

# St Agnes CE Primary School



## 'Going For Gold'

St Agnes Church of England (CE) Primary is a voluntary controlled (VC), well-established popular school. We proudly serve the needs of the vibrant Longsight community, just south-east of Manchester City Centre.

'Learn To Do Well' was our long time philosophy, firmly rooted in Isaiah 1:17 - *Learn to do well; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow* and found in the iron work of the 1881 school gates but still very relevant today as we continue to grow. We have embraced twenty first century changes with gusto, building upon our solid foundation of shared faith-based morals and values, which hold steadfast amidst society's progression. As a result, this is now reflected in our mission motto – 'Love To Learn, Learn To Do Well, Live Well Together'.

We work in full partnership with our families to ensure that every child reaches their full potential. Our high teacher to pupil ratio ensures we know our pupils very well – lots of individual attention is focused on every child for both their academic and pastoral needs.

Visitors often comment on the wonderful atmosphere in our school. This is generated by the amazing attitude and excellent behaviour of our pupils who flourish in the care of highly dedicated and passionate teaching staff.

As a Rights Respecting School we ensure that our pupils' rights are a top priority in all that we do at St Agnes' – unifying all that we believe and value as a Church of England school – promoting a caring and positive ethos that is understood by all.

Being a Peace Mala school ensures we uphold and celebrate all faiths, backgrounds and differences, promoting the fundamental British value of mutual respect and tolerance, as well as protecting key articles under the rights of a child.

# Evidence Guidance

- The purpose of the evidence pack is to give us a feel for your school and for you to share the best examples of your rights-related work against each of the Outcomes. Please prepare this whether your accreditation is virtual (all Silvers and some Golds) or in person (some Golds).
- **Please be selective** - you **do not** need to send us everything as most of the accreditation process and subsequent report is based on what you, your colleagues and your pupils **tell us** during the visit.
- Provide the evidence in a single PPT (or similar presentation tool) with sections for Strand A, B, C.
- Have a contents page slide for each strand. In your PPT (or similar presentation) please aim to include a **maximum of 2 or 3 pieces of evidence for each outcome** (there are 9 outcomes of the award) with a maximum of 30 slides in total.
- Feel free to include hyperlinks to useful information on your website.
- The evidence should be linked to what you write in your evaluation form so we can cross reference.
- Please ensure we can see the detail on photographs of displays and ensure you are following your child protection policies when sharing photographs and videos.
- **We need to receive the evidence at least a week** before the accreditation visit and earlier if possible.
- Do involve the pupils in your steering group to help create the evidence presentation if you can.
- Quotes from parents are useful as we often don't get a chance to speak to them at the visit.
- Short video clips or voice overs are welcome.
- Examples of children's work on rights are useful and can be photographed and added to the evidence presentation.

# STRAND A - contents

Evidence for this strand includes:

- Outcome 1: Picture News, Assembly Rota, Collective Worship, Peace Mala  
Lyfta, Screenshot of planning, Eco Council, Digital Ambassadors, VIP Days  
Class Charters, Staff CPD, Wall art linked to RRSA  
Communications with parents

# OUTCOME 1: Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share how it impacts on their lives and on the lives of children everywhere.

Coverage Summer 1 2025



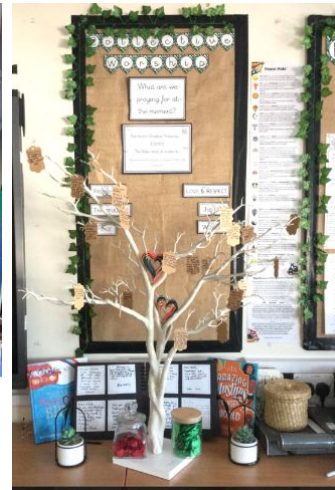
Week	News Story	Focus Question	British Value Link	Protected Characteristics	UN Article
21 <sup>st</sup> April	Singer, Ed Sheeran, has written a letter to UK Prime Minister, Sir Keir Starmer, asking for more money to support music education in schools.	Should music be part of every school day?	Democracy	Disability	31
28 <sup>th</sup> April	Workers in Birmingham have been on strike (choosing not to work) since January because they don't think the way they are being treated, or their pay, is fair.	Whose job is it to keep our local places clean and tidy?	Mutual Respect	Sex	24
5 <sup>th</sup> May	The government has recently announced that a new theme park will be built in the UK, which is due to open in 2031.	What makes somewhere special to visit?	Individual Liberty	Disability	12
12 <sup>th</sup> May	Three teenagers from Indore, India – Dhruv Chaudhary, Mithran Ladhania, and Mrdul Jain have created a salt-powered fridge.	What everyday items could be changed to help others?	Mutual Respect and Tolerance	Age	6
19 <sup>th</sup> May	A vehicle once used by Pope Francis to wave and greet people—called a popemobile—is being turned into a mobile health clinic for children in Gaza.	Can donating something important be a powerful way to show you care?	Individual Liberty	Religion or Belief	14

Weekly assemblies delivered using Picture News. The theme of the assembly is always linked to a specific Article. Picture News finds the positives in current affairs by turning world events into learning opportunities. Each term there will be a whole school Christian Value - this are mentioned at the beginning of every assembly alongside our motto - Love to Learn, Learn to do Well, Live Well Together. There is at least one dedicated Peace Mala assembly each term.

Week	Theme/Topic/Key question	RRSA article	Peace Mala	British Value	Protected characteristic	Song
1	<a href="#">Welcome back assembly</a> - Shoab Resolutions!	Art 31 Right to relax, rest and play	Red Bead - Christian	All	Religion, Beliefs	<a href="#">I'd like to teach the world -</a>
2	KS1-Harris KS2- Joanne Ryan - MLK Day	Article 1 Everyone under the age of 18 has all the rights in the Convention on the Rights of the Child.	FIRST KNOT: You are unique and special! Each one of us is important no matter what our race, colour, religion, gender, gender identity, sexuality, ability, age, size, social class or caste	Tolerance of those of different faiths and beliefs	Cultural Diversity & respect	
3	KS1-Abby KS2- Russ Lammars	Article 12- Respect for Children's Views Every child has the right to express their views, feelings and wishes in all matters affecting them	FIRST KNOT: You are unique and special! Each one of us is important no matter what our race, colour, religion, gender, gender identity, sexuality, ability, age, size, social class or caste	Individual Liberty	Cultural Diversity & respect	
4	KS1- Author Zoom Webinar instead KS2- Marie Haggart - Robert Burns	KS1- DNA 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.	.KS1-DNA FIRST KNOT: You are unique and special! Each one of us is important no matter what our race, colour, religion, gender, gender identity, sexuality, ability, age, size, social class or caste	KS1- DNA Tolerance of those of different faiths and beliefs	KS1- DNA Cultural Diversity & respect	
5	KS1-Abby KS2- Peace Mala - Mental Health & Wellbeing Week		FIRST KNOT: You are unique and special! Each one of us is important no matter what our race, colour, religion, gender, gender identity, sexuality, ability, age, size, social class or caste	Individual Liberty	Cultural Diversity & respect	
6	KS1-Rach KS2- Tom and Digital Ambassadors	Article 36- Protection from exploitation Article 17- Access to information	FIRST KNOT: You are unique and special! Each one of us is important no matter what our race, colour, religion, gender, gender identity, sexuality, ability, age, size, social class or caste	Rule of Law		
Additional assemblies						

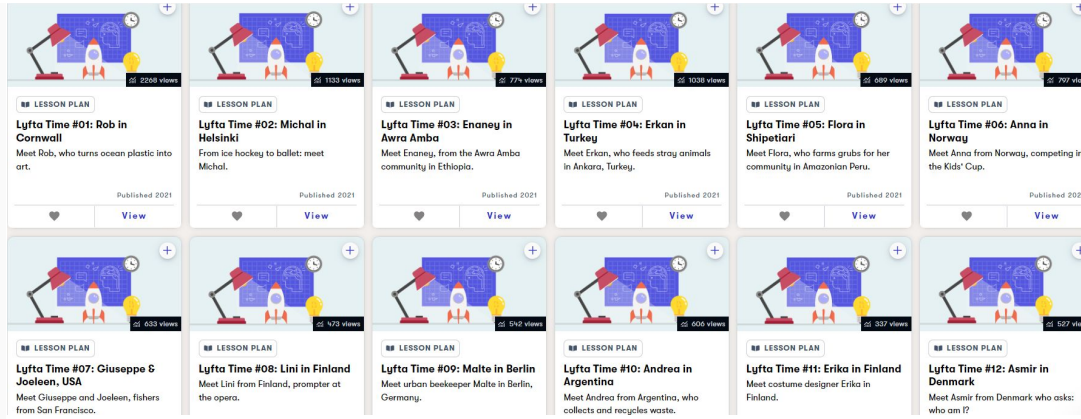
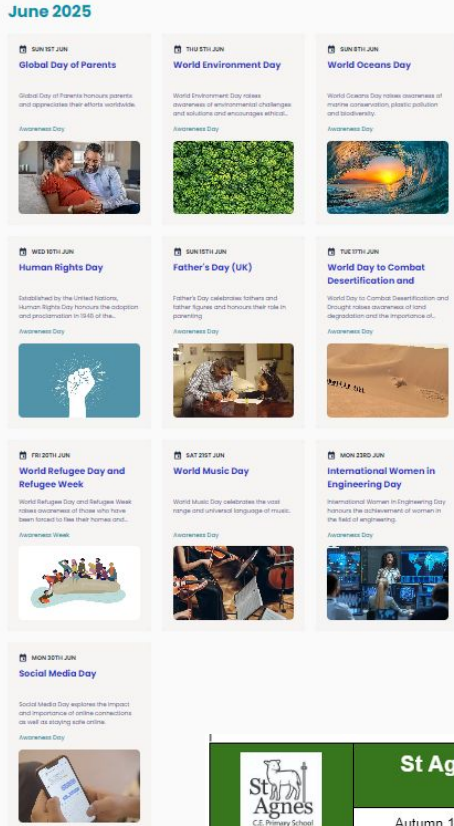


The children participate in various global celebration days. This helps create a greater understanding of the world around them. Article is directly outlined at the start of each assembly. When children lead assemblies (ie Digital Ambassadors, Student Council, Peace Mala, Eco council) they also come up with the appropriate Article to start their assembly with.



Daily Collective Worship in each class and dedicated display in each class which the children have ownership over. These are added to by the children over the course of the year. Collective Worship is also done through Picture News with direct links made to specific Articles.

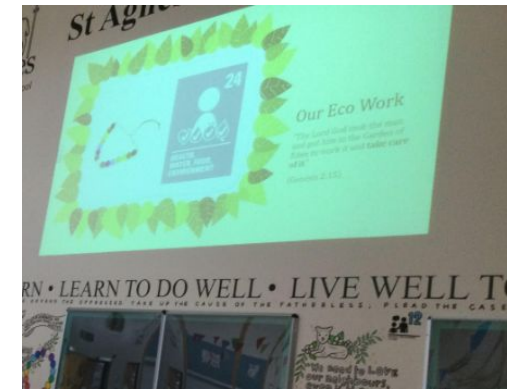
# OUTCOME 1 - continued



We currently use Lyfta to enhance the children's exposure to the world around them. It aims to foster global citizenship, empathy, and critical thinking by exposing students to diverse cultures and perspectives. Lyfta's resources can be used across various subjects, including literacy, PSHE, and art. Lyfta is also used to support learners with special educational needs, providing accessible and engaging learning experiences. These have been linked to our yearly overview for each subject. Lyfta is used as the 'hook' in the first lesson of every topic across the school.

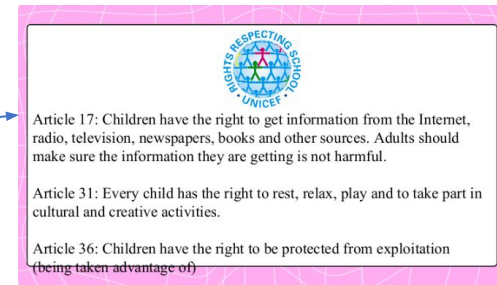
St Agnes CE Primary School - Curriculum Information for Parents 2024 - 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Visits and Enrichment	Make porridge Local Area Walk	Teddy bear's picnic Making chocolate apples (DT)	Observing weather/seasonal changes Make Winston craft sheep	Space role play hook	Dinosaur Egg Hook Making a stir fry (DT)	Zoo Trip
	Lyfta: KS1, PSHE, Relationships and family	Lyfta: English and Oracy	Lyfta: Climate change and extreme weather KS1 Geography, sustainability	Lyfta: Space Mission Lucy	Lyfta: Becoming me	Lyfta: Ocean Pollution
Maths	<b>Number and Place</b>	<b>Geometry -</b>	<b>Calculations:</b>	<b>Number and Place</b>	<b>Calculations:</b>	<b>Measurement:</b>

Our various student bodies lead important assemblies and choose the article that they think fits the best. Our Eco Council ran a year long project on food waste at lunch time and delivered an assembly.

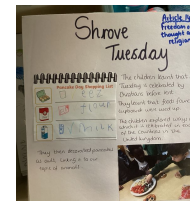


## Eco Council Assembly

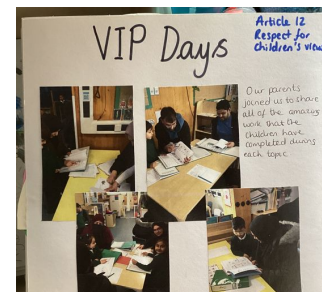
Our Digital Ambassadors lead our Safer Internet Day campaign with this assembly. They also ran this amazing project which has led to 'Worry Boxes' being places on each corridor.



When there are special days celebrated by different cultures and faiths, these are also linked in floor books to specific articles.



We planned in days where parents and carers could come into school to share in their child's learning.



# OUTCOME 1 - continued

Every year, our Sept staff INSET and termly CPD focus is on 'Building a Positive Classroom.' This is embedded with all staff in school and helps set the tone of RRSA being at the core of all we do.

### #3: Building positive relationships

The 'St Agnes Way'

- Visible adult consistencies
- Maintain dignity
- Consistent language
- Positive recognition
- Role model emotional regulation

Clear expectations at the start of each lesson.  
Class charter.  
Organise your Open Evening for parents within 1<sup>st</sup> 3 weeks.

### #2: Environment

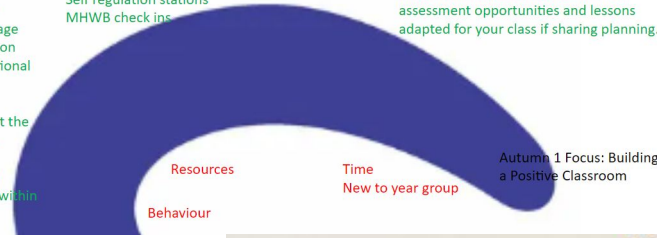
Displays - think of your intention, why displaying it?

- Maths and English working walls
- Seating arrangements
- Self regulation stations
- MHWB check ins

### #1: Planning for a positive classroom

Why? What will impact be?

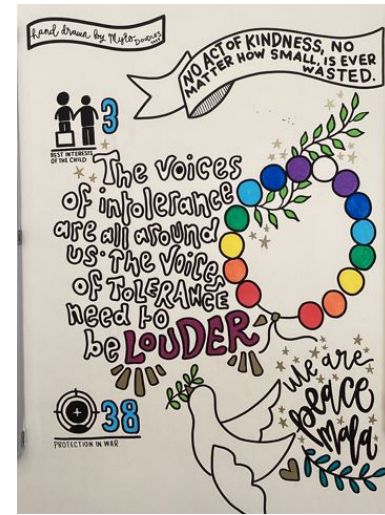
In lesson drop-ins, has to be evidence of: Prior learning, clear outcomes, vocabulary, modelling, adaptations, questioning, assessment opportunities and lessons adapted for your class if sharing planning.



This is a prayer that was written by one of our Year 4 pupils. We decided to have it incorporated into the artwork on the wall.



Each class makes their own Class Charter in Aut 1 with an agreed set of rights-based principles which they agree to be the foundation of their relationships.



School commissioned an artist to enhance our school walls. Our Peace Mala representatives and democratically elected Student Council decided what they thought were the most important messages and Articles for the whole school to always see.



We thought it was important for not only pupils, but also parents to know who our democratically elected representatives are. This is displayed in the hall where the children eat, parents evenings are held and parent coffee mornings are held also.



# OUTCOME 1 - continued

Communication with care givers was a major focus for us this year, especially given Covid and then the school having to be closed due to building work. During the building work, the children were put on coaches to a high school every day for a year. For us, getting children (and parents) back into the building was vital to get back the community feel.

Regular coffee mornings are held on a variety of themes such a Relationships and Health Education, Online Safety and attendance – these coffee mornings are prefaced by highlighting which Article parents and carers are supporting by being here. Our elected Student Council are also regular attendees at these events and, on occasion, have prepared presentations, presented them to parents and stayed to answer questions.



**Chai.Coffee Morning #3**

Come and join us again for our next session. The theme will be:

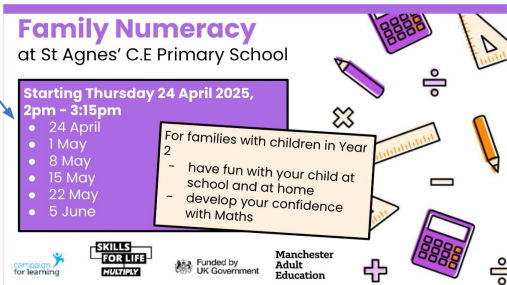
- Online safety
- Managing screen time

**BRING YOUR DEVICES** please – tablets, laptops, iPads

Staff and our Digital Leaders will be on hand to help you with support, translations and guidance.

**Thursday 23<sup>rd</sup> January**  
9.00 – 10.00am  
Main Hall

Another way we have communicated and supported out families is by accessing and facilitating courses for our parents. Our Family Numeracy Trial was a weekly event for 6 weeks, where the children joined their parent to learn maths games that could be used outside of school. I spoke at the first session about how, by turning up, they were enabling their child to access Articles 28 and 29. We have also facilitated a parenting course which was kickstarted by looking at Articles 18 and 27.



**Family Numeracy**  
at St Agnes' C.E Primary School

Starting **Thursday 24 April 2025**  
2pm – 3:15pm

- 24 April
- 1 May
- 8 May
- 15 May
- 22 May
- 5 June

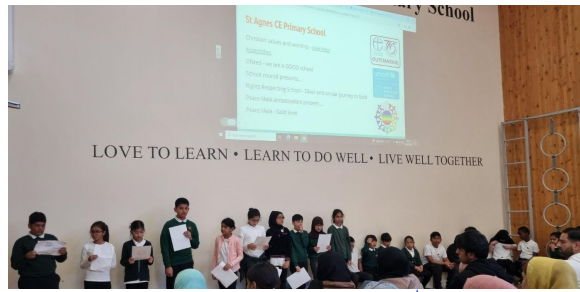
For families with children in Year 2

- have fun with your child at school and at home
- develop your confidence with Maths



Mr O'Keefe  
St Agnes Primary School  
May 2

Another fantastic Maths session delivered by Manchester Adult Education Service. The look of pride on the children's (and parents') faces when they're showing what they've made is truly a joy to see. The learning the children did will stay with them forever. Thank you to those who attended - same time next week for any of our Year 2 parents.



Opening our doors again to our parents to be a part of our RRSA Gold journey has been one of the highlights for us as a school.

Comms with parents are linked, where possible, to specific Articles.

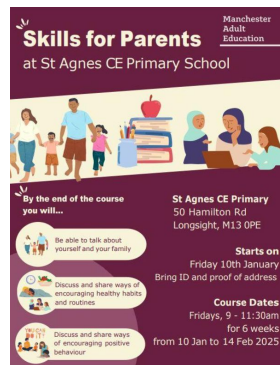


Mr O'Keefe  
St Agnes Primary School  
Jun 2

**SUNDAY 15 JUNE, OLD TRAFFORD CER AID FOR UN**

Exciting news from our journey to become a UNICEF GOLD Rights Respecting School! Our amazing students are learning what it means to be global citizens and champions of children's rights. Every day, they're showing incredible understanding and compassion, making our school community shine brighter! From classroom discussions to playground kindness, we're seeing the true spirit of respect and responsibility in action. Together, we're not just earning a gold status - we're building a kinder, more understanding world one smile at a time!

Over the next two weeks, the children will be learning about SOCCER AID and how it helps support children around the world who are less fortunate. Stay tuned for our fund raising day for this charity which will happen next week. If you want to go to the Theatre of Dreams (Old Trafford) to watch the Soccer Aid match on June 15th, please visit <https://www.football.liverpool.com/en/football/soccer-aid-old-trafford/335302>



**Skills for Parents**  
at St Agnes CE Primary School

By the end of the course you will...

- be able to talk about yourself and your family
- Discuss and share ways of encouraging healthy habits and routines
- Discuss and share ways of encouraging positive behaviour

St Agnes CE Primary  
50 Hamilton Rd  
Longsight, M13 0PE

Starts on Friday 10th January  
Bring ID and proof of address

Course Dates  
Fridays, 9 - 11:30am  
for 6 weeks  
from 10 Jan to 14 Feb 2025



Thank you to the parents that joined us for reading and phonics this morning!

We hope that you enjoyed the session.

We look forward to seeing more parents tomorrow and Wednesday!



Mr O'Keefe  
St Agnes Primary School  
Mar 12

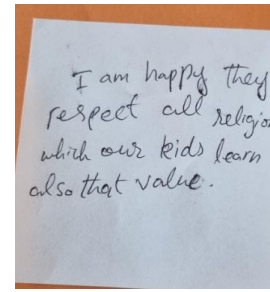
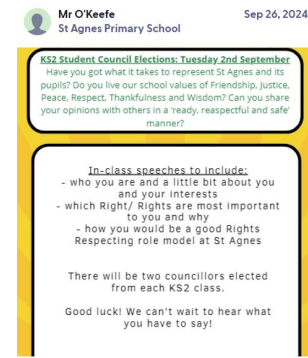
**Advice for Parents & Educators**

MONITOR THE CONTENT | PLAY TOGETHER | TAKE ADVANTAGE OF TOOLS | TEACH ONLINE BEHAVIOURS

Whilst they can be a great way for friends to socialise, online games like Roblox that allow multiplayer gameplay with strangers are always fraught with a variety of dangers that can expose children to inappropriate or harmful content. Roblox enables people to play anonymously, which can often be something that attracts people to misuse the game and potentially put young people at risk of harm.

In addition to interacting with random strangers across the world, other factors such as in-game purchases and potential scams can also pose a financial risk. It's important that parents and educators remain aware of the risks associated with this popular title and how it can be used safely.

Links to our Rights Respecting School Award: Article 3 and Article 18

Mr O'Keefe  
St Agnes Primary School  
Sep 26, 2024

**KS2 Student Council Elections, Tuesday 2nd September**

Have you got what it takes to represent St Agnes and its pupils? Do you live our school values of Friendship, Justice, Peace, Respect, Thankfulness and Wisdom? Can you share your opinions with others in a 'ready, respectful' and safe manner?

**In-class speeches to include:**

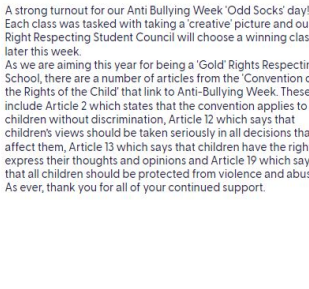
- who you are and a little bit about you and your interests
- which Right/ Rights are most important to you and why
- how you would be a good Rights Respecting role model at St Agnes

There will be two councillors elected from each KS2 class.

Good luck! We can't wait to hear what you have to say!

Are you in KS2? Have you got what it takes to represent St Agnes and its pupils? Do you live our school values of Friendship, Justice, Peace, Respect, Thankfulness and Wisdom? Can you share your opinions with others in a 'ready, respectful' and safe manner?

STUDENT COUNCIL ELECTIONS BEING HELD NEXT TUESDAY 2ND OCTOBER!



What a perfect end to a great week! We have tried hard for the last three weeks to get our names on the proud cloud and today managed it! -Our treat was an ice lolly in the sunshine. I wonder what our next class target will be? Have a lovely weekend everyone!



Thank you once again for joining us this morning to making our kites. There was such a buzz in the hall and that was all down to your enthusiasm and creativity. The kites look brilliant and all so unique. It was worth the mess we made at the end. We can't wait to fly them in the park now!

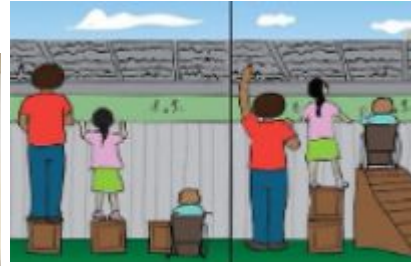
# STRAND B - contents

Evidence for this strand includes:

- Outcome 2: Class Charters, Assemblies linked to school values and rights, evidence of curriculum planning linked to rights, ABCDE of rights
- Outcome 3: Behaviour for Learning Policy, video children made about 'Ready, Respectful, Safe'/ RRSA/ Peace Mala, R.U.D.E and G.A.N.G.S workshops for Year 6, Magnus our school mascot, e.g. of Governors Meeting minutes involving RRSA
- Outcome 4: Anti Bullying Week 'Odd Socks Day', Kindness and Gratitude jars, Children's Mental Health Week, Digital Ambassadors 'Worry Box' project
- Outcome 5: Our MHWB lead (for staff and children), Pastoral Lead for children, Agnes the Rabbit, Art Therapy Sessions, Well Being check ins, Zones of Regulation  
Evidence of Healthy Lifestyles being embedded in curriculum, Clean Air Day, Bike Workshops on playground, trips to local park for our children, Asthma Friendly School Award
- Outcome 6: Mr Uddin's Wonder Wall, Proud Clouds, Weekly 'Values Award', EYFS 'This is Me' competition  
Cultural Diversity Week, adults reading in mother tongue, Inclusive school trips, Peace Mala visits to other schools, adaptive teaching CPD, Y2 suffragettes protest
- Outcome 7: whole school CPD sessions on 'pupil led questioning', KWL grid, children's question grids for start of each unit, British Science Week

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

Class Charters are an important feature of our culture at St Agnes. The focus at the start of each academic year is 'Building a Positive Classroom' so the children, with their teacher, looking at the Articles and deciding which ones should be included on their Charter. This forms our CPD for Aut 1 where staff are trained on the importance of 'The St Agnes Way' being a part of our culture: visible adult consistencies, maintaining dignity, consistent language, positive recognition, role modelling emotional regulation. Class teachers refer back to Class Charters as and when necessary throughout the year. When establishing Class Charters, links are made to the following: Peace Mala, 'Ready, Respectful, Safe', our school motto of 'Love To Learn, Learn To Do Well, Live Well Together' and our school values of Friendship, Justice, Peace, Respect, Thankfulness and Wisdom.

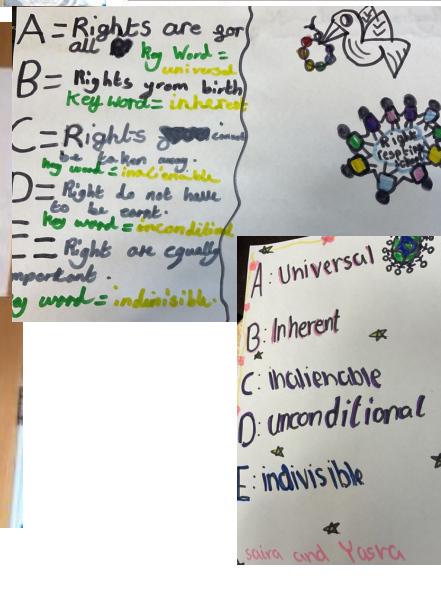


We had a whole school SIM on adaptive teaching and the need to recognise the relationship between equity and equality in the classroom.

Every half term, we have a whole school focus on one of our school values. It is introduced in the first assembly of each term and the children receive awards in our celebration assemblies linked to the value. They also learn songs linked to the value.

Term	Christian Value	Bible verse
Autumn 1 2024	Friendship	Two are better than one, because they have a good return for their labour. Ecclesiastes 4 verse 9 (NIV)
Autumn 2 2024	Thankfulness	Thank God - he's so good! His love never runs out. Psalm 107 verse 1
Spring 1 2025	Peace	Finally, brothers and sisters, rejoice! Strive for full restoration, encourage one another, be of one mind, live in peace. And the God of love and peace will be with you. 2 Corinthians 13 verse 11
Spring 2 2025	Love and Respect	Love your neighbour as yourself. Matthew 22:39 NIV Translation
Summer 1 2025	Justice	Blessed are those who act justly, who always do what is right. Psalm 106:3
Summer 2 2025	Wisdom	The beginning of wisdom is this: Get wisdom, and whatever you get, get insight. Proverbs 4:7

Week	Theme/Topic/Key question	RRSA article	Peace Mala	British Value	Protected characteristic	Song whole phase
1	Welcome back assembly - Shoab Justice	Article 4 - Making rights real	White bead; Red bead	Rule of Law Respect and tolerance		We've all got rights - whole school
2	KS1- Mark Bradley Zoom KS2-Leanne Brown	Article 13: Sharing thoughts freely	White Bead	Individual Liberty	Differences	



Famous People- Who lived in Longsight?

History: children will learn how their local area has changed over time and why. They will make links to our geography learning about human and physical changes and find out the different ways places can change. We will find out about two famous women who lived in Longsight and Manchester in the past: Sunny Lowry and Emmeline Pankhurst. We will learn what these

women achieved and why they are remembered today.

Year 2 cover the topic of equality when looking at the suffragettes. Links are made wherever possible, including Year 6 when looking at WW2.

At the end of every term we have a 'Values Hero' award presented.

Our Super Achievers This Term

Term: Summer 1 2025

This term our Value is: Justice  
Verse: Blessed are those who act justly, who always do what is right



# OUTCOME 3: Relationships are positive and founded on dignity and a mutual respect for rights.

### The St Agnes Way ABC Behaviour Model

ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- Antecedents (A): what happened directly before the behaviour occurred.
- Behaviour (B): the specific action(s) or behaviour of interest.
- Consequences (C): what happened directly after the behaviour occurred.

Thinking of behaviour in these terms helps to understand why a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

#### How to record:

All present, all behaviour incidents are logged on CPOMS. Other behaviour isn't necessarily a safeguarding issue, so we have decided to move away from logging incidents on CPOMS and advise Arbor instead. This will be aimed at your 'SW' behaviour, 'All' every behaviour concern needs to be logged as outlined below.

Follow Behaviour Strategies	Log on Arbor
Frequent disregard of the St Agnes Way	Parent and instant disregard of the St Agnes Way
Rudeness/taunting towards staff and peers	Defiant behaviour
Refusal to follow instructions	Physical aggression
Unsafe movement around school or on the school grounds	Verbal aggression
	Homophobic/transphobic
	Violations/damage to property
	Truancy

All behaviour incidents to be logged on Arbor. SW will receive appropriate logs via CPOMS.

The purpose of logging incidents on Arbor is to plan a more effective response to the type and range of incidents in order to ensure safe and positive support. It is not intended to be used to alert SLT to behaviour, therefore incidents logged on Arbor should have a recorded consequence. SLT will not be logging 'trivial' minor incidents. It is the incident category being logged on Arbor are directly from our 'St Agnes Way' behaviours, the expectations that staff make parents aware of the incident.

To complete a behaviour log on Arbor, you need to click on the 'Student' button, then follow to down to the 'Behaviour' section, 'Incident' and click on 'Behaviour' items, you will find a button to 'Log new incident'. Once a new log window opens up, complete the log using the drop down menus. When it comes to the incident summary, please include a clear breakdown of the 'ABC' - what happened immediately before, what was the behaviour, what consequence was provided. Please ensure the 'Event' box is used to record the child's class.

Antecedents	Behaviour Function	Consequence
Being asked to stop or give specific tasks/activities, e.g. task transition, a particular area or difficult assignment/work.	Sensory - it feels good	Escape - from environment or situation
Group work	Attention - to get attention (adults or peers)	Request of respect by teacher or other adult
Being asked not to do something or being fighting	Attention - to get attention (adults or peers)	Request of respect by teacher or other adult
A comment or remark (by a teacher directed to another student, or peers speaking directly and not taking at the child)	Attention - to get attention (adults or peers)	Request of respect by teacher or other adult
Being in 'the play' (no instructions or guidance)	Attention - to get attention (adults or peers)	Request of respect by teacher or other adult

### The St Agnes Way

At St Agnes, we expect the highest standard of behaviour for learning. We 'Love to Learn, Learn to Do Well and Live Well Together'.

#### Visible adult considerations

1. Maintain dignity
2. Considerate language
3. Positive recognition
4. Role model, emotions regulation

#### Rules

**1. Ready**  
We are ready to learn, listen and do our best. We wear our uniform with pride and we are always on time.

**2. Respectful**  
We listen and follow instructions. We speak politely to everyone and respect everyone's rights. We care for our school and keep it tidy.

**3. Safe**  
We move around school safely. We are positive role-models and keep each other safe in school and online.

#### Over and above

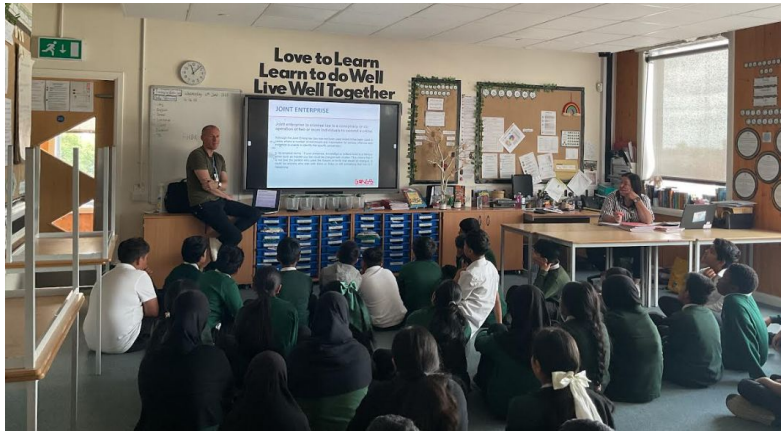
1. Values
2. Attitudes
3. Spirit
4. Enthusiasm

#### Behaviour Management Steps

1. Redirection (non-verbal) - is subtle on the right direction
2. Redirection (verbal) - is subtle on the right direction
3. Non-verbal (hand signals) - is subtle on the right direction
4. Verbal (hand signals) - is subtle on the right direction
5. Verbal (hand signals) - is subtle on the right direction
6. Verbal (hand signals) - is subtle on the right direction
7. Verbal (hand signals) - is subtle on the right direction
8. Verbal (hand signals) - is subtle on the right direction
9. Verbal (hand signals) - is subtle on the right direction
10. Verbal (hand signals) - is subtle on the right direction

#### Restorative conversations

1. What were you thinking or feeling?
2. What happened?
3. What have you thought about?
4. What has been affected?
5. How have they been affected?
6. What needs to happen to put things right?
7. What would you do next time?



We have a school mascot called Magnus who makes appearances in school. Magnus is very keen on everybody being 'Ready, Respectful, Safe' EVERYWHERE in the school building! Every Friday, in Celebration Assembly, children are chosen and given certificates for being 'Magnus' Magnificent Role Model!

We identified our current Year 6 cohort as needing some extra input of dignity and respect so we organised for external providers to come into school and deliver sessions to them. These included G.A.N.G.S and R.U.D.E

**Primary school offer**  
R.U.D.E (Respect Understanding Danger & Equality) - 1- 1 1/2 hour workshop

This year we are aligning the R.U.D.E programme with our Rights Respecting Schools (RRS) following the delivery of the workshop. The competition will involve schools supporting children engaged in the R.U.D.E programme with using their amazing creative and imaginative skills to produce either:

1. An art piece
2. Written piece (e.g.) Poem
3. Short film clip - no more than 1 minute.

For 18 years I worked within the Criminal Justice System as a Probation Officer. For the first seven years I was a specialist officer working solely with those involved in Urban Street Gangs and Serious/Organised Crime Groups in the Merseyside area. In 2012 I was awarded the High Sheriff Award for Merseyside for my work and also received a commendation from Merseyside Police for my assistance in the removal of firearms from our community.

Realising the most effective way forward was "prevention" I used my unique experience in working with the most high profile USG/SOC cases and developed an early intervention for young people which has been commissioned by Housing Associations, Merseyside, Greater Manchester and West Yorks Police, Schools and local authorities. Our organisation is now a recognised UK Home Office partner addressing youth violence. The GANGS Get Away 'N' Get Safe program was developed using both professional research, best practice guidance and personal experience.

The GANGS Get Away 'N' Get Safe program is an intensive 5 session educational, preventative and diversionary intervention which aims to educate young people on the dangers and consequences of criminality, ASB, knife crime, drugs, exploitation, OCG's/gang lifestyle for the individual, their families and the wider community. It will empower young people to make informed decisions about their current or future associates and lifestyle, thus reducing the potential risks of criminality and gang related behaviour. The program is inclusive of all learning styles and uses presentations, role play, music and videos to engage the participants whilst continually sending out the message, "Get Away 'N' Get Safe". We aim to safeguard children and young people across the country and hope to inspire the next generation to take control of their futures and achieve their dreams!

Our Work has gained recognition with OFSTED, the Children and Victims Commissioner and has been featured on the BBC1 Inside Out program, BBC News and BBC Crimewatch Roadshow. In recognition of our work I was invited to 10 Downing St on the 19<sup>th</sup> July 2019.

The GANGS program has been delivered to over 10000 participants from age 9-17 and is suitable for both males and females. Each program will last approximately 5 hours. The participants will be taken on an emotional journey they will never forget. If you have any concerns about the path a young person could potentially take in life..... we will change it!

James Riley (@TheGangzMan)  
getawayngetsafe@gmail.com  
RJ Lifeskills  
www.getawayngetsafe.co.uk

The task is for children to highlight what R.U.D.E means to them (Respect, Understanding, Danger, Equality), children should also highlight which UNICEF child's rights Article their final creative piece relates to, for example:

**Respect** - Article 12, Respect for Children's Views  
**Understanding** - Article 14, Freedom of thought and religion  
**Danger** - Article 36, Protection from exploitation  
**Equality** - Article 2, Non-discrimination

There will be a prize for the winning school and runners up who will all be invited to a celebration event next year where the children's work will be showcased.

Contact Natasha Walsh, Education Safeguarding Team for more information.  
Email: natasha.walsh@manchester.gov.uk  
Tel: 07795 486900

Our school Behaviour For Learning Policy is linked with relevant Articles and is based around the core principles of the children being 'Ready, Respectful, Safe'. We have also adopted the ABC behaviour model and trained every member of staff in school on how to use it. This has helped all staff at St Agnes see the communication in the behaviour and not just the behaviour. The children made [this video](#) about behaviour expectations, Peace Mala and Rights at St Agnes - this is shown to new parents in September. All policies go through Governors and are linked to appropriate rights.

Approved by: The Governing Body Date:  
Last reviewed on:  
Next review due by: September 2025

6. PERSONAL DEVELOPMENT - GOOD\*

6.1 Personal development provision continues to be good despite the limitations of our current setting.  
6.2 The following criteria are used by Ofsted to measure personal development:

Developing

LOVE TO LEARN • LEARN TO DO WELL • LIVE WELL TOGETHER

"I sometimes find it hard to listen to how someone else feels but I know they have a right to tell me their side and they have a right to be heard just like me." Y4 Pupil

As a Rights Respecting School we recognise Article 28 'The right of every pupil to a good quality education' and Article 19 'All pupils have the right to be protected from danger' from the UN Convention of the rights of every St Agnes pupil.

At St Agnes, we expect the highest standard of behaviour for learning. We 'Love to Learn, Learn to Do Well and Live Well Together'.

LOVE TO LEARN • LEARN TO DO WELL • LIVE WELL TOGETHER

- Work through our Rights Respecting work ensures we continue to promote and develop our pupils as active, respectful and responsible citizens - the majority of our pupils are aware of their rights as a result.

- Linking with Behaviour, a lot of work has been done on ensuring pupils understand the rule of law and mutual respect and tolerance of others through assemblies, revised routines for lining up, collective worship reviews etc - this has led to a more positive environment around the school

Eg of Governors Meeting minutes including RRSa.



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



A strong turnout for our Anti Bullying Week 'Odd Socks' day! Each class was tasked with taking a 'creative' picture and our Right Respecting Student Council will choose a winning class later this week.

As we are aiming this year for being a 'Gold' Rights Respecting School, there are a number of articles from the 'Convention on the Rights of the Child' that link to Anti-Bullying Week. These include Article 2 which states that the convention applies to all children without discrimination, Article 12 which says that children's views should be taken seriously in all decisions that affect them, Article 13 which says that children have the right to express their thoughts and opinions and Article 19 which says that all children should be protected from violence and abuse. As ever, thank you for all of your continued support.

Translation viewed by 1 parent

43 likes 331 views

We celebrated Anti Bullying Week but had a push across school on it not just being for one week. We held an 'Odd Sock' competition across school which our whole community got behind.



## Picture News Live Assembly! How talking about the World around us can support our Mental Health!

04 February 2025 | 9:30 am to 10:00 am  
Leader Name: Katie Harrison

Our whole school joined Live assemblies facilitated by Picture News and UNICEF.

Kindness Jars and Gratitude Jars are a feature in classrooms because of WCD.



Children's Mental Health Week 2024[5]

	Monday	Tuesday	Wednesday	Thursday	Friday
Activities	<ul style="list-style-type: none"> <li>Daily joke "Bing bong"</li> <li>Peace Mala - Certificates</li> <li>Whole School Consequences</li> <li>Staff Buddies - message for a colleague</li> </ul>	<ul style="list-style-type: none"> <li>Safer Internet Day - Assembly 9:30</li> <li>Year 2 zoom with author - Sunita Chowdhury</li> </ul>	<ul style="list-style-type: none"> <li>SIM - Supporting pupils around identity, gender stereotypes, masculinity, harmful online influencers and healthy relationships workshop AND fun!</li> </ul>	<ul style="list-style-type: none"> <li>Peace Mala - thank a teacher presents</li> </ul>	<ul style="list-style-type: none"> <li>Express Yourself Day - pay £2 and come dressed as "you".</li> <li>Assembly - 2:30</li> <li>Staff to provide activities for classes (at least one!)</li> </ul>
"Please complete" activities for classes		<ul style="list-style-type: none"> <li>Class Meditation/ Mindfulness after playtimes.</li> <li>Worry boxes (create one if you don't already have one)</li> <li>Resource bank for children to use (books/leaflets - Peace Mala team to create an accessible place - playtime)</li> <li>Stay calm box (create for each class)</li> <li>Calm music to start the day</li> <li>Daily cheery activity for each class - decide on together.</li> <li>"I am grateful" for jar</li> <li>Create a class list of wellbeing strategies</li> <li>Contributions from each class for 'MHT' display - in hall</li> </ul>			

Ongoing Playground Activities	<ul style="list-style-type: none"> <li>Quiet area Sports Coach - yoga/ stretch mindfulness sessions</li> <li>5 fun Games to teach Self regulation - Playground staff/ sports coaches/ staff/ Mr Real in PE</li> <li>Book corner of Mental Health related stories etc</li> </ul>
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Websites/ Videos/TV programmes	Books	
	EYFS & KS1	KS2
<ul style="list-style-type: none"> <li>How to help children with Anxiety - for parents <a href="https://www.youtube.com/watch?v=8rGNS0dTbo8">https://www.youtube.com/watch?v=8rGNS0dTbo8</a></li> <li>Cosmic Yoga for kids (all ages) - Zen den/ Pirate Yoga/</li> <li>Guided Meditation for Kids (EYFS &amp; KS1)</li> <li>GoNoodle - Rainbow Breath (KS2)</li> <li>GoNoodle - Learn to De-stress (KS2)</li> <li>The 5-senses grounding techniques (EYS &amp; KS1)</li> <li>Big Emotions (KS2)</li> <li><a href="https://www.youtube.com/@TheMindfulnessTeacher">https://www.youtube.com/@TheMindfulnessTeacher</a> (Thanks for this one Justine)</li> </ul>	<ul style="list-style-type: none"> <li>77 books about mental health for children</li> </ul>	

Wednesday, 20 November

## World Children's Day Live Event: OutRight 2024 - Session 1

If you're taking part in OutRight, tune in and join in to celebrate World Children's Day with UNICEF UK!



Let's have a look at the poster  
Children's Mental Health Week 2025

We celebrated Children's Mental Health week with different focuses each day.

Our Digital Ambassadors lead our Safer Internet Day campaign with this assembly. They also ran this amazing project which has led to 'Worry Boxes' being placed on each corridor.

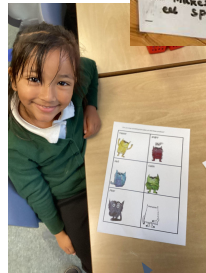


# OUTCOME 5: Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.

We have a school Mental Health and Wellbeing Lead who is proactive in disseminating information and training to staff. We also have an Inclusion Team comprising of TAs from different phases, Pastoral Lead, SENCo and DHT who look at referral forms made by teachers and decide what support a child/ teacher needs. Our Pastoral/ SEMH Lead is non class based all afternoons and carries out emotion interventions which she feeds back to DST bi-weekly.



Agnes is our resident therapy rabbit and used by pupils needing to regulate their emotions. Time with Agnes is also used as a reward. Our children share what it feels like spending time with Agnes.



Soft he makes me  
He makes me so happy  
+ I ask every  
time and makes cable  
He makes me so happy  
+ I ask every  
time and makes cable  
He makes me so happy  
+ I ask every  
time and makes cable

Art Therapy sessions (Ray of Sunshine) are held every week and are attended by children who benefit from a creative outlet/ expressive



Chris O'Keefe <c.okeefe@st-agnes.manchester.sch.uk> to Teachers

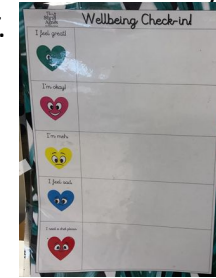
Afternoon all - happy Monday!

We need to try and make as many links to the Unicef rights as possible throughout the whole day on Wednesday please. If we can try and identify children throughout the day who are 'showing' one of the rights - identify it, label it and reward it (stickers will be given out to every class before Wednesday).

- There is a live assembly at 9.15 which can be accessed by anyone if you wish to.
- Can all children produce a self portrait of them doing something they love on a piece of A6 (1/4 of A4). As colourful as possible please as it's going towards a piece of art the student council wants to make to display in school.
- I'll be dropping off an empty glass jar to each classroom. During Wed afternoon, can we all introduce this as our class 'Listening to Kindness Jar'. The children can write down acts of kindness that they have seen around school or in the community and these can be shared at the end of the school day on Wednesday. This can then be carried forward throughout the rest of the school year with us celebrating the acts of kindness at the end of each week. If we make a big deal of this jar and keep linking each act to a right, this will hopefully embed the rights further for our children.
- The theme for the day is 'Listen To The Future' - if in Y3 - 6, please put aside time for your class to talk to their representatives about things they love about school and things that they would like to see happen - they can then bring this to our next student council meeting.
- Other ideas: Share the rights which mean the most to you (it could be all of them!) Read the child-friendly version of the Convention, take a quiz on children's rights, watch this video (EYFS and KS1), play this matching pairs rights game.

I'll come round tomorrow with resources etc, Thanks in advance everyone

Each classroom has a well being check in that the children use as they enter the classroom at the start of the day, after playtime and after lunch time. This helps the adults identify and help resolve any issues that the children may have. Restorative conversations are used if there has been a disagreement between the children. Necessary information is passed to DST.

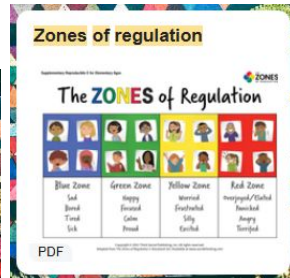
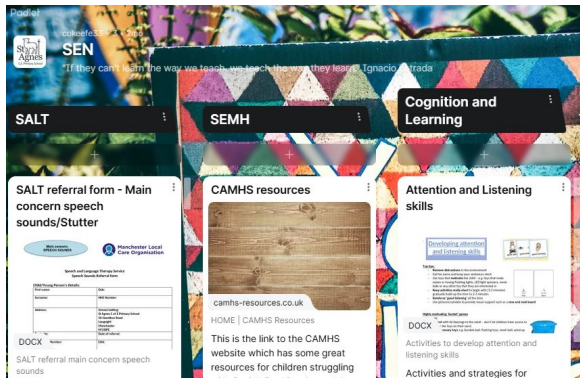


18 Nov 2024, 13:56

We have a dedicated SEMH/ Inclusion Padlet with all necessary resources for teachers to access. This includes slides of our training around Zones Of Regulation which we use across the school.

Identification of Concern referral

Name	Class	Gender	DOB
Concern raised by home/school	Date of referral	Term (please write)	Autumn/Spring/Summer
Parental consent gained Yes/No			
<b>Reason for referral - please tick</b>			
Emotional development - low self confidence or self-esteem	Home/family difficulties or changes		
Life event e.g. bereavement	How to school		
Problems managing emotions	Medical/illness (themselves or someone in family)		
Social skills	Medical/illness (themselves or someone in family)		
Management of anger	Co-operation skills		
<b>School's view on concerns and reason for referral:</b>			
Does this concern impact the child's learning/ progress? If so, in what way? For example, are there any missing expected progress?			
<b>Current interventions/strategies tried and outcome</b>		<b>Desired outcome after this referral</b>	
SALT referral form - Main concern speech sounds/Stutter		CAMHS resources	
DOCC		DOCC	



World Children's Day was planned as a whole school event but due to our boiler breaking our school had to be shut. The work that the children completed at home over these 3 days was based around WCD and their Rights.



# OUTCOME 5

LO- BLW WTS EXS I WS FG  
Date: Wednesday 30<sup>th</sup> April 2025  
LO: Can I give advice on a healthy diet?

Can you swap the unhealthy things Mr Twit eats for things that are healthier? Draw them in the box and explain why they are healthier.

Mr Twit likes to eat ...	It is unhealthy because ...	He should eat ...
chocolate	chocolate does not give us energy.	Potatoes.
crisps	crisp has so much oil and fat.	banana
fizzy drinks	Oh no! It is so fizzy! It has lots of sugar.	milk and water

Year 2 completed a unit of work on healthy living based on 'The Twits' which was their class novel. This included looking at a healthy, balanced diet and hygiene.

LO- BLW WTS EXS I WS FG  
Date: 23<sup>rd</sup> April 2025  
LO: Can I describe the importance of eating the right amounts of different types of foods?

We must eat healthy diet because it makes us do things like: bone, teeth, health, improve, lifestyle, helps, long life, heart, protein, carbohydrate.

Life cycle of a spider: 1. Egg, 2. Larva, 3. Pupa, 4. Adult.

Food chains: Grass → Omnivore → Carnivore → Fox. A fox is a carnivore because it eats meat.

Hygiene means to keep clean. We need to eat orange to be healthy. We need to eat meat to be healthy.

The eat well plate: Potato, Egg, Oil, Yogurt.



We are fully accredited as an Asthma Friendly School.

## CLEAN AIR DAY COMMUNITY EVENT

**DATE: THURSDAY 19TH JUNE**

**St Agnes Primary School**  
**3PM - 5:30PM**

This event brings together our local community to celebrate cycling, active travel and the work we're doing in the area to improve air quality.

**WHAT TO EXPECT?**

- Bicycles for children to practice cycling
- Clitheroe Road partly closed next to school for children to play games
- Free bike maintenance
- Refreshments and snacks
- Plants and seeds
- Air quality information

More Information: Tudor Baker 07597 510323

We have ran 2 bike repair workshops after school in our school playground. These were both well attended and the children's bikes were all checked and they were given free safety equipment such as helmets and hi-viz jackets.



We are food scientists!

Yesterday, we started our DT topic which is linked with our history this half term: the early Islamic civilisation. As food scientists, we are going to be looking at West-Asian produce and its seasonality, flavour profiles, the principles of a healthy diet and the principles of nutrition. All of these lessons will lead on to the children creating a West-Asian inspired dish fit for a Caliph!

We started our topic looking at hygiene and safety whilst perfecting our cutting skills using the bridge and claw technique.



Our curriculum is designed so that we can intertwine the promotion of healthy lifestyles to the children so that they don't just learn about it in discrete lessons. These are examples from Y1 and Y5.

Due to our limited play space on site, trips to the park are planned in each year. This helps us not only recognise the children's hard work, but also encourages them and their families to explore green, open spaces that are good for their mental health and well being.



A Friday treat to the park after a week of working hard in the classroom. It's always such a joy to see the children running around outside being active, laughing and smiling. Long may this beautiful sunshine last. Have a lovely weekend.



# OUTCOME 6: Children and young people are included and are valued as individuals.

**Mrs. Blakett**  
St Agnes Primary School

11 Jun

Looking after your wellbeing for parents and carers of children with SEND.pdf  
PDF Document - 1MB

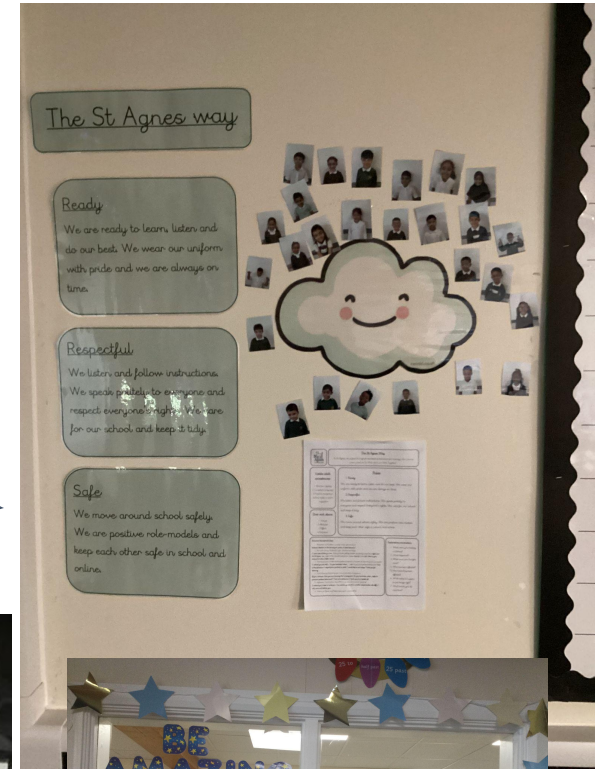
Dear Parents  
Wellbeing for Parents and Carers of Children with SEND  
Healthy Schools Manchester have developed resources with advice, information and guidance for parents and carers with children with SEND to access. The resource available through Padlet includes a range of topics to support the health and wellbeing of parents and carers and their families. Topics include:  
Articles and videos on parenting topics  
Resources for young people with SEND that parents/carers can share with their children  
Health resources including bite-sized physical activity activities, and sleep advice  
Self-care for parents/carers and their families  
Sensory processing  
Further support

Regular posts are made to parents/ carers directing them to either our coffee mornings or external support for SEND needs.



23 May

'Proud Clouds' are utilised in the classrooms, often a cloud-shaped banner or bulletin board, where students can post things they are proud of, promoting a positive classroom environment and celebrating achievements. It's a way to encourage self-esteem, recognise individual accomplishments, and foster a sense of community.



**Mrs. Leigh**  
Star Group 24-25

Well done to Duah, who's amazing sentences made it on to Mr Uddin's Wonderwall and to Yusuf who is our Justice role model for the half term.

Every half term, children are chosen from across the school to go on our Headteacher's 'Wonderwall' display. As well as this, we have our weekly celebration assemblies where children are awarded a 'Values' award and their work is celebrated.



**Mrs Milner-Davey**  
RC 24-25

16 Jun

Hello Parents/Guardians,  
We will be having a graduation ceremony for the Reception children on Wednesday 9th July. The time will be confirmed shortly. Please could the children practise the songs below, at home.

Our EYFS children entered a 'This Is Me' competition where they had to think about all of the wonderful things that make them unique. It is important for us at St Agnes to make sure every child is celebrated throughout the year. It is important for us that this is from EYFS to Y6.

<https://www.youtube.com/watch?v=D6raJlulg40> (Practise up to 1:18)

<https://www.youtube.com/watch?v=FTzP053gGt4>



# OUTCOME 6

Staff SIM: 30.10.2024  
Autumn 2: Adaptive Teaching

Our whole school SIMs are always child centered and look at ways teachers can reflect and improve their practice so it is as inclusive as possible.

**"If they can't learn the way we teach, we teach the way they learn."  
Ignacio Estrada**

In order for us to help celebrate the importance of different cultures, our Headteacher and parents read to the children in their mother tongues.



We were then lucky enough to have 3 visitors come to our classrooms. Mr Uddin read We're Going On A Bear Hunt in both English and Bangla. Mr Opie read The Dot (an inspiring story about not giving up) in English and then Hina (Dua's mum) read The Elves and the Shoemaker in both Urdu and English!

At St Agnes, we recognise that every child learns differently and we do our very best to accommodate this. We are very lucky to have our Nurture Group and Star Group provisions which help children access learning outside of the mainstream classroom in the morning. These children then return to the classroom each afternoon to access topic work.



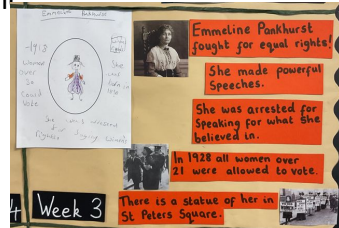
We had a protest this afternoon! We've been learning about Emmeline Pankhurst in history and the suffrage movement. We decided to do our own protest - ask Mr Uddin to let us bring our bikes to school! He came to see then said he'd take our demands into consideration!



All of our school trips are inclusive and appropriately staffed so that our Star Groups children can attend. This may require parents to attend but it is important to us that no children are left out of any experience.



Our Y2s learnt all about the suffragettes and how, in the past, not everybody was treated equally. They decided to hold their own protest and took it to our Headteacher!



Peace Mala values run all the way through our school. We are keen for this to be shared with other schools too so that the message of inclusivity can be shared with others. Our Peace Mala Ambassadors have visited other schools to share the message. Peace Mala promotes friendship, respect, and peace between people of all cultures, lifestyles, faiths, beliefs, and none. We use Peace Mala in close conjunction with RRSA and the Student Council.

A week of activities were organised across the school to celebrate Cultural Diversity Week. Each class chose a different country to celebrate and they shared their learning in our Friday Celebration Assembly. Our hall was decorated with flags from around the world.



Mrs. Charlton 17 Jun 5T 24-25

NZ \*Cultural Diversity Week\* NZ  
Next week, we will be learning all about New Zealand as part of our special 'Cultural Diversity' week.

For your homework, we would like you to carry out some home research on New Zealand. You could find out about New Zealand's culture, physical features, population or other areas of your choice. It is up to you how you present your research ( fact file, poster, video, information booklet).

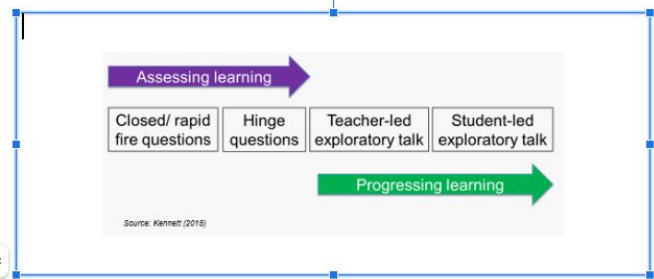
Please make sure that your research is handed in by Monday 23rd June.

Feel free to get in touch if you have any questions.

Mrs Charlton and Miss Brown

# OUTCOME 7: Children and young people value education and are involved in making decisions about their learning.

## Developing pupil-led questioning



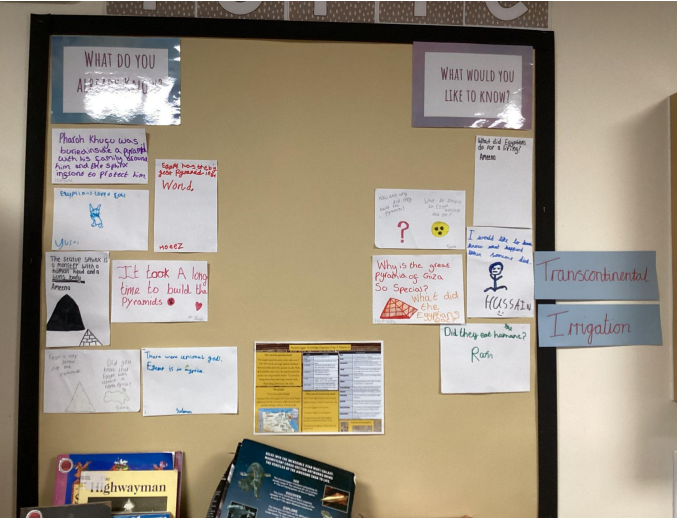
## Pupil-led questioning

- Encourages...
- Discussion, engagement, and participation
  - A student-centred learning experience
  - Learner responsibility and higher levels of learning
  - Students to 'monitor' their own learning
  - Greater cohesion between students

During British Science Week, the children did a whole variety of different experiments in school. There was also a competition held where the children completed experiments at home (under adult supervision!) and then brought them into school to talk about what they had done/ learnt.



One of our whole school SIMs was based around how we can better include children in their learning. This was a research and evidence based session led in-house. Each new topic starts with the children coming up with their own questions they want to explore.



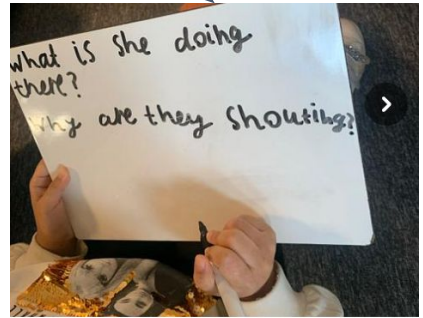
K	W	L
What I Think I Know	What I Want to know	What I Learnt!

At the start of each new topic, the children are given a picture prompt by their class teacher. This is the hook for a class discussion during which the children come up with their own questions that they want to explore during the topic. KWL grids are used and the children add to these over the course of a topic.

"I liked picking my own experiment in school. I showed my mum at home and she thought it was great!" Y5 Pupil



?	is...	did...	can...	would...	will...	might...
What						
Where						
When						
Which						
Who						
Why						
How						



More Lyfta questions this morning! We looked at China on the map and a girl with a football.  
Once we'd asked our questions, we watched her video and learned that she played football at a special football academy in Chengdu and would be able to go to university and play!

# STRAND C - contents

Evidence for this strand includes:

- Outcome 8: Various student representative bodies, Student Council and Governor 'Vision and Values' meeting
- Outcome 9: Soccer Aid, Clean Air Day protest, International Day of Peace, NSPCC World Number Day, Hate Crime Awareness Week

# OUTCOME 8: Children and young people know that their views are taken seriously.

We have various student representative bodies at St Agnes. Our main ones are: Student Council (democratically elected with speeches and blind votes - children taught about the BV of democracy through this, 'voice' of our children), Eco Council (decide on what our eco focus is for the year - this year was food waste at lunch time), Digital Ambassadors (decide on a whole school project to lead and present to other schools - this year it was on rolling out 'Worry Boxes' across school), our Sports Leaders (leading play at lunch times) and our Peace Mala Ambassadors (award givers in celebration assembly, prayer readers in assembly, represent St Agnes in various school excursions).

When I was picked for student council I was proud and excited to help the school with different jobs  
Hijdra

I really enjoy being a school councillor because I get to work with different people in different classes.

I felt bit excited and was nervous how to do this. But But, then I learned I need to be confident and listen to other people.  
Hijdra



My job as student council is to help others around the school and make people feel safe and comfortable.

When I got told I was student council, I felt surprised because it was my first time being a student council. Then I realised it was my job to make my job so everyone is treated equally.  
- Saiya

#### 4. Student council representing!

Rights Respecting School

- led by: the Student Council and Mr O'Keefe
- Presentation by Student council
- pupil voice on the Governing Board's strategic vision

Question from governors:

WHAT DO YOU FEEL ARE THE MOST IMPORTANT THINGS WE SHOULD BE THINKING ABOUT FOR CHILDREN COMING TO ST AGNES?



Our Student Council took part in our Governor and SLT 'Vision and Values' meeting. We met as a council beforehand and talked about where they wanted to see St Agnes in the next 5 years. They talked about how they want RRSA and Peace Mala to still be a part of school life as they 'are something everyone should have in their life.' They also talked about how they would like more links with other schools to 'play sports' and 'share equipment' so they can all share in Article 31 together. Our Student Council presented their ideas to governors who listened to their input and shared how they could support them in making it happen.



St Agnes CE Primary School: A Visions and Strategic Planning workshop



# OUTCOME 9: Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.



Thank you for supporting your child today in their efforts to raise money for Soccer Aid by donating money and sending them to school in their sports clothes. Your money will help children all around the world to access their rights set out in the United Nation's Convention on the Rights of a Child.

As you can see, they certainly enjoyed accessing Article 31 this afternoon: the right to rest and play.

Soccer Aid was a great opportunity for us as a community to not only raise money for a great cause - but also celebrate Article 31 in all its glory. The children came in in sports wear in exchange for a donation to Soccer Aid.

They all had an afternoon off timetable to celebrate Article 31 (See pictures) and learn about what Soccer Aid is all about. Activities ranged from creating their own goal celebrations and T-Shirts, to having art sessions where got to choose their mediums and subjects.

Our Student Council took great pride in counting the money and announcing we had raised a mighty £188.32!

All week, at lunch times, our sports coaches led the children in a variety of [games](#) from all over the world.



Nursery have enjoyed our privilege of exploring Article 31, our right to play, relax and take part in a wide range of cultural activities. Thank you for any donations made to support Soccer Aid!



Some of our Student Council counting up the generous donations made this morning (currently standing at £145) that will be donated to Soccer Aid. Thank you ALL for your support with today - the children look AMAZING in their sports kits, they've learnt all about Article 31 AND they've helped children all around the world in the process. We are immensely proud of our children and our loving community. Thanks once again for all of your support and generous donations.



Throughout the year, the children have made their voice heard in many different ways. They've decided to celebrate, amongst other things, NSPCC World Number Day, Clean Air Day (protest held outside school about safe parking), having an up-cycling competition judged by our Eco Council and the whole school celebrating International Day of Peace and Hate Crime Awareness Week.



**NSPCC Number Day**

At St. Agnes  
**FRIDAY 7TH FEBRUARY**  
**DRESS UP FOR DIGITS**

Prizes for the most creative number outfits!  
Exciting activities to take place in classes!

We kindly ask for a small donation to be made towards NSPCC

Let's celebrate the fun of numbers, together!



Well done to everyone who entered our up-cycling competition!! We were blown away by how fantastic all the entries were and we didn't envy the eco committee who came to judge and pick a winner. However, they eventually chose Zainab's minion because the material she used was so hard to recycle. Congratulations and well done to everyone who entered!!