

UNICEF - Rights Respecting Schools

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UNITED KINGDOM



**RIGHTS
RESPECTING
SCHOOLS**

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- On 29th March Helen Trivers visited the school
- She met with children and staff
 - > 33 children
 - > Staff members Inc. HT, teachers, SL and LSA's
- This followed the journey:
 - > 20th March 2015 when we registered with RRSA
 - > Achieving **Bronze** 22nd November 2018
 - > Achieving **Silver** 11th March 2022

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**GODALMING JUNIOR SCHOOL
HAS MET THE STANDARD FOR
UNICEF UK'S RIGHTS
RESPECTING SCHOOLS AWARD
AT GOLD; RIGHTS RESPECTING**



Visit Highlights

- Children spoke with enthusiasm about being a Rights Respecting School
- All children spoken with could explain the principles that underpin rights
- Teachers spoken with were overwhelmingly positive about the approach, one saying *“I can’t imagine our school without this now”*.
- Children explained that they create rights-based class charters at the start of each year
- Children spoke with confidence about dignity and equity, comfortably explaining the concepts *“We all know that equity means. It’s when you get what you **need** instead of everyone getting the **same**”*.
- Relationships across the school are positive and teachers deal with issues calmly and quickly
- Children’s emotional and social wellbeing is a priority. One child stating *“Teachers care lots about our mental health and they check we are ok”*.
- The school’s unique 10richment programme ensures that children learn about the achievements of people from marginalised groups, recognising how they overcome challenges to be successful.

Strengths

- It was evident that children's rights are **embedded** across the school and underpin every facet of school life
- Children understand how their rights are connected within school life, school values and to their local and global community
- There is a strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school and staff are passionate advocates for ensuring children access their rights
- There is an ethos that places positive relationships based on mutual respect and trust at the heart of school life
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions is notably strong
- Pupils are keen to share their opinions and are positive that they can make a difference in school and the wider world

Recommendations

- Ensure there is a sustainability plan to ensure the excellent rights respecting practice continues
- Ensure rights are explicitly linked to the curriculum, activities and events throughout the school year
- Seek ways to increase the visibility of rights around the school
- Continue to create opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school
- As a **Gold** Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach

What does being a GOLD standard Rights Respecting School mean to you?

