



Children in Wales Plant yng Nghymru



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UNICEF's Rights Respecting School Award

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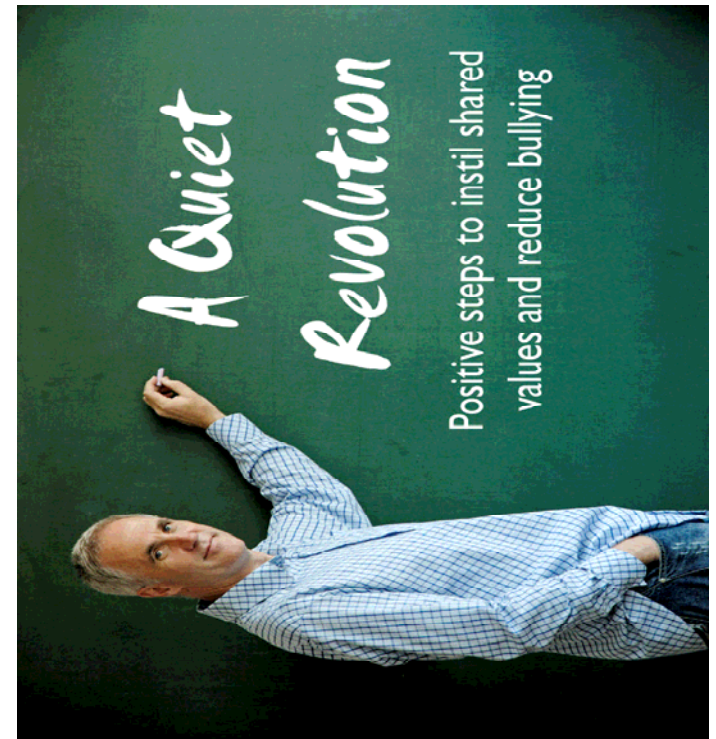
The UK Committee for UNICEF

THE VISION BEHIND THE RIGHTS RESPECTING SCHOOL AWARD

A world fit for children, where all cultures share the values that place the well-being of young people at its heart



Children taking responsibility for each other at UNICEF Rights Respecting School in West London





WALES AND RRSA

The Assembly Government has adopted the **UN Convention on the Rights of the Child** as the basis of all our work for children and young people in Wales. We have translated this into seven **Core Aims** through which we will work to ensure that all children and young people:

- have a flying start in life;
- have a comprehensive range of education and learning opportunities;
- enjoy the best possible health and are free from abuse, victimisation and exploitation;
- have access to play, leisure, sporting and cultural activities;
- are listened to, treated with respect, and have their race and cultural identity recognised;
- have a safe home and a community which supports physical and emotional wellbeing;
- are not disadvantaged by poverty.

HOW DOES RRSA SUPPORT OTHER WELSH SCHOOL INITIATIVES



The RRSA provides a coherent values framework which enhances school leadership and can serve as a basis for collaboration with children's services. It helps shape the ethos of the school and, by providing a child-rights based rationale, unifies what can often otherwise be seen as a range of disparate initiatives.

- School Effectiveness Framework
- Education for Sustainable Development & Global Citizenship
- Personal & Social Education
- The School Ethos
- Healthy Schools
- Pupil Voice & School Council
- Communities First
- Respecting Others – Anti-Bullying Guidance



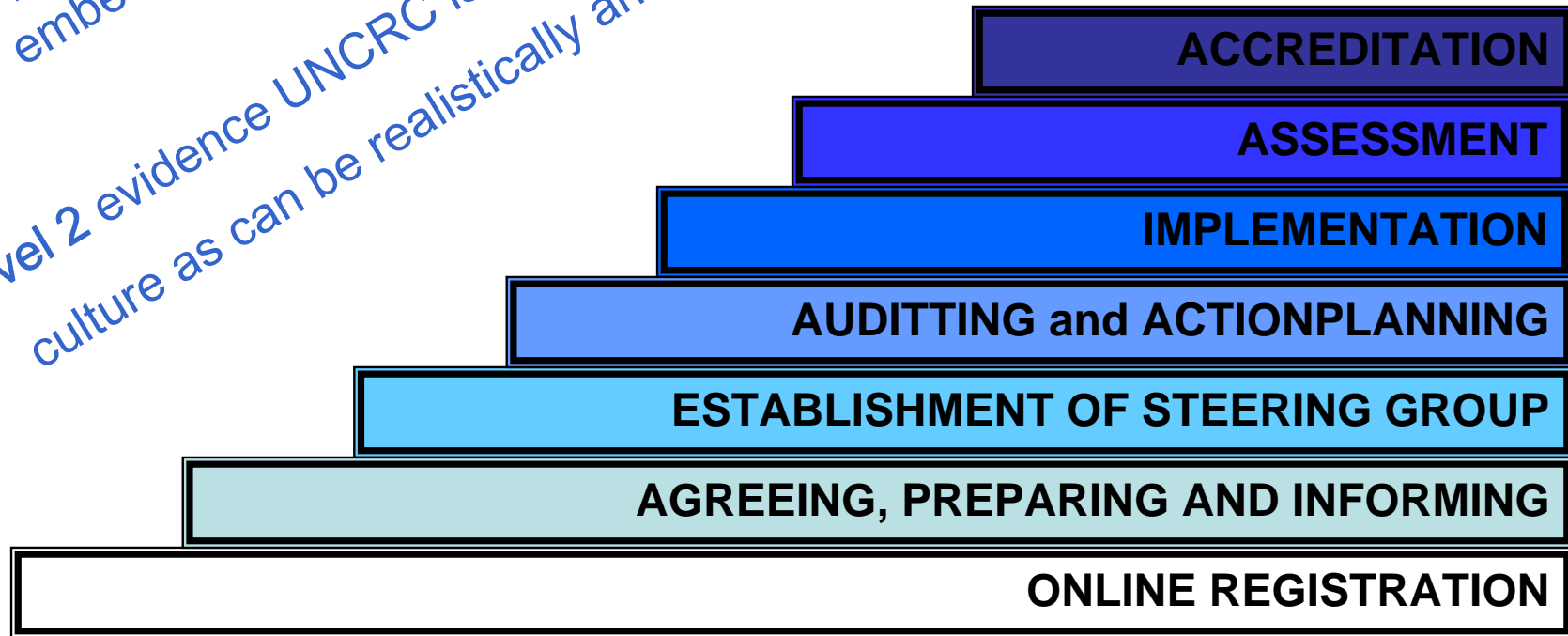
DEVELOPMENTS

UNICEF has made significant developments over the past 12 months to ensure support is in place for the scale up of RRSA across Wales:

- Education Officer, Cymru
- UNICEF resources and publications available in Welsh language
- RRSA Steering Group
- Partnership work with CIW
- Ongoing consultations with WAG
- Working relationships with other key people/organisations within Wales
- Showcasing examples of good practice
- Building capacity in Wales i.e. individual schools developing into cluster groups

Level 1 evidence that the UNCRC is partially embedded in the life of the school

Level 2 evidence UNCRC is fully embedded in the school's culture as can be realistically and reasonably expected



THE RRSR LOOKS AT 4 ASPECTS OF SCHOOLS LIFE



1. Leadership and Management for embedding the values of the UNCRC in the life of the school
2. Knowledge and understanding of the UNCRC
3. Rights-Respecting Classrooms
4. Pupils actively participate in decision-making throughout the school

All four aspects contain elements contributing to the development of an active global citizen

WHY THE RRSA WORKS



The RRSA appeals strongly to children because:

- they learn that by having rights from birth all children matter
- they can see that their rights are also every child's rights which leads to rights respecting behaviour
- they can see that these rights apply everywhere not just in school
- the universal rights of the child provide a moral framework they can relate to regardless of their faith or ethnicity

The RRSA also appeals to school leaders, teachers and other adults working in schools because they see that:

- it is not just another initiative; it provides, instead, an overarching set of values that leads to improved relationships and climate for learning
- there is no "moral relativism" because these rights derive from the higher authority of the UN and are universal.
- it strengthens the empowerment, well-being and achievement of children.
- children and young people develop a stronger sense of the need to act for global justice.
- children themselves are soon keen to play an active role in becoming a rights respecting school.



NAHT SUPPORT FOR RRSA

“There are many others (schools) where you can find the same kind of ethos. However, this is different in that it links with the authority of the UN convention on the rights of the child.

It was also very obvious with the children that we spoke to that what they had experienced was “deep learning”. It was about themselves, not just the rules of a particular school.

The importance of working cross phase was obvious as both expectations and aspirations have been raised in those children.

The use of this framework (UNCRC) would help us to fulfil many of the needs of children and schools: e.g. pupil voice, the respect agenda, ECM especially the well being obligations, anti bullying, sustainability”.

Carole Whitty NAHT 2008



What would be the impact of extending the RRSA model to all your services for children and young people?





**UNICEF Child Friendly
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