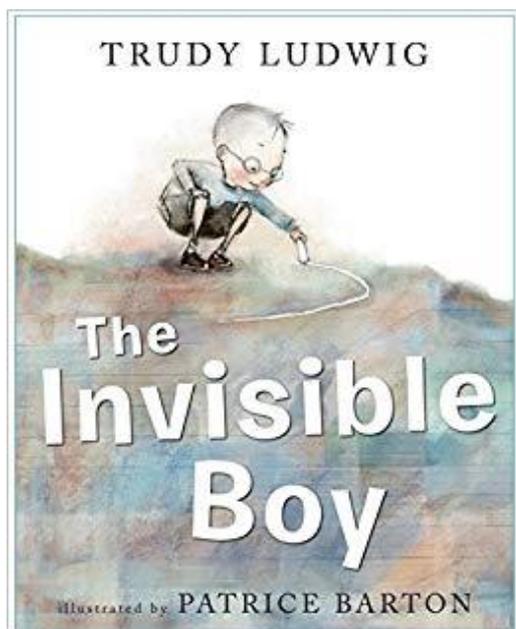


Rights Respecting School Award

28.9.2018

This week's article focusses:

- Article 2 (non-discrimination) - the convention applies to every child, without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 13 (freedom of expression) - every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 15 (freedom of association) - 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 31 (leisure, play and culture) - every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



This week, our rights respecting focus has been on kindness and how we can treat others with respect. The children were read the story 'The Invisible Boy', written by Trudy Ludwig and illustrated by Patrice Barton. The book explores the story of a young boy who feels left out and isolated by other children in his school, until one day a new boy arrives and befriends him.

The children discussed how important it is to ensure that we are kind to one another and discussed ways that we can ensure that we support one another at Leybourne Chase. The steering group then explored this further, by introducing the school charter - a set of 'rules' which we as a school will adhere to in order to ensure children's rights are met. Here is what they came up with:

- Listening to one another
- Being kind with both our words and actions
- Not being disruptive in lessons and listening to the contributions of our peers
- Helping others if they are upset
- Understanding and respecting the views, beliefs and religions of others
- Sitting well and concentrating in lessons and assemblies
- Treating school property with respect
- Treating others as we would like to be treated