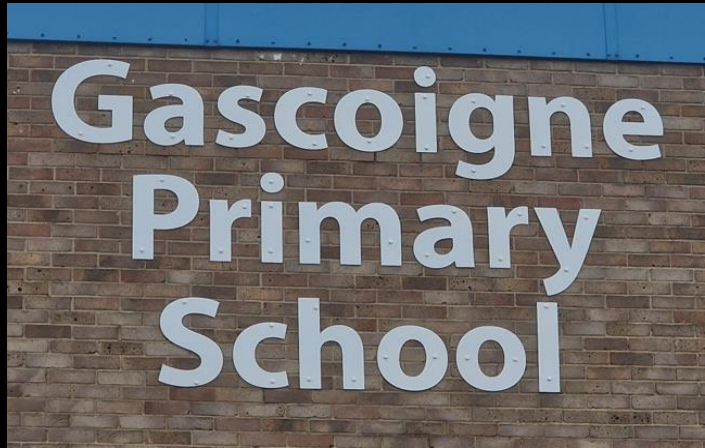


We are becoming a Rights Respecting School! 😊





Parents and Governors Introduction to RRSa



Video:



- What is the Rights Respecting Schools Award all about?
- What does it involve?
- Why engage with this programme?
- Impact?
- All schools are striving for improvement, how does RRS add value?
- RRSA membership.



Video:



Parents and Governors
Introduction to RRSA



What's it all about?



@UNICEF/Dawe

The UNICEF UK RRSA supports schools across the UK to embed children's human rights into their ethos and culture.

The Award recognises achievement in putting the UN Convention on the Rights of the Child (CRC) 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.

CRC (Convention on the Rights of the Child)



 <p>1</p>	 <p>2</p>	 <p>3</p>	 <p>4</p>	 <p>5</p>	 <p>6</p>	 <p>7</p>
DEFINITION OF A CHILD	NO DISCRIMINATION	BEST INTERESTS OF THE CHILD	MAKING RIGHTS REAL	FAMILY GUIDANCE AS CHILDREN DEVELOP	LIFE, SURVIVAL AND DEVELOPMENT	NAME AND NATIONALITY
 <p>8</p>	 <p>9</p>	 <p>10</p>	 <p>11</p>	 <p>12</p>	 <p>13</p>	 <p>14</p>
IDENTITY	KEEPING FAMILIES TOGETHER	CONTACT WITH PARENTS ACROSS COUNTRIES	PROTECTION FROM KIDNAPPING	RESPECT FOR CHILDREN'S VIEWS	SHARING THOUGHTS FREELY	FREEDOM OF THOUGHT AND RELIGION
 <p>15</p>	 <p>16</p>	 <p>17</p>	 <p>18</p>	 <p>19</p>	 <p>20</p>	 <p>21</p>
SETTING UP OR JOINING GROUPS	PROTECTION OF PRIVACY	ACCESS TO INFORMATION	RESPONSIBILITY OF PARENTS	PROTECTION FROM VIOLENCE	CHILDREN WITHOUT FAMILIES	CHILDREN WHO ARE ADOPTED



CRC (Convention on the Rights of the Child)



 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>





You will see this poster around our school.

We know that rights are...



Inherent

Are ours from birth



Inalienable

Cannot be taken away



Indivisible

Cannot be spilt apart, come as one



Universal

apply to all



Unconditional



Cannot have conditions to them

At Gascoigne, we have chosen to focus on seven key rights.

OUR SCHOOL



Whole School Charter - Rights

2	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.
3	The best interests of the child must be a top priority in all decisions and actions that affect children.
12	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
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.
23	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
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.
31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Three Stands of the Award

Strand A

- Teaching and learning **about** rights.

Strand B

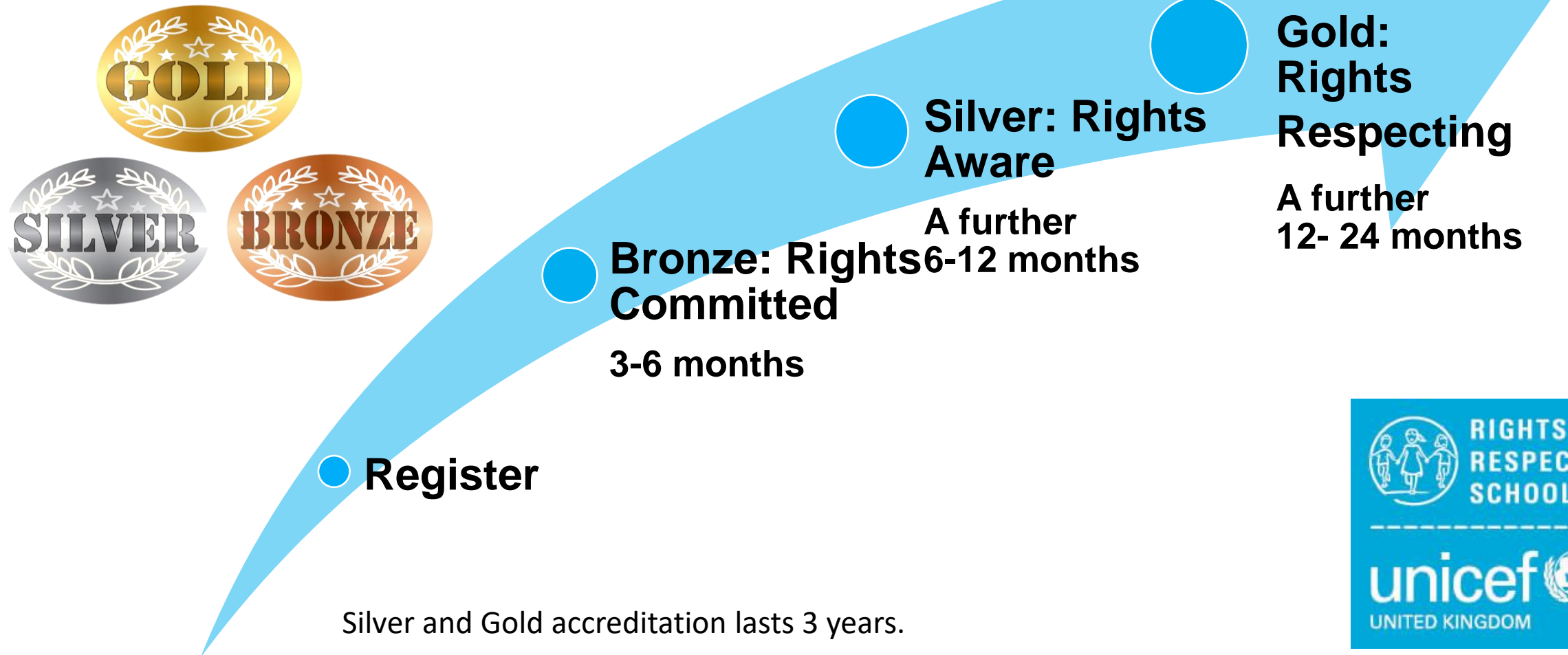
- Ethos and relationships **through** rights.

Strand C

- The empowerment and participation of children and young people **for** others locally and globally.

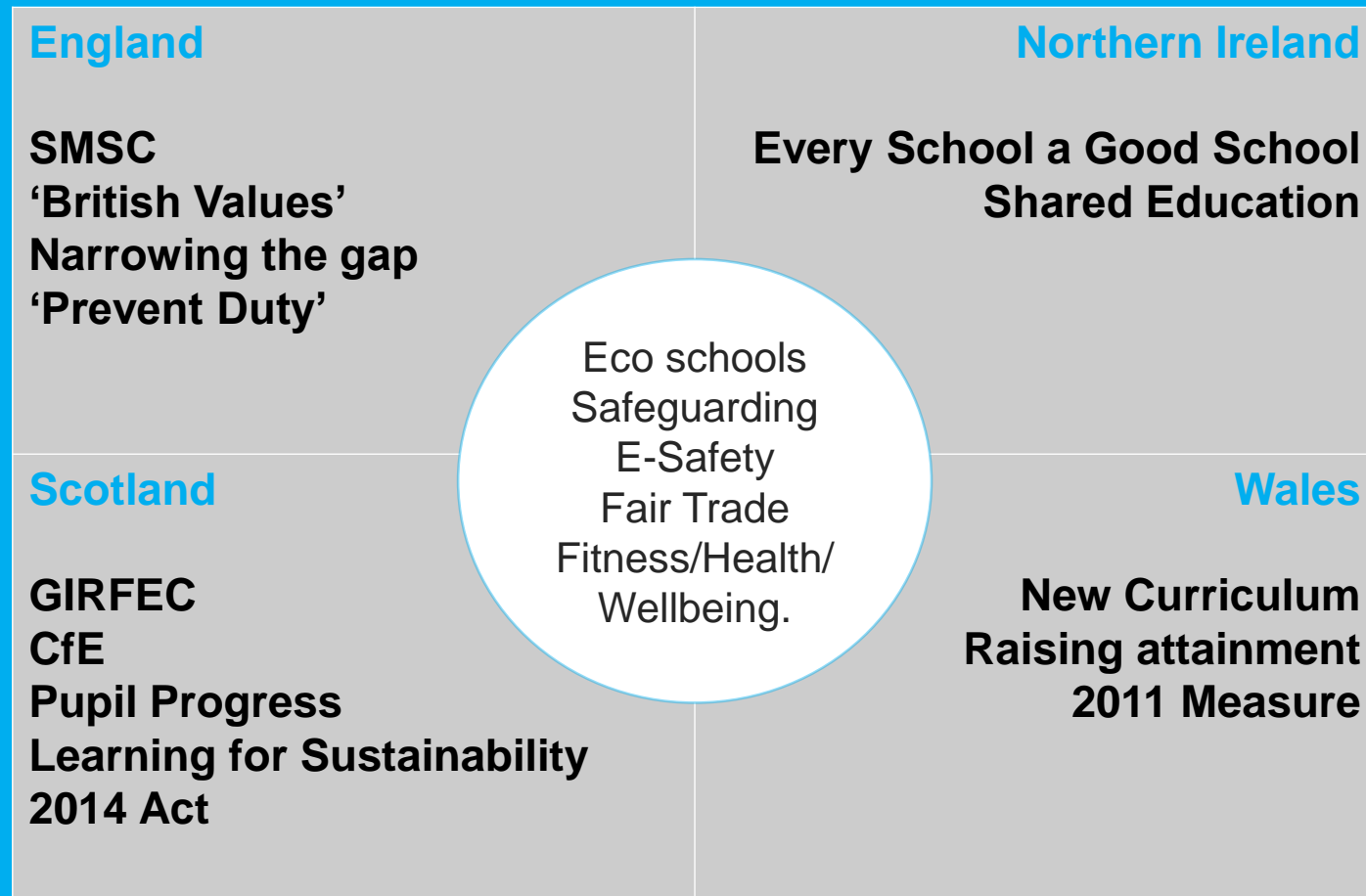
THE RRSA JOURNEY

'Typical' time scales but these vary.



In our part of the world...

The RRSA supports and contributes to all other school priorities - for example:.



How will this benefit us?

- Children and the whole school community will learn about children's rights, how they can influence and shape relationships and how to advocate for their own, and the rights of others.
- It is a catalyst for further school improvement.
- It builds upon excellent practice and supports schools to move to a Rights Based Approach.
- The whole school community will learn about rights... through rights..... and for rights.
- It is increasingly recognised positively in school inspection reports.
- It provides a platform for learning about global citizenship and sustainable development.



Next Steps

Please visit the website for more information.

unicef.org.uk/rrsa

Gascoigne Primary is looking forward to working with UNICEF UK to become a Rights Respecting School! 😊

