

RIGHTS RESPECTING SCHOOLS INITIAIVE

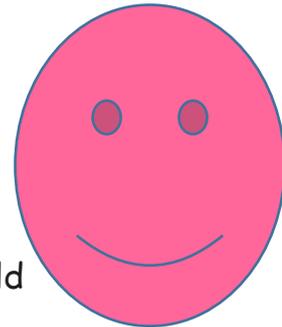


What is the Rights Respecting Schools Award?

Together young people and the school community learn about children's rights, putting them into practice every day. **The Award is not just about what children do but also, importantly, what adults do.** In Rights Respecting Schools, children's rights are promoted and realised, with adults and children working towards this goal together.

There are **four** key areas of impact for children at a Rights Respecting school; **wellbeing, participation, relationships and self-esteem.** The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

- Children are healthier and happier
- Children feel safe
- Children have better relationships
- Children become active and involved in school life and the wider world



1.7 MILLION CHILDREN IN THE UK GO TO A RIGHTS RESPECTING SCHOOL

The impact of the award?

The Award improves the lives of children in the UK by taking a **whole school approach** to putting children's rights at the heart of school policy and practice.

The RRS global 2018 survey results showed that child rights education plays a key role in developing children and young people as **active, engaged, local and global citizens.** Children in Rights Respecting Schools feel safe in school, respected and enjoy **supportive relationships with the adults who care for them.** They engage

with their local community, their education and the global agenda. These results hold true from the RRS global survey in 2017.

Over 1.7 million children in the UK go to a Rights Respecting School. In 2018:

- 1256 schools were registered, including 587 registering that year.
- 1712 schools were Bronze: Rights Committed, with 556 awarded that year.
- 1546 schools were Silver: Rights Aware, with 308 awarded that year.
- 490 schools were Gold: Rights Respecting, with 143 awarded that year.

UNICEF's quantitative and qualitative results found that Child Rights Education through RRS often enhances and strengthens effective practice within a school. Rights have been described as a 'heartbeat' in school life; like a 'golden thread' or 'stick of rock' that underpins and informs their practice. In a Rights Respecting School a child rights-based approach underpins **school culture, ethos and relationships as well as the more tangible changes to practice, policy and environment**. By the third stage of the Award, Gold, schools achieve positive performance across a broad range of outcomes:



- Children know about their rights and support the rights of others locally and globally.
- **Children feel happier in themselves.**
- Children feel safe in school.
- Children are engaged in their education.
- **Adults have positive relationships and enjoy their job.**

What have St. Andrews done so far in our RRS journey?

In the first step in our journey to becoming a Rights Respecting School, we are aiming for the **Bronze award**. We hope to complete this before summer. In order to achieve this, we have completed the following steps within the school.

- So far, in the school we have held our **first staff committee**, led by Mrs Lowry (Modern Studies) we have over **10 staff members** across different departments involved.
- We have organised and **delivered assemblies** to all year groups introducing the RRS committee and establishing what our goal is heading into summer. (The PowerPoint for the assemblies can also be found on the school website here)
- 20 pupils in the school, from across **ALL** year groups have signed up to be on the pupil committee.



What are the next steps in our RRS journey?

There are a few steps we still need to do before we can apply for our Bronze award, the pupils and staff committee will be working hard to ensure we can deliver these before summer. There is a list below of what is to come.

- Raise awareness of **parents/carers of the RRS initiative** by sending letters home with information.
- Complete a **pupil and staff audit** of their awareness and understanding of children's rights.
- Deliver **RE/PSHE lessons** with all year groups to further pupils understanding of what rights they have.
- During RE/PSHE lessons, each class will pick **one right** they believe is the most important right for their class.
- Create a plan to develop the **school charter**, based on the rights identified by each class.
- Deliver a **staff workshop** in the next in-service day
- Create an **action plan for the next award - Silver**

If any pupil/parent/carer would want further information, please don't hesitate to contact Mrs Lowry or any of the RRS committee staff members listed below.

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|---------------------------|-------------------------|
| - MRS LOWRY - LEAD | (MODERN STUDIES) |
| - MRS MORRISON | (SMT) |
| - MR CASSIDY | (RE PT) |
| - MISS BANKS | (PE/PUPIL SUPPORT PT) |
| - MR O'DONNELL | (MODERN LANGUAGES) |
| - MR ARMOUR | (MATHS) |
| - MISS CAMPBELL | (SOCIAL SUBJECTS) |
| - MISS McQUADE | (SOCIAL SUBJECTS) |

- MR McSHERRY

(MATHS)

- MISS McDEVITT

(MODERN LANGUAGES)

There is also documents available for any further reading.