

OAKDENE PRIMARY ACADEMY

RIGHTS RESPECTING GOLD AWARD



We are a Rights Respecting School

Oakdene is a Rights Respecting Gold School. We put children's rights at the heart of school. Through our Rights Respecting journey we have created a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights 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.

Gold is the highest accolade given by Unicef UK and shows a deep and thorough commitment to children's rights at all levels of school life. We would like to say a huge 'Thank You' to our parents, carers and visitors for your continued support with all of our Rights Respecting work.

To achieve gold, we demonstrated that we have intensified and broadened these three sections:

1. **Teaching and Learning about rights:** for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
2. **Teaching and Learning through rights:** by modelling rights respecting language and attitudes and making strategic decisions that involve pupils.
3. **Being ambassadors for the rights of others:** developing as rights respecting citizens.



What is it?

Gold: Rights Respecting is the third stage of the Rights Respecting Schools Award.

It is granted by UNICEF UK to schools that have fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the RRSA Strands and Outcomes.

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To achieve Gold: We were assessed by a Professional Adviser who looked at the whole school's rights respecting work and the impact that has been made through embedding children's rights into school life.

Achieving Gold: Rights Respecting means that we have demonstrated that:

- Our school has explicitly adopted a child rights approach based on the **United Nations Convention on the Rights of the Child** and has embedded it in school policy, practice and culture.
- Children, young people and adults in our school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- RRSA has had a positive impact on children and young people's learning and wellbeing.
- Pupils see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.

Our Rights Respecting accreditation is valid for three years. We have decided to be re-accredited at Gold. We are currently working towards **sustaining Gold**. Achieving Gold was a great moment for our school community. From this point forward, schools are expected to maintain all the things we do about rights, through rights and for rights and we wanted to sustain our commitment to being a rights-based community. This means keeping the commitment going, to refresh and revisit, to bring new adults and pupils on board and to keep the Convention at the heart of all we do as a school.

Being reaccredited at Gold: Rights Respecting means there is evidence that our school continues to meet the RRSA Strands and Outcomes at Gold. We will demonstrate that:

- Our school continues to explicitly adopt a child rights approach based on the UN Convention on the Rights of the Child and sustainably embeds it in school policy, practice and culture.
- Children's, young people's and adults' level of understanding of rights remains high, and there are processes in place to ensure new members of our school community have this understanding as well. Rights Respecting attitudes and language are still embedded across the school.
- The RRSA continues to have a positive impact on children and young people's learning and wellbeing in a sustainable way.
- Pupils continue to see themselves as Rights Respecting global citizens and advocate for social justice and children's rights at home and abroad.
- Children and young people continue to play a leading role in driving progress through our RRSA Steering Group (or equivalent).

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To be reaccredited at Gold, we still focus on the same three RRSA Strands:

1. **Teaching and Learning about rights**
2. **Teaching and Learning through rights**
3. **Being ambassadors for the rights of others**

Why bother?

UNICEF has shown that when children are taught about their rights under the UN Convention on the Rights of the Child, they are more respectful of the rights of others.

- Improved self-esteem and feelings of being valued and listened to.
- Increased levels of respect for each other, leading to improved relationships with other pupils and with staff.
- A sense of security as rights-respecting language and behaviour is used consistently throughout the school.
- Improved attainment and attendance, and a reduction in exclusions.
- An understanding and respect of religions, cultures, beliefs and abilities different to their own.
- A wider and deeper understanding of the world in which they live.

Our School

Our staff and children are extremely enthusiastic about this work, and we continue to promote the rights of children locally, nationally and globally. The RRSA steering group meets every week to discuss new ideas with Mrs Wilson and Mrs Rowe.

Class charters

Every class has developed their own charter based on the UNCRC. The School Council ensured that the charters were using the correct format and were presented to a high standard. Each class chooses articles from UNCRC to display in their classroom. The children are actively involved in choosing articles that they want to form the basis of their charter. The rights are worded (and displayed) in language that is meaningful to the children, but clearly based on particular articles from the Convention.

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Each charter also outlines what the children agree to do to ensure the rights are advocated and also what adults (duty bearers) will do to ensure the rights are upheld for every child.

The charters are then referred to throughout the year as a strategy to ensure that the children continually have their rights met.

To coincide with our Rights Respecting work, we have made the decision to integrate opportunities for teaching and learning about Global developments and issues.

The aim of this work is to equip our pupils with the knowledge, skills, values and attitudes that they need to make a positive contribution to a globalised world. All around the world children are being denied access to basic things like healthcare, education and safe water to drink. Our children more aware of their rights within the local community and the wider world. Looking at global aspects makes them realise that other people don't always have the same benefits that they do.



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How can adults support their child to learn about the Convention at home?

- Take the time to ask your child what he/she has learnt recently regarding children's rights and how they may show respect for those rights.
- Discuss the ideas learned in class, and try to think of examples from your own experiences, or from the media, of rights being respected or denied.
- Discuss how your child or your family can promote respect for rights, or help those whose rights have been violated.
- Model using rights and respect language with your children.
- Ask your child's opinion on children's rights.