

# Torrance Primary School



## Children's Rights Policy

November 2024

**Rationale:**

The UNICEF UK Rights Respecting Schools Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. At Torrance Primary, we put the UN Convention on the Rights of the Child at the heart of our school's ethos and culture to continually improve wellbeing and develop every child's talents and abilities to their full potential. We ensure that children's rights are promoted and realised, with all pupils and staff committed to this goal.

We work hard at Torrance Primary to ensure that it is a place where everyone can feel valued and confident in themselves and furthermore ensure that everyone is encouraged to use their voice. Rights are universal and cannot be taken away. The main responsibility for ensuring that all children enjoy their rights lies with adults, who are referred to as the duty bearers.

**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 of 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. These basic rights encompass survival, protection, development and participation. In March 2021, MPs voted unanimously for the UNCRC Bill to become law in Scotland, meaning public authorities must comply with the UNCRC.

**Aims:**

At Torrance Primary we aim to:

- Have a school ethos that puts the wellbeing of children at its centre.
- Equip teachers with the knowledge, skills and confidence to deliver UNCRC learning experiences.
- Provide a wide variety of high quality opportunities for learning about Rights to stimulate an interest and enthusiasm in this topic for all.
- Ensure that the UNCRC is made known to the children and adults and use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.
- Provide opportunities for actions and decisions affecting young people to be rooted in, reviewed and resolved through rights.
- Collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
- Learn and teach in a way that respects the rights of both learners and educators, and promotes wellbeing for all.
- Empower children to enjoy and exercise their rights and to promote the rights of others locally and globally.
- Ensure that duty bearers are accountable for ensuring that children experience their rights.
- Facilitate leadership opportunities for pupils to lead in rights-based learning.
- Work in partnership with key stakeholders to enhance rights-based learning opportunities and learner experiences.
- Make rights-based learning a part of everyday learning through the use of interdisciplinary contexts.

The Scottish Government states that:

*"Learning about children's rights can empower children and young people to be active citizens in their school, local community and across the world. Knowing and understanding children's rights is not enough; children and young people also need to be supported to develop skills of talking,*

listening, empathy, research, debate and negotiation so that they can claim their entitlement to dignity, or share their learning in a rights-based manner with others. All children have the same rights and may need support to develop the skills that will allow them to respect everyone's rights."

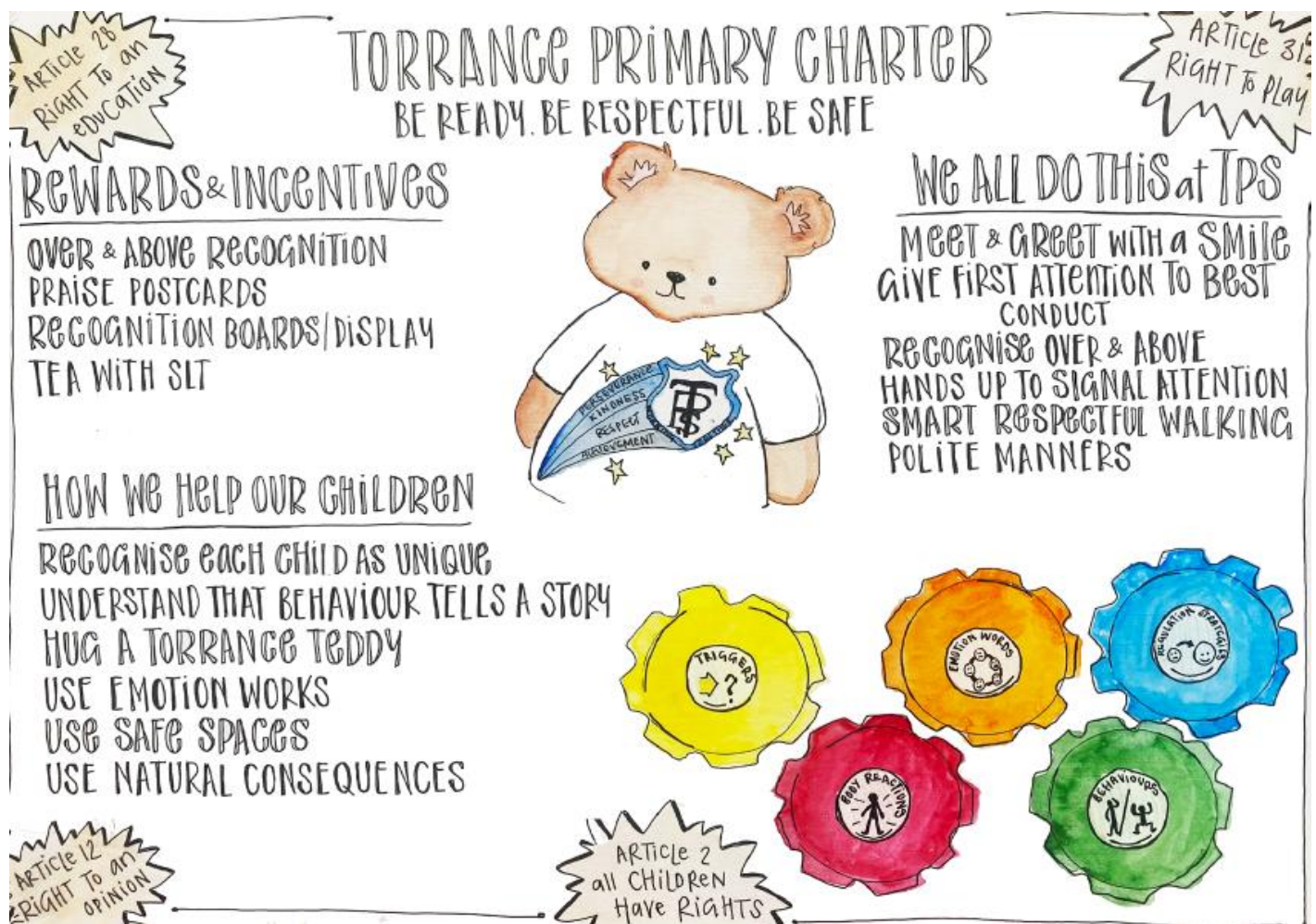
(<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/children-s-rights>)

### Charters:

Charters are created at the beginning of each year for the following reasons:

- To support a positive learning environment for children.
- To help to make the UNCRC clearer to both adults and children and how this links to school.
- To establish and build shared values and relationships for creating a rights respecting ethos in the classroom.

A whole school charter is created and displayed in our reception area, with a focus on our school articles which have been decided through consultation with all stakeholders (pupils, staff and parents).



Class charters allow personalisation of the school charter as relevant to each individual class. This ensures that the UNCRC is embedded in pupil voice at every stage of the school.

All charters should have:

- Child friendly description of rights (linked to specific articles from the UNCRC)
- Actions for children to respect the rights of others and themselves.

### **Whole school Community**

- Explicit links are made to our Vision, Values and Aims with the UNCRC (see appendix 1).
- Classroom and corridor displays are linked to the UNCRC.
- Staff planning reflects links to the UNCRC, with links being made to lessons across the curriculum.
- Conflicts are resolved using a restorative approach where children are empowered to seek solutions to problems, with reference to the UNCRC.
- All members of the community are encouraged to be ambassadors for children's rights.
- Pupils opinions are sought, encouraged and respected in all areas of the school's work.
- Pupil voice is an integral part of the school's approach. Children are given opportunities to lead aspects of school life through a wide range of committees and groups.

### **Pupil Voice**

Article 12 of the UNCRC (respect for children's views) is supported through all work in the school. Pupils are involved in decision making at all levels and through this are able to have a positive impact on the way in which we learn at Torrance Primary. There are a wide range of committees and pupils are involved in self-evaluation using HGIOUR School. They are also given choice in their learning through pupil-enquiry and play approaches.

Useful links:

- Booklet for parents, carers and family members:  
<https://education.gov.scot/parentzone/news-and-events/united-nations-convention-on-the-rights-of-the-child-uncrc-booklet-for-parents-carers-and-family-members/>
- Summary of UNCRC articles: <https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>
- UNICEF: <https://www.unicef.org.uk/rights-respecting-schools/about-us-new/>

## Appendix 1:



We aim to **SHINE!**

We are:

**S**TRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)

**H**APPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)

**I**NSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)

**N**URTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)

**E**NGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)

