



Will Adams Academy

UNICEF Policy

This policy should be read in conjunction with the school's policies listed-

Child Protection Policy & Behaviour Policy

School Name:	Will Adams Academy
Date Created/ Review Date:	September 2022
Next Review Date:	September 2023
Review Period:	Annually

UNICEF RRSP Policy

Will Adams Academy has been awarded Gold by **UNICEF UK's Rights Respecting School programme as of January 2021.**

WILL ADAMS & UNICEF

Will Adams Academy is proud to be a Gold Rights 'Respecting School'. This is the highest award given to schools by UNICEF, a leading organisation for children and their rights. Will Adams Academy, is currently, as it stands in 2021 the only Pupil Referral Unit to have achieved the gold status in the South East.

WHAT IS UNICEF?

UNICEF is the world's leading organisation working for children and their rights. The Rights Respecting Schools Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school. 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. There are over 400 schools across England, Scotland, Northern Ireland and Wales that have received the Gold award.

The Award recognises our achievement in putting the United Nations Convention on the Rights of the Child at the heart of the school's planning, policies and practice. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

IMPLEMENTAION OF UNICEF UK RIGHTS RESPECTING SCHOOLS PROGRAMME

- Rights-respecting values underpin our leadership and management.
- Our whole school community learns about the UN Convention on the Rights of the Child.
- Our school has a rights-respecting ethos.
- Our students are empowered to become active citizens and learners.

AIMS OF UNICEF.

We aim to enhance students' wellbeing while improving self-esteem and confidence through a flexible and creative curriculum, which is created with their rights at the heart of it. This provides tailored support to each of our students which helps them to take positive next steps for their future.

Will Adams Academy's UNICEF programme is delivered through independent lessons, workshops, form time and subject areas so that our students' rights are embedded across the school and underpin every facet of school life.

Students to have access to their education without discrimination through:

- A good quality education;
- An education that is designed to meet the needs of each student, irrespective of his or her background or language;
- A school ethos that promotes tolerance and understanding of each student regardless of their individual traits;
- The tools to oppose prejudice, xenophobia and other negative attitudes in society.

The programme enables students: -

- (i) To develop themselves to their fullest possible potential and to learn respect for human rights and fundamental freedoms.
- (ii) To know their rights to live, survive and develop.
- (iii) To be able to express their opinions.
- (iv) Stay as healthy as possible.
- (v) To know that they are heard.
- (vi) To know that their voices can influence the structure of the lessons, the education plan or the running of the school.
- (vii) Respect the differences between people.
- (viii) Develop independence and responsibility through equality.
- (ix) Play an active role as members of a democratic society.
- (x) Make the most of their own abilities and those of others.
- (xi) Believe in a socially and morally acceptable way to behave, including towards authority and to each other.
- (xii) Become involved in the life of their community.
- (xiii) Know about democracy and how to be an active citizen.
- (xiv) Know about economic wellbeing.
- (xv) Deepen their understanding of the essence of human rights.

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable development.

- (A) Students investigate, explore, discuss and critically understand a wide range of rights, including the right to healthy food, protection from abduction, sale and trafficking and protection from child labour, and are clear about how these rights are relevant both in their own lives and the lives of other children and young people around the world.
- (B) The curriculum is revised and evaluated annually and is built from the ground up with the principles of the current children's rights at the heart, allowing more space for students and teachers to work on rights.
- (C) Staff ensure learning about rights links with issues faced by young people in the area where the students live and students are equipped with knowledge and understanding of a range of adults who support them to access their rights, both in school and the wider community.
- (D) Events, days, workshops and experiences are used as an opportunity for students to learn about situations across the world where children cannot access their rights and what organisations such as UNICEF do in response to this.
- (E) Teaching strategies used as and when appropriate on the RSHE programme. Within the RSHE qualification students will take part in independent research, complete worksheets, hold discussion groups and debates and go on school trips to complete the course.
- (F) The use of outside agencies and guest speakers are used as prominent tool throughout the year. Students learn from various agencies who raise awareness on the dangers of drugs and alcohol. Sexual health workers and the teenage pregnancy agencies, as well as smoking cessation workshops take place to deliver as much advice to the students as possible.
- (G) Topics such as religious education, ethics and morality and environmental awareness that occur within Social Skills lessons. RSE to also occur throughout the whole school curriculum as well as in assemblies and in tutor time, which shows that here at Will Adams Academy we endeavour to include RSE in every aspect of a student's education.
- (H) Elected head students and the school student council are actively involved in promoting issues locally, nationally and internationally.
- (I) Student-led Steering Group feel confident and empowered to drive RRSA forward in our school, through regular meetings and training with lead coordinator.

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

- (A) Facilitation of a wide range of their rights focused on supporting each child to be the best they can be.
- (B) Commitment from all staff to the right of every child with a disability to inclusive education through policy and guidance, service delivery, attitudinal and cultural change, respect for human rights, training and support for teachers, and participatory engagement with children and their families.
- (C) Curriculum topics are linked to specific Articles within each department. This gives opportunity to discuss these rights both in relation to themselves and other children around the world.
- (D) Students, parents and staff discussions how our school's vision aligns with the Convention, showing how key articles, such as Articles 12, 28 and 29, are central in a rights respecting school. The Convention must be seen as a whole and no article is more important than another.
- (E) Timetable is reviewed in school's policies so there is reflection of the principles and articles of the Convention. Students contribute to reviews.
- (F) RRSP is embedded in behavior policies and 'behaviour for learning' principles in the classroom.
- (G) Peer mediation and peer mentoring provide opportunities for older pupils to support younger students. Opportunities are given for self and peer assessment.
- (H) Students are involved in progress reviews with parents and carers.
- (I) Regular planned opportunities are established to remind students that disclosing concerns about rights not being accessed is important.
- (J) Effective and comprehensive psychosocial support to children through school counselor and branches out to the inclusion and support to parents and caregivers.

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

- (A) Structured and systemic access to appropriate media, news and current affairs to provide a stimulus for child and young people led action.
- (B) Students are guided to reliable information and support, both within school and externally, considering exploring issues such as 'fake news'.
- (C) Students are supported in understanding the difference between fundraising and campaigning, and students are provided with opportunities to move beyond fundraising to campaigning and taking active part in social justice initiatives.
- (D) Focus on global themes, such as fair trade, social justice, climate change and sustainability, are identified with discussion on how these impact upon their rights.
- (E) Students explore how they might raise awareness of particular issues, and help to bring about change.
- (F) On a regular basis, students actively input into the best ways to learn, curriculum development and are involved in writing school policies.
- (G) Students to be involved in a range of ways in which issues are raised or ideas through the Student Leadership Team or Head Boy and Girl, Steering groups and/or school counsel.
- (H) Outside agencies to include a collaboration of Medway creative agencies, artists, musicians, actors and groups used to enhance students' opportunities to explore rights and articles.
- (I) Sharing of resources, knowledge and ideas surrounding RRSP led by steering group and coordinator.

EQUAL OPPORTUNITIES.

Provision for UNCEF is in line with all of our policies and Every Child Matters guidance. All students have equal access to the UNICEF programme and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the students and will not reflect gender or cultural stereotypes, and are monitored annually to ensure sensitivity.

MAINTAINING GOLD: RIGHTS RESPECTING STATUS

- (1) Continue to support our young people to develop their advocacy and campaigning work on rights issues they are passionate about.
- (2) Continue to support the changing school cohort to deepen their knowledge and understanding about rights and embed sustainable development into the curriculum.
- (3) Continue to develop our ambassadorial role with other schools, demonstrating the positive impact that a rights-based approach can have on vulnerable young people



ACTION PLAN FOR GOLD

We recognise that children and young people's capacity is age and ability dependent and cannot always be demonstrated, particularly in nursery and additional needs settings. In all contexts the principles of equality, dignity, respect, non-discrimination and participation should be 'visible around the school' and be understood and spoken about by adults.

School name	Will Adams Academy
Local Authority	Medway
Headteacher	Mrs Karen Bennett
RRSA coordinator	Mrs Tammy Rodden
Date	5 th September 2021

Strand a: Teaching and learning about rights

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

<i>Outcome</i>	<i>At gold</i>	<i>RAG</i>	<i>Actions – WHAT, who, when</i>
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.		<ul style="list-style-type: none"> • The RSHE curriculum incorporates sessions that develop knowledge and understanding of the RRS, its origins, values and principles and, its place within the wider framework of Human Rights. • Delivered by Class Teachers initially Autumn 21 and revisited every year. • Steering Group sessions built into student timetable weekly to plan, prepare, discuss topics being delivered within the curriculum, activities and events. • CPD to be linked to articles. Annual CPD to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this • Articles referenced on letters to parents. • Form time activities built in to planning by RRSA Lead twice a term – 12 activities a year. Activities built around current global situations and events to support knowledge and understanding of RRS. • Schools Partnership with alternative provisions and special needs pupils working on a joint project linked to rights. (Dec 21 – on-going). • To take part in The World's Largest Lesson looking at promote use of the Sustainable Development Goals in learning so that children can contribute to a better future for all and how they impact on children's rights and the wellbeing of the planet – Oct. 21 • Where appropriate children reference the articles of the week. • Lesson observations/drop in's and planning includes a focus on teachers making explicit reference to rights in their planning of a range of subjects/ topics and in their daily interactions with the children. • Reference adults as duty bearers and children as rights holders. • RRS to be referenced in induction processes with staff, volunteers.
	Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.		
	Most children and young people understand how local and global issues and sustainable development are linked to rights.		
	Adults and the wider school community show a commitment to the CRC.		

			<ul style="list-style-type: none"> • RRS activities promoted on social media, this reaches our wider school community very quickly. • Regular update on our RRS journey to parents and governors. • Invite a governor to steering group meeting.
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strand b: Teaching and learning through rights – ethos and relationships

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

<i>Outcome</i>	<i>At gold</i>	<i>RAG</i>	<i>Actions – WHAT, who, when</i>
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.		<ul style="list-style-type: none"> • Children are taught about systems that can be used for reporting / sharing concerns about rights and wellbeing. This is facilitated via School therapist/RSHE/Steering Group • Prejudicial attitude- ongoing activities and discussions on being actively anti-racist using some of ideas from BLM planning and also making use of books and online resources. Library to be updated with relevant sources of information.
	Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.		

	Most children and young people know and trust that the school will act upon any concerns a child has about their rights not being met.		<ul style="list-style-type: none"> Autumn Term 21 link with UNICEF UK's Outright Campaign. To take part in the UNICEF Playground Challenge
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are identified by most children, young people and adults as mutually respectful.		<ul style="list-style-type: none"> Continue to engage and support initiatives through IQM Pupils who participate in a 'Lets be open' Project facilitated by RRSA lead - record a video/video collage of how they feel safe at school. Pupil questionnaire completed Use of the RRSA resource ABCDE of Rights as a foundation for steering group sessions and meetings. These will roll out across school over the year.
	There is evidence that respectful relationships are strengthening consistently over time.		
	Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.		
	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.		
4. Children and young people are safe and protected and know what to do if they need support.	Nearly all children and young people interviewed say they feel safe at school and can describe how becoming rights respecting contributes to this.		<ul style="list-style-type: none"> Maintain IQM Academy of excellence – ongoing Prejudicial attitude- ongoing work of being inclusive using total communication approach, celebrating different cultures/traditions/languages and being actively anti-racist E.g. RSHE: actively anti-racist- Planning for lesson on microaggressions in the classroom and workplace?)

	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		<ul style="list-style-type: none"> • Work with agencies like St Giles trust to come in and discuss discriminatory behaviour • Work with a designated police officer (when assigned) • Improve staff awareness – information sharing and CPD • Sustainability in forms in relation to projects and activities • Adults to revisit risk assessments >Reduction in detention forms over time. • Children are taught about systems that can be used for reporting / sharing concerns about rights and wellbeing. • Continue to provide opportunities for more children to be involved in pupil led groups. Continuing with Steering group with stronger links to school development plan but also give opportunities for all children to indicate choice/opinion linking to Article 12.
	Most children and young people have trust in the schools systems that enable them to report any sense of not feeling safe both within and beyond school.		
5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Most children and young people can describe how the school provides information and support for a range of physical, social and emotional needs.		
6. All children and young people are included and are valued as individuals.	Nearly all children and young people describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this.		
	The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination.		
7. Children and young people value education and are involved in making decisions about their learning.	Most children and young people speak of their commitment to the right of others to learn and can describe how they actively respect this right.		