

# ST. CATHERINE'S

## RRS NEWSLETTER APRIL 2015

### ISSUE 1

### CONGRATULATIONS!

St Catherine's has successfully achieved the UNICEF UK Recognition of Commitment (ROC) for our Rights Respecting School work. This means we can now use the following logo on our letterheads and newsletters.



#### Why the Rights Respecting School Award?

The United Nations Convention on the Rights of the Child (CRC) is based on an analysis of what children need in order to thrive. These needs can be grouped into four categories:

- to survive as a fit and healthy person
- to be protected from harm and abuse
- to develop physically, mentally and socially
- to participate as an active citizen



Year 1

## Articles of CRC:

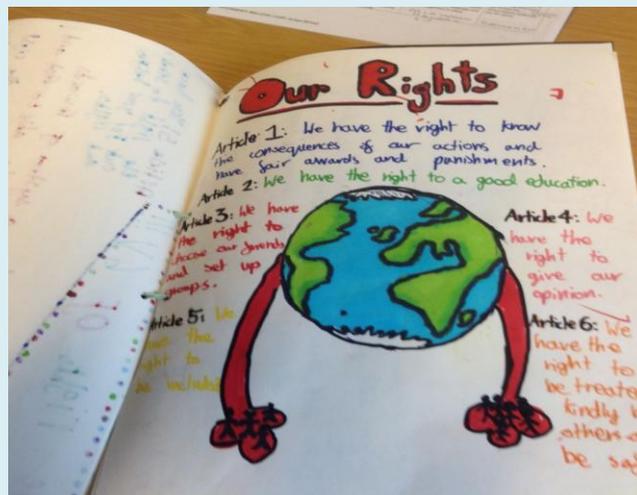
Here are some of the articles we have been concentrating on during the Spring term.

**Article 12:** Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 13:** Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 28:** Every child has the right to an education. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

**Article 29:** 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.

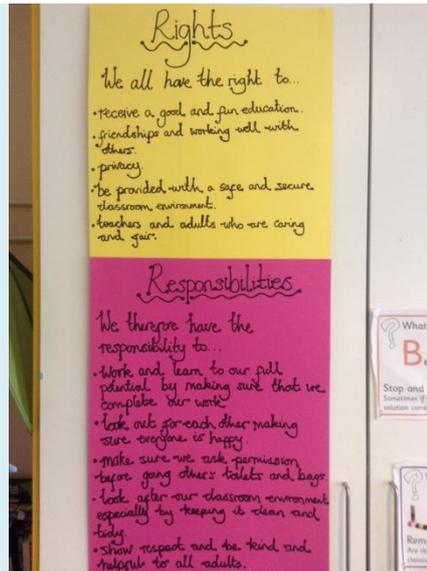


Year 6

UNICEF UK believes that the principles and values of the CRC should be embedded in the ethos and curriculum of every school. This is the purpose of the Rights Respecting School Award.

UNICEF UK's Rights Respecting School Award (RRSA) provides a framework to help schools to use CRC as the basis for their ethos. In a rights respecting school, children learn about their rights and the responsibilities that are implied. Children learn to associate rights with needs and distinguish between their rights and 'wants'. They learn that if they have rights, they need to respect the rights of others.

Our journey has just begun. We have an established leadership team and all children, staff, parents and governors at the school are introduced to the RRSA. We have an enthusiastic steering group and have completed our Level 1 Action Plan. The classrooms display class charters. Please look at the website for further details.



Year 3

### What next?

We are implementing our Action Plan so that the CRC permeates all areas of school life. After the Easter holidays the steering group will be looking at drawing up a 'Hall Charter', 'Dining Hall Charter', 'Playground Charter' and a 'Schools Charter'. The members of the Parents Partnership will look at examples of 'Parents Charters'.

We will be gathering evidence of the impact of the RRSA which is used to judge when the criteria for Level One of the Award have been met. Once we feel we have achieved this we will apply for an external assessment to validate our self-evaluation.

The award recognises achievement under the following four aspects of school life:

- Leadership and management for embedding the values of the UNCRC in the life of the school
- Knowledge and understanding of CRC
- Classroom climate and culture: rights-respecting classroom
- Pupils actively participate in decision-making throughout the school

The RRSA has also a great connection with the existing programme on Social and Emotional Aspect of Learning (SEAL). Please ensure that you read the termly newsletter on the website.

A particular strength of the RRSA is that it can be used as a unifying structure for a range of initiatives: Religious Education, PSHE, Citizenship, Healthy Schools and Philosophy for Children. This is because the RRSA provides an underlying value system with all these initiatives.

### What are the indicators of success?

- 1. Pupils know about the UNCRC
- 2. Pupils show improved self-esteem
- 3. Pupils demonstrate enhanced moral development
- 4. Behaviour and relationships are excellent
- 5. Pupils feel empowered to respect the rights of others locally, nationally and globally
- 6. Pupils continue to demonstrate very positive attitudes towards diversity in society
- 7. Pupils continue to actively participate in decision-making in the school community
- 8. Pupils show improved learning, teaching and academic standards
- 9. Positive adults' attitudes and behaviour

We have already developed links with other schools which have introduced the RRS award . Our link school is Brettenham Primary School in Edmonton. The steering group will be visiting there in June.

### Frequently Asked Questions:

#### What is right?

A Right is something that children and young people are entitled to, they do not have to be earned, and they belong to all children and young people from the time they are born.

#### What are Human Rights?

Human Rights are universal guarantees protecting individuals and groups against actions (violations) and omissions (failures) that affect their freedom and human dignity.

#### Do rights come with associated responsibilities?

No! Rights are undeniable and everyone has them unconditionally. However in claiming our own rights we **must** ensure we don't stop other people from enjoying their rights.

#### What is a need?

Rights are what you are **entitled to**, needs are what **you require**.

#### Communication

Please read the weekly update in our school newsletter on our website. The RRS Newsletter will be half termly. We welcome any suggestions you may have to help us on this exciting journey. **Email: [mainger@stcatherines.barnetmail.net](mailto:mainger@stcatherines.barnetmail.net)**