



STEP Academy Trust

RRS Policy

Date of Policy: February 2016

Introduction

The STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

This policy is to be read in conjunction with the following policies:

- *Child Protection;*
- *Safeguarding;*
- *Intimate Care;*
- *Positive Handling;*
- *Radicalisation and Extremism;*
- *Anti-Bullying;*
- *Behaviour and Exclusion;*
- *Health and Safety;*
- *Anti-Harassment & Discrimination;*
- *Code of Conduct setting out standards and acceptable behaviour for staff;*
- *E-Safety and ICT acceptable use;*
- *Managing allegations of abuse against staff;*
- *Equalities;*
- *Admission;*
- *Whistleblowing.*

Values Statement

STEP Academies are Rights Respecting Schools. Children and adults work together to recognise and act upon the rights of the child within our Trust, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. Our children learn about rights through the United Nations Convention on the Rights of the Child (UNCRC). They are taught that with rights comes respectful, responsible behaviour. We believe that learning should be fun and that by encouraging respect for each other and valuing opportunities available we all grow and learn together.

UNCRC and UNICEF

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 (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. The convention sets out the rights of children in 54 articles (see useful links). These basic rights encompass survival, protection, development and participation.

The UNCRC is underpinned by four principles:

- Non-discrimination;
- Commitment to the best interests of the child;
- A right to life, survival and development;
- Respect for the views of the child.

Rights are universal and cannot be taken away: the main responsibility for ensuring that all children enjoy their rights lies with adults. All rights are equally important.

Rights Respecting values underpin Leadership and Management: development as a rights respecting school is an integral part of strategic planning. All decisions are taken in the best interests of our children. As Academy policies are reviewed, links with the values and principles of the UNCRC are made explicit. Recruitment and induction practices reflect our rights respecting ethos.

The whole school community learns about the UNCRC: each year group learns about the UNCRC. In some of our Academies, displays are explicitly linked to the UNCRC and assemblies are linked to the values. All members of the community are encouraged to be ambassadors for children's rights. Parents, governors and the wider community are included in our work as a Rights Respecting Multi Academy Trust.

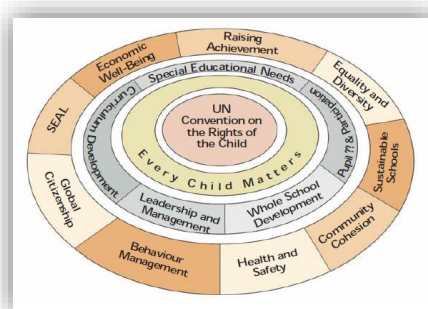
Each Academy has a Rights Respecting Ethos: charters can be drawn up (depending on stage each Academy are in of RRS journey), in consultation between children and adults and identify the rights that are most relevant to that situation together with the ways in which adults and children will act in order to ensure that these rights are respected. All members of the community model Rights Respecting language. The environment is safe physically and emotionally. Conflicts are resolved using approaches where children are empowered to seek solutions to problems.

Children are empowered to become active citizens and learners: pupils' opinions and thoughts are sought, encouraged and respected in all aspects of our work. Pupil Leadership is an integral part of our school's approach. Children are given opportunities to lead aspects of school life through a range of groups including: Academy Council, Eco Committee, Junior Road Safety Officers, RRS Warriors, Pupil Advocates, Pupil Parliament and Ambassadors. Pupils are encouraged to see themselves as Global Citizens, to make them more aware of the wider world, to discuss issues that the world is facing and to make links between children in other countries and themselves. This to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

Awards: 'Rights Respecting School' awards (RRSA) help our pupils to grow into confident, caring and responsible young citizens both within our Academies and the wider community by learning about their rights our pupils also learn about the importance of respecting the rights of others i.e. their responsibilities. There are three levels to the RRS journey: recognition of commitment, Level 1 or 2.

Roles and Responsibilities: the responsibility for STEP being a Rights Respecting MAT lies with every member of the community. The main responsibility rests with adults.

Placing the UNCRC at the heart of our Academy's core values and ethos



Useful Links:

- A summary of the rights under the Convention on the Rights of the Child: www.unicef.org/crc/files/Rights_overview.pdf
- UNICEF: www.unicef.org.uk
- Teaching resources: www.unicef.org.uk/rights-respecting-schools/resources/rrsa-teaching-resources/
- <http://rightsrespectingschools.ca/school-resources/>