



UNITED KINGDOM

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Rights
Respecting
Schools



What does it mean to be a rights-respecting school?



The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK. Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Unicef's Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

There are three stages to the Rights Respecting Schools Award, Bronze, Silver and Gold. Its transformative and rigorous approach means the journey to the Gold stage can take up to four years.

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, adults and children work towards this goal together. The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school community and beyond.



What are the children's rights?



The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of all of Unicef's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.



1 -18 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST KNOW CHILDREN'S RIGHTS

43-54
HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD





Why become a Rights Respecting School?



- It develops a common language to build the school's vision and values
- They are an inalienable set of rights which the children have a right to know (Article 42)
- Children and young people become actively involved in the learning process
- Children and young people take responsibility for respecting their right to an education, and the rights of others
- It is an efficient and effective framework for School Improvement
- To build good global citizens
- Children and young people have the knowledge and vocabulary to identify and discuss when their rights are not being upheld

What is the impact of being a rights-respecting school?



- <https://www.youtube.com/watch?v=1DOPyjKSUxo>



Surely with rights comes responsibility?



The Convention defines a 'child' as a person below the age of 18. Anyone above that age is known as a duty-bearer. Children are not responsible for upholding their rights, a five-year-old for example, can not be responsible for ensuring that they are not kidnapped or physically abused. Duty-bearers are responsible for teaching children about their rights, and for upholding them. Children are responsible for **RESPECTING** their rights, and the rights of others.



Some Rights and Wrongs of Rights!

Activity 1: Understanding Rights (a)



Discuss the six statements about rights and state whether you think they are true, giving reasons for your answers.

UNDERSTANDING RIGHTS T

Some rights are wrongs of rights!

This activity will help staff and older pupils to deepen their understanding of how rights 'work' and clarify some potential misunderstandings. Invite people to discuss the six statements, exploring whether they think they are true and the reasons for their view. The statements could be divided up with just one or two given to each group. Ideally, allow 5 – 10 minutes for discussion.

1. I have the right to do whatever I want
2. I can always claim my human rights
3. Not everyone has human rights
4. Some people have special rights
5. Some rights are more important than others
6. Human rights can be taken away



Some Rights and Wrongs of Rights!

Activity 1: Understanding Rights (b)



Can you match these statements with a “best fit” match from the previous ones.

Answers:

The ‘best matches’ for the SOME RIGHTS AND WRONGS OF RIGHTS! activity on pages 5 and 6 are as follows:

- 1 – e
- 2 – a
- 3 – f
- 4 – b
- 5 – d
- 6 – c

UNDERSTANDING RIGHTS

Some rights are wrongs of rights!

Introduce the statements on this page and invite everyone to seek a 'best fit' match with the statements on page 5.

a. You can always claim and exercise your rights but some rights can be restricted if by exercising these rights you are denying other people their rights.

b. All human beings have human rights. Some members of society are more vulnerable to discrimination, exclusion or unfair treatment and need greater protection to make sure their rights are upheld. For example: children, people with disabilities, women.

c. Human rights are inalienable. This means that they can never be taken away. However, sometimes people's rights are denied or abused.

d. Although rights are universal, there are sometimes disagreements about how different rights are valued. Many countries, for example, consider the immediate right to food and shelter should be more urgent than the right to free speech. Some people in the past have argued that Westerners value individual and personal freedoms over the interests of the wider community and society.

e. There is a big difference between a right and a want. You may want to eat sweets but you do not have a right to do so. No injustice would be committed if you were prevented from eating sweets. An adult may want to drive fast but they do not have a right to do so. In fact, a law exists to prevent them doing this as it endangers the right of others to life and quality of life.

f. Human rights are universal. This means that everyone has the same human rights simply because they are human beings, regardless of whether they are rich or poor, what race or age they are, or what faith they follow or don't follow, or any other status.



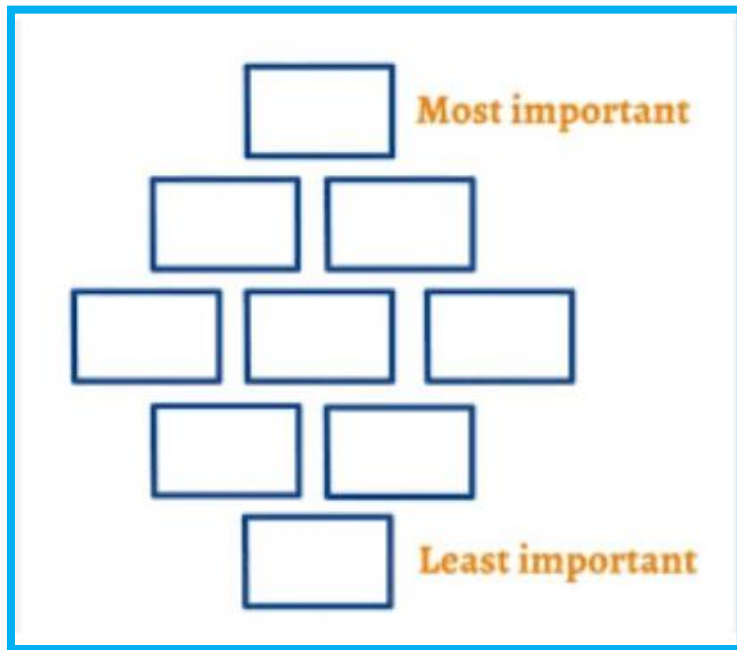
Why Should Young People Have a Voice?

Activity 2: Diamond 9



Discuss the statements stating which ones you think give the strongest reasons for empowering the voices of children and young people.

Using a Diamond 9 model, rank the statements in order from most important to least important factors.



WHY SHOULD YOUNG PEOPLE HAVE A VOICE?

Copy, cut out and sort the cards below. Invite discussion around which of the statements provide the strongest reasons for empowering the voices of children and young people. You could invite groups to agree a simple rank order or use a 'Diamond Nine' model; placing the 'most important' factors towards the top of the 'nine', the least important towards the bottom. There are no correct answers! It's the discussion that matters most. Try this with staff, with your School Council (or other pupil groups) and with your Governors or Parent Council. This activity is intended to support your thinking around RRSA Outcome 8.

a) Young people feel their ideas are valued and so self-esteem will be raised.

b) It gives children and young people experience of the real world.

c) Children and young people are more engaged in their learning.

d) It helps children and young people to understand the process of democracy.

e) Relationships are strengthened.

f) Children and young people should have a say in decisions that affect them.

g) Young people develop a greater sense of ownership/belonging in school.

h) Children and young people give a perspective that adults may not have thought of.

i) Empowerment is taken beyond the school gates.



Thank



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You!



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