



unicef
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS



Coombe Hill Infants School Bronze

Key moments in the history of rights

6th Century BC - Charter of Freedom of Mankind

1215 - Magna Carta

1689 - English Bill of Rights

1789 - French Declaration of the Rights of Man and of the Citizen

1924 - Geneva Declaration of the Rights of the Child

1945 - Founding of the United Nations

1948 - Universal Declaration of Human Rights

1979 - UN International Year of the Child

1989 - UN Convention on the Rights of the Child



WHAT'S IT ALL ABOUT?

- Unicef is the world's leading organisation for children and their rights. Children under the age of 18 need special care and protections and their rights should never be compromised by their circumstances.
- United Nations Convention on the Rights of the Child - universally agreed set of non-negotiable standards and obligations. UK ratified the CRD in 1991.



- The Unicef Rights Respecting School Award, supports schools across the UK to embed children's human rights in their ethos and culture.
- The award recognises achievement in putting the Rights of the Child at the heart of a school's practice to improve well-being and outcomes for every child and to help all children realise their potential.



What does it involve?

- The whole school community learns about rights and sees them as underpinning our values, vision and mission.
- Mutual respect for rights informs all practice and relationships in school.
- External validation recognises that we have embedded children's rights into our school's practice and ethos



How will this benefit us?

- RRSA is not 'another award' - an overarching set of values that improve the climate for learning
- It is a catalyst for further school improvement
- Improved relationships between children as staff due to a common rights respecting language
- Children have improved self esteem and feelings of being valued and listened to
- A sense of security as rights respecting language and behaviour is used consistently throughout school
- It provides a platform for learning about global citizenship and sustainable development



UN Convention on the Rights of the Child

54 articles - general principles are

1. Non-discrimination
2. Best interests of the child
3. Life, survival and development
4. participation

Articles 1-42 are the children's rights

Articles 43-54 are about how the convention works

Take a look at the Rights  Want and Need quiz



Coombe Hill Infant School

Our context November 2021



Our Cohort

- 56% of our children are EAL
- Over 40 languages are spoken
- Over 25 different ethnic groups
- 3 form entry



CLPE Associate School

Our curriculum is driven by the Power of Reading approach ensuring the reality of our cohort is reflected in the wider curriculum and the high quality texts we use.



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ABOUT

CLPE Associate Schools

Our Associate Schools are a group of carefully selected schools that have demonstrated a whole school commitment, to delivering their English Curriculum through our flagship Power of Reading training.

[Find out more about the Power of Reading](#)

Every Associate School will be teaching English through the CLPE teaching sequences with quality texts. English Leads will have developed a thorough understanding of how to implement the Power of Reading throughout their school as well as being able to demonstrate the impact on pupils' engagement and achievement in language, reading and writing.

If you would like to talk to an Associate School about the implementation and impact the Power of Reading has made in their school, please email por@clpe.org.uk who will be able to put you in touch with your nearest Associate School.

London

[Coombe Hill Infants School](#), [Kingston upon Thames](#)

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REFLECTING REALITIES

Survey of Ethnic Representation
within UK Children's Literature 2020

Published 2021

www.clpe.org.uk



Supported using public funding for
**ARTS COUNCIL
ENGLAND**

Building relationships



We are an Attachment and trauma informed school

Children's social and emotional wellbeing and health is a priority.

"I feel safe in school because the teachers care. I love my special time with my teachers. The teachers make me happy and look after me" Year 2 child



**Safeguarding- child at the
centre of everything we do**

**Close working relationship with the
Namananga school in Malawi**

**Equality Action Plan, policy
and Governing working
party**

**Pupil voice- children at
the heart of decision
making**

Meeting with our caterers



Learning Behaviours - Jigsaw

Responsible

We look after property.



I am a reliable person!

- I can look after my coat and blue bag.
- I can help look after my classroom.
- I can help look after our playground.

Respectful

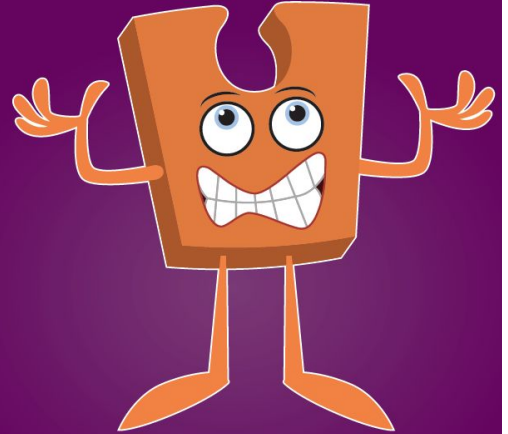
We are gentle, kind and helpful



I am a good friend!

- I can share.
- I can work with others.
- I think about people's feelings.

Jigsaw!
The mindful approach to PSHE



Changing Me - Ages 5-6

www.jigsawpshe.com

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Why we decided to become a Rights Respecting School

- The United Nations Convention on the Rights of the Child

Because of the context of our school

Our SIP was involved with Unicef work and the training which sparked our interest

Own research - RRS supported everything we already do in school - did not feel like a new initiative - would not create additional staff workload - not tokenistic - would enhance the work we are already doing

So, we signed up for training for Bronze Award School





Training

- clear and focused
- inspirational
- really clear about pathway to achieving a Gold RRS Award and we knew that our whole school community would be on board
- application form was not onerous (guidance and examples)
- supplied us with formats for letters and powerpoints to parents, governors, children and staff

Then COVID

- slowed us down
- decided not to launch virtually as we wanted workshops and didn't want to water down the message

However, isolated and in our homes, made us realise the importance of our community and it encouraged us to be even more outward looking and this supported us all. This was something happening to children and families all over the world. This period also highlighted the inequalities in our own communities.

What have we been doing ?

Set up a RRS steering group - gave us something tangible and positive to focus on (rather than covid risk assessments and online learning policies!)

Renewed focus on our school vision

What is a Rights Respecting School?

Rights Respecting Schools is an initiative run by UNICEF UK based on the UN Convention on the Rights of the Child (UNCRC).

It is a series of three levels of award that schools work towards achieving:

Bronze, Silver and Gold.

What is the UN Convention on the Rights of the Child?

The United Nations Convention on the Rights of the Child is a statement of children's rights. It has 54 articles that cover all areas of a child's life and it sets out the political, civil, economic, social and cultural rights that all children are entitled to. The Convention came into force in the UK in 1992.

What do schools have to do to become a Rights Respecting School?

Achieving any of the Rights Respecting School awards is not just about proving that as a school we have completed a task or covered set criteria. It is about a commitment to placing the rights of the child at the centre of everything we do throughout the school and in all areas of school life.

Together adults, children and the school community learn about children's rights and put them into practice every day.

In Rights Respecting Schools, children's rights are promoted and realised, adults and children work towards this goal together.

What do schools have to do to become a Rights Respecting School?

The journey to receiving the Gold award can take three to four years.

UNICEF UK works with schools as they work towards becoming Rights Respecting. UNICEF UK helps teachers work with children throughout the school on issues facing the world today. Topics include the plight of refugees, the environment and climate change.

UNICEF UK will also assess the school when it is ready for each award.



When we achieve Rights Respecting status, what next?

Once a school has been awarded Silver and Gold accreditations these have to be reviewed after three years to ensure schools are still putting children and young people's rights first in their school's practice and ethos.

Launched using information (including powerpoints, letters of introduction and leaflets for parents, staff and children) supplied by Unicef

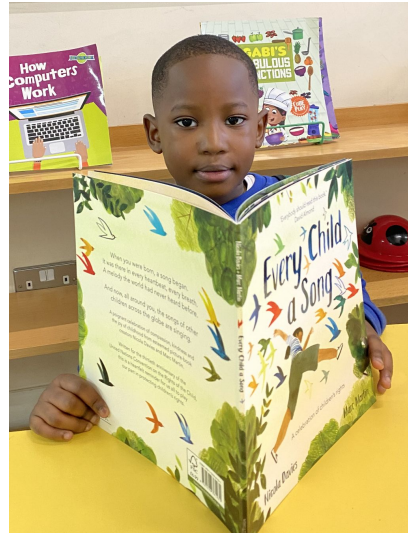
Email to parents includes weekly focus RRS right, learning behaviour and Jigsaw theme

Signage and posters around school

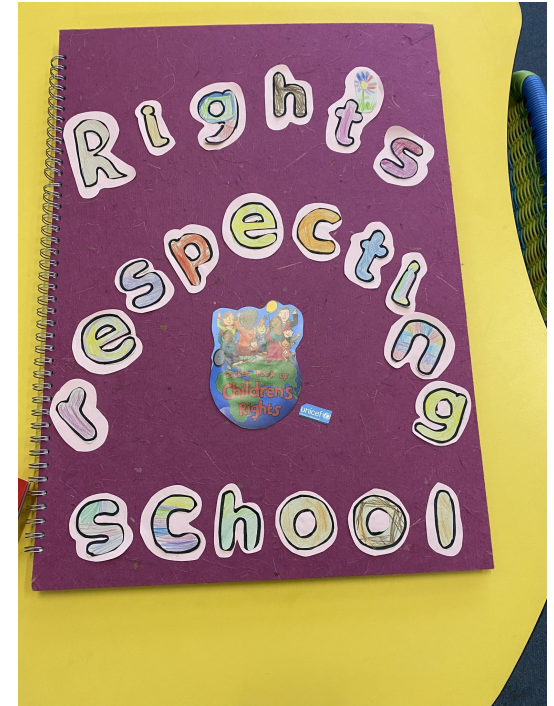


RRS Ambassadors/School Council

Weekly meetings with SC/RRS ambassadors - discuss different rights



Making our own Rights
Respecting School book





**Sourced infant school friendly
picture books**

**Started using the RRS language
around the rights with the children**

Reflecting realities books



Whole school assemblies

We introduce new right each week which links to our Jigsaw theme and our Learning behaviours eg This term

Our **Jigsaw** theme is **Celebrating differences**

Our **Learning Behaviour** is Respect

Article 30 *“children have the right to use their own language, culture and religion even if these are not shared by the people in the country where they live”*



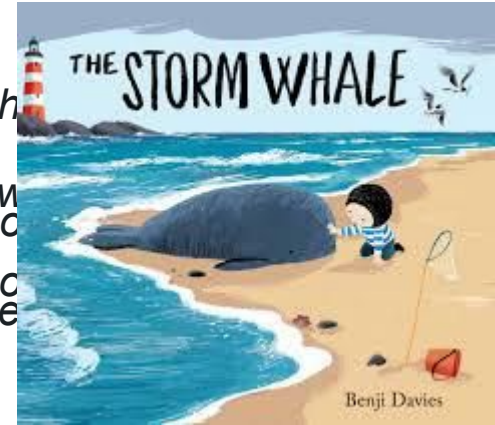
We have started linking articles to our Power of Reading books, which drive our curriculum

Themes of The Storm Whale by Benji Davies

Empathy and kindness - Article 29 - *“We have a duty to others and we should protect their rights and freedoms.”*

Feelings - Article 19 *“We all have the right to make up our own minds. What we like, to say what we think and to share our ideas with others.”*

The World around us - Article 28 - *“There must be proper care for the environment and all enjoy rights and freedoms in our own country and all over the world.”*



Articles taken from The Pocket Book of Children's Rights (Unicef), The Convention on the Rights of the Child and the simplified version by Amnesty International, For Every Child - Unicef

Impact

- Raising Children's awareness- children are so interested in learning about other children
- Positive impact on reading and writing outcomes and progress
- Positive impact on behaviour
- Empowering for all
- Outward looking culture
- Children have an awareness of their place in the world as a global citizen
- Powerful message for lifelong learning
- Supports all of our existing structures and initiatives
- Supports positive mental health and well being



Huge impact on the children - amazing conversations with the children - global citizens with an awareness of the world around them

What is next for us?

- Working towards our Silver Award - this means working through our rag rated action plan
- Continue to link articles to curriculum
- Reflect articles within our policies and school documents eg equality policy Article 2 - No discrimination.
- Continue to raise awareness within the whole school community
- CHJ will be continuing this work as a RRS school
- Signed up to Outright which enables children and young people who take part in the campaign to learn about what mental health is, why it's important and how it links to their rights

Article 42 -

Do your best to let everyone know that, whoever we are, wherever we live, these are the rights of every child."



<http://www.bing.com/videos/search?q=unicef+rights+of+the+child+celebrate&&view=detail&mid=0694C001EC94C887313F0694C001EC94C887313F&FORM=VRDGAR>

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RIGHTS
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RIGHTS RESPECTING SCHOOL AWARD: ARE YOU READY?!

<http://www.bing.com/videos/search?q=unicef+rights+of+the+child+celebrate&&view=detail&mid=0694C001EC94C887313F0694C001EC94C887313F&FORM=VRDGAR>