation to each other and others locally and globally
- pupils respect and value each other's similarities and differences and support each other; there are few incidences of negative behaviour, name-calling, racist or sexist comments
- high status and adequate time is given to listening and acting on pupils' views, for example the School Council
- all pupils make progress to the best of their abilities