



Rights Respecting School Policy

Contents:

Introduction.....	Pg. 3
Curriculum Intent/Ethos and Values.....	Pgs. 4,

Charters.....	Pg. 5,6
Rights Respecting Language.....	Pgs. 7
Features of a Rights Respecting School.....	Pgs. 8
Links to Learning.....	Pgs. 9
Displays.....	Pg. 10

Introduction

UNICEF is the world’s leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting **the UN Convention on the Rights of the Child (CRC)**. These rights are based on what a child needs to **survive, grow, participate** and **fulfil** their potential.

The ‘Rights Respecting School’ award (RRSA) embeds these values into daily school life and gives children the best chance to lead **happy, healthy lives**, and to be **responsible, active citizens** in school, within the wider community and the wider world. The

Award is based on principles of **equality, dignity, respect, non-discrimination** and **participation**. It takes a whole-school approach to embed children's rights education, which can be defined as learning **about rights**, learning **through rights** and learning for rights within an overall context of education as a right.

Our Curriculum Intent



Dene House Primary School Curriculum Intent 'Aspire Achieve Smile'



At Dene House Primary School our learners are at the heart of all that we do. We strive to create a school that fosters ambitious, confident, independent learners who have the confidence and curiosity to ask questions, solve problems and make informed choices. When our children move forward in their educational journey, we want them to be happy individuals, who have the knowledge and skills to succeed as lifelong learners.

High Quality Teaching and Learning

To provide children with high quality teaching and learning experiences that are relevant, engaging and creative; inspiring enthusiasm for acquiring knowledge and skills as well as developing a lifelong love of learning .



Knowledge and skills

To link learning to prior knowledge, skills and experiences; enabling children to have a greater understanding and better retention of knowledge, skills and concepts learnt.

To contextualise learning by linking knowledge and skills to real life and engagement in active learning experiences which provide opportunities to further develop/apply knowledge and skills; developing confident learners who have high aspirations and an increasing knowledge of opportunities in the world around them.

Cultural Capital

To develop children's 'Cultural Capital' through the places they visit, the people they meet and participation in the Dene House 30; raising aspirations, broadening horizons and providing a greater understanding of the opportunities available to enable success in the future.

Values

To develop a clear understanding of, and regularly reinforce, British Values and to broaden awareness of communities, cultures and world events outside of their immediate locality; developing reflective responsible global citizens who recognise the importance of working together to positively affect the world around them.

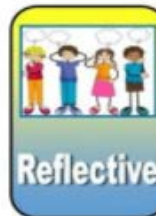


PRIDE To develop the independence and positive learning behaviours needed for future learning and success through our philosophy of PRIDE; resulting in confident, resilient learners who recognise the importance of working collaboratively, have the determination and confidence to face challenges head on and achieve future success.

Our Ethos and Values



Ethos and Values



At Dene House Primary School our Curriculum Intent, our Ethos and Values and our PRIDE philosophy are all underpinned by the core principals of the United, Nations, Convention, Rights of the Child which are:

[Article 2](#) – Non-Discrimination - all children are entitled to all of their rights without discrimination of any kind

[Article 3](#) – Best interests of the Child - the best interests of a child or group of children must be a top priority in all decisions and actions that affect children

[Article 6](#) – Life, Survival and Development - all children have the right to survival and development, and governments must do all they can to ensure that children survive and develop to their full potential

[Article 12](#) – Participation - all children have the right to express their views in all matters affecting them, and their opinions are given due weight in keeping with their maturity and evolving capacities. This right applies at all times.

Our Whole School Charter

The UNCRC summarises 45 articles for the rights of all children under the age of 18. As a school we are committed to promoting all articles within the convention wherever possible. The ethos and language of rights and respect around the school can help both students and adults. Having a common language of rights as well as implementing principles from the Convention helps put moral situations into perspective and encourages pupils to consider rights respecting solutions. The following articles were chosen by our Rights Ambassadors to reflect what we feel are important to promote in our school.

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Implemented through

- Taking suggestions and ideas
- Talking partners
- School councillors (feeding back to class and asking peer suggestions)
- Science ownership learning
- Pupil voice

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Implemented through

- Healthy eating and lifestyle
- P.E
- Visitors into school e.g. school nurse, St John Ambulance,
- Health and self-care – feelings ladders
- Fundraising events Comic Relief, MacMillan, Children in Need, Samaritan's Purse

Article 28 and 29 (goals of education)

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.

Implemented through

- Curriculum and Subject Intents
- Weekly Rights Respecting assemblies, discussions
- PRIDE
- Ethos and Values
- Sharing learning objectives
- Evaluating objectives

Article 31 (leisure, play and culture)

Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Implemented through

- Playtime
- Free-choice play (EYFS)
- Talking to adults and other children about their likes and dislikes, thoughts and feelings about school
- After-school clubs

- Chatting to peers during lunchtime about subjects of their choice
- Engaging in favourite games outside

Article 27 (adequate standard of living)

Every child has the right to access a clean environment that is good enough to meet their physical and social needs and support their development.

Implemented through

- Encourage children to have respect for resources and equipment
- Encourage children to have respect for the building and furniture

Class Charters

Each class has a charter in place. The class charter outlines the mutual respect between people working within our classrooms.

Charters must:

- Have the content decided on by the children and adults in the setting
- Include the language: Duty Bearers will ... Rights Holders will ...
- Be signed by all adults and children working in the classroom (this can be done by writing names, through displaying photos or handprints)
- Be referred to on a regular basis

Charters need to include language which highlights the mutual respect in the classroom. See below for example phrases which can be used:

- Duty Bearers/Rights Holders will listen to everyone's ideas
- Duty Bearers/Rights Holders will try our best at everything we do
- Duty Bearers/Rights Holders will encourage pupils to take responsibility for their actions/ decisions

Playground Charters

The whole school community are involved in producing playground charters. The charters are displayed in each year group entrance and are agreed by Duty Bearers and Rights Holders. School Council Representatives and Rights Ambassadors will sign the charters on behalf of their class.

Lunchtime Charter

The whole school community are involved in producing the lunchtime charter. The charter will be displayed in the dinner hall and be linked primarily to the right to be safe, the right to be healthy and the right to a clean environment. Rights respecting citizens are invited to sit on the 'top table' once a week.

Safety Charters

Our safety charters were created by staff and pupils to help us to respect our right to be safe in the COVID 19 pandemic.

Forest School Charter

Our Forest School Charter reflects the importance of a rights respecting ethos when taking learning outdoors. It teaches children about their role in taking care of the wider world as members of the school and the global community.

The charters must be decided by children and adults and should be displayed and easily accessible to all. Children will recognise adults as **Duty Bearers** – the people who ensure that their rights are respected and that they are themselves **Rights Holders**.

Rights Respecting Language

Using rights respecting language is vital when discussing children's rights. It is also essential in creating an environment where both children and adults respect one another particularly in the learning process. Below are suitable phrases and examples that are useful when promoting a rights respecting ethos.

When resolving conflict:

Are you making a good or a bad choice?

By making that bad choice you have affected someone's right to play/ relax/ learn etc.

How could you turn your bad choice into a good choice? What could you do differently?

In the Classroom:

You have the right to a voice and to tell me how you are thinking/ feeling.

You have the right to a voice and to tell me your thoughts and I am going to listen to you.

Remember you have the right to an education so today our new learning is...

Fantastic! Thank you for sharing your ideas because that's one of your rights well done!

You have the right to an education and to learn about other cultures and beliefs so today I will be telling you all about...

In the Curriculum:

This is our topic for ... which rights do you think we might explore?

What rights could we discuss as part of this lesson?

Which of our rights could have been affected by?

Other opportunities:

Have a lovely playtime – enjoy your right to relax!

Don't forget that you can have fruit and milk or water because you have the right to be healthy.

Displays

The appropriate articles of the UNCRC need to be included on all displays in the classroom and central areas. These are to include our Rights Respecting Ranger.

Classrooms and the surrounding areas are all explicitly linked to rights so that these are internalised by staff and pupils alike and can be referred to throughout teaching and learning experiences as well as throughout the course of the school day.