



St Paschal Baylon
Catholic Primary School
Following In The Footsteps Of Christ

December 2021

Issue 43



ST PASCHAL BAYLON CATHOLIC PRIMARY SCHOOL

RRS Monthly

HOLD THE FRONT PAGE! SPB GET GOLD AGAIN!

On Tuesday 19th October, SPB were once again put through their paces to see whether we were worthy of renewing our Gold Rights Respecting Schools Award, exactly 3 years from the day of our first 'Gold' accreditation. This time, however, it was a discussion through Zoom.



And once again it was a big team effort, with eleven adults (duty bearers) and twenty children (rights holders) discussing how children's rights are embedded in ethos, policy *and* learning at St Paschal Baylon.

After the initial discussion with Mr. Flood, Miss Kavanagh and Mrs. Ashton (RRSA lead), it was the turn of the 'Rights' team— Mrs. Maclean (Rights Ambassador team); Mr. Gowans (OutRight Campaign lead); Miss Horton and Miss Johnson (Sustainable Development); Miss Nolan (ReAction); Mrs. Kelly (ReAction/ Rights Ambassador team); Mrs. Lambert (RRS admin support) and Mrs. Severs (School Council lead). Supporting the team was Mrs. Koo (governor and parent).



Next up were representatives from the Rights Ambassadors, who spoke with enthusiasm about their role: Constance, Marina and Mia from Year 3 and Caitlin, Georgia, Emmie, Bonnie and Eivi from Year 4.

And finally, it was the turn of class representatives, who discussed how rights are embedded within the school: Elsie (EYFS), Sophia (Year 1), Lennie (Year 2), Gerard (Year 3), Amber and Penelope (Year 4), Isla and Shae (Year 5) and Thomas J and Thomas S (Year 6).



A big **THANK YOU** to all who participated on the day, and to every single adult and child at SPB who have embraced and embedded children's rights over the last 6 years.

International Day for Disabled Persons..

Friday 3rd December was International Day for Disabled People.

This day is used each year to highlight issues that directly affect disabled children and adults around the world. The theme this year was about **fighting for the rights of disabled people in the post-Covid era.**

Disabled people were among the most negatively affected groups by the Lockdown during the pandemic. Many disabled children were no longer able to access the medical support they need and they were also deprived of the social, emotional and physical support that they need to keep them feeling happy, safe and valued.

Many disabled children had **no say** in this and they were not asked about their views before they were denied these things.

This means that disabled children were being denied the following rights from the Convention for the Rights of the child:

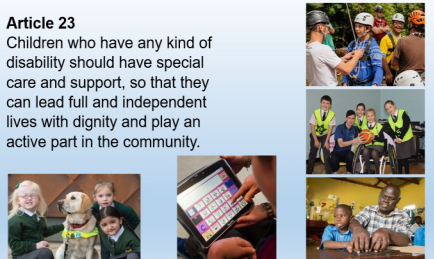
Article 6
Every child has the right to life. Governments shall ensure to the maximum extent that children survive and develop to their full potential.



Article 12
Children have the right to say what they think should happen, when adults are making decisions that affect them, and have their views taken seriously.



Article 23
Children who have any kind of disability should have special care and support, so that they can lead full and independent lives with dignity and play an active part in the community.



In school we reflected on a case study of **4 year old Asha** who has **cerebral palsy**. We learnt about her experience of lockdown where all of the support and services she usually had access to were stopped. We thought about how she must have felt.

Here are some of the words that **Year 6** came up with to describe how Asha might have been feeling:

depressed

confused

in pain

upset

bored

alone

Isolated

frustrated

angry

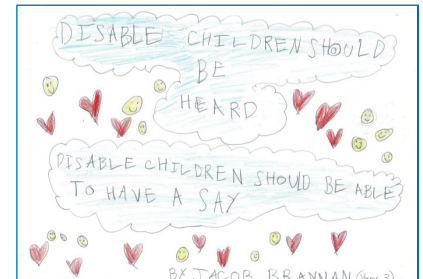
scared

melancholic

agitated

We then thought of tweets or posters we could design to show our support for the campaign to ensure that disabled children are never put in this position again – where they are having their **rights denied** and they are **left to struggle**.

It's not right and it's not fair!



Outright Campaign

This year, SPB's Outright campaign has been focusing on the mental health of children. Since our last update, pupils have taken part in several more activities that have helped to develop awareness and understanding of mental health issues.

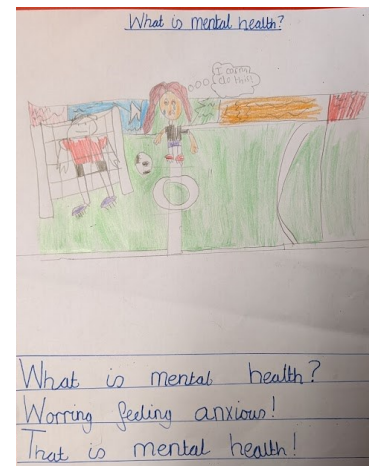
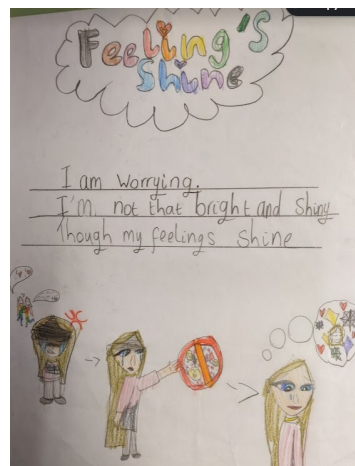
Keeping a Mental Health Journal

We discussed triggers and how they lead to us feeling a particular emotion and behaving/reacting in different ways. By tracking our wellbeing over time we can each recognise what makes our emotions change and what circumstances might affect how we feel.

Trigger	Emotion	Behaviour
My sister/brother/friend took one of my things	Angry 	My face goes red and I feel a lot of energy in my body

Mental Health Poetry

KS2 children wrote poetry in their Outright session on the 12th November. By expressing ourselves and being creative, we can help ourselves feel better, and spread understanding of mental health issues. Well done to **Megan and Eivi in Year 4** for these eye-catching haiku poems.



ReAction Update...

It's been a busy few weeks for the ReAction group. We finished **learning to sign Christmas Carols and songs** and were filmed by Mr Gowans. This was then played at the **Parish Christmas Fair on 4th December**, and will also be shown at church over the festive period. We have continued to learn sign language as we will be having some deaf visitors visiting our school after Christmas.

As we are all concerned about the plight of **homeless people** in our city, we organised a collection of tinned goods and dried pasta which will be sent to the Whitechapel Centre to provide nutritious meals for those people living on the street. **Thank you for your donations!**

Next term will be thinking about other groups who we might be able to help in some way, thereby **putting our faith into action**.

Human Rights Day...



Every year, on the 10th December, people around the world celebrate

Human Rights Day

At SPB, we reminded ourselves of the **Convention on the Rights of the Child** and we also learned about the **Declaration on Human Rights** and how every adult and every child has every right within each document. Sadly, however, we know that this is not always the case.

That it is why it is vital that children learn about their rights and the rights of others.

December's Rights and Goals...

During our re-accreditation Zoom meeting, one of the areas for improvement was to ensure that all children, especially the younger ones, understand the difference between rights and goals. Here is a quick reminder...



'Rights' come from the **Convention on the Rights of the Child**. They are for **all** children under the age of 18 **without exception**. Children's rights cannot be taken away—they are yours **unconditionally**.

The **2030 Agenda for Sustainable Development**, adopted by all United Nations Member States in **2015**, provides a shared goal for **peace and prosperity** for people and the planet, now and into the future.



As global citizens we all have a part to play in **reducing our ecological footprint** in order to slow **global warming**.

Finally, all that's left to say is that we wish all our families a **very happy and holy Christmas!**

We hope the children enjoy their time off and come back refreshed in order to continue to be active global citizens.

