

Pembroke Dock Community School

UNCRC Rights Respecting Schools Project

Equity dimension: tick the dimension related to the practice

Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: Rights, social justice, respect, well-being, attitude

Target groups: choose the educational level focus of the practice

Early Years Primary education Lower secondary education
 Upper secondary education Vocational Training Other

Source:

Pembroke Dock Community School is a purpose built school a short distance from the town centre. The facilities are of exceptionally high quality and have been very well planned and designed. Provision also includes Pembrokeshire's designated Learning Resource Centre for pupils with ASC which is modern and well resourced. The school, opened in 2001 and was the first school in Wales to be constructed under a private finance initiative.

Currently, the school has a total roll of 650 pupils aged three to eleven, including 80 nursery children. The school provides full-time education for all nursery age pupils. There is also Flying Start provision for 64 two year olds.

Pembroke Dock's catchment area can be described as economically disadvantaged and is in a Communities First Area. Approximately 31% of pupils are currently entitled to free school meals (which is higher than the all Wales average figure of 20%). The annual intake covers the full ability range, although many pupils are from disadvantaged families. Pembroke Dock Llanion and Central ward are ranked as the 1st and 10th most deprived area in Pembrokeshire, (Llanion being in the top 10% most deprived in Wales). According to the Townsend Deprivation Index, Pembroke Dock Central and Llanion fall into the 'Most Deprived' electoral divisions in Wales. The Centre for Economic and Social Inclusion report that 69.2% of children in Pembroke Dock are deemed to be from low income families and 45.5% are from workless families. The school has provision for specialist speech and language provision for pupils with communication difficulties and nurture groups to support pupils with social, emotional and behavioural difficulties. The school takes pride in its family and community engagement and provision. We have adopted the UNCRC (United Nations Convention Rights of the Child) and are a Gold Level Rights Respecting School. We are a Professional Learning Pioneer School, working with the Welsh Government on the New Curriculum for Wales, as well as a designated Professional Learning School.

Mission Statement

Proud to be a community school, striving for success for all!

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Description:

The Welsh Government (WG) has stated that ALL work with children and young people in Wales should be based upon the United Nations Convention on the Rights of the Child (2004)(UNCRC). In 2012, Wales became the first Country in the UK to embed the UNCRC into Welsh domestic law.

Pembroke Dock Community School is a Rights Respecting School and has achieved the GOLD Award.

Achieving Gold: Rights Respecting (RRSA) means there is evidence that:

- The school has explicitly adopted a child rights approach based on the [United Nations Convention on the Rights of the Child](#) and has embedded it in school policy, practice and culture
- Children, young people and adults in the school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school
- RRSA has had a positive impact on children and young people's learning and wellbeing
- Students see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad

Methodology:

Children and young people also play an increasingly leading role in driving progress. At Gold: Rights Respecting, you are aiming to intensify and broaden:

1. **Teaching and Learning about rights:** for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays
2. **Teaching and Learning through rights:** by modelling rights respecting language and attitudes and making strategic decisions that involve students
3. **Being ambassadors for the rights of others:** developing as rights respecting citizens

Together pupils and the school community learn about children's rights, putting them into practice every day. The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together.

There are **four** key areas of impact for children at a Rights Respecting school; wellbeing, participation, relationships and self-esteem. The difference that a Rights Respecting School makes goes beyond the school gates, making a positive impact on the whole community.

Children are healthier and happier

By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

Children feel safe

The Rights Respecting Schools Award gives children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for other children. Children and young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

Children have better relationships

Both with their teachers and their peers, based on mutual respect and the value of everyone's opinion. In a Rights Respecting school, children are treated as equals by their fellow pupils and by

the adults in the school. Children and young people are involved in how the Award is implemented in the school but are also involved in strategic decision-making; in decisions about their learning; and in views about their well-being.

Children become active and involved in school life and the wider world

This builds their confidence to make informed decisions. They have a moral framework, based on equality and respect for all that lasts a lifetime, as they grow into engaged, responsible members of society. Children and adults develop an ethos and language of rights and respect around the school. Rights and principles of the Convention are used to put moral situations into perspective and consider rights-respecting solutions – this all has a huge impact on relationships and well-being. Children and young people get very involved in raising awareness about social justice issues, both at home and abroad. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.

Resources:

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>

<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/>

At Pembroke Dock Community School, we have two members of staff who coordinate the project: Mrs Kate Clarke and Mrs Rachel Scott. There are also a Rights Respecting group of lead pupils who supported the development of the rights across the school and their role is ongoing raising awareness. The group meet on a regular basis and continue to monitor that the rights are being implemented consistently across the school.

Costs to be accredited in the UK: <https://www.unicef.org.uk/rights-respecting-schools/rrsa-costs/>

Outcomes:

The Award aims to improve the lives of young people through education about children's rights.

When the principles and values of the UN Convention on the Rights of the Child (CRC) are introduced and reinforced throughout school life, children and the wider school community benefit.

Evidence suggests that these benefits include:

- Pupils develop a long-term commitment to values such as social justice and inclusion
- There is a reduction in bullying and discriminatory behaviour among children
- Pupils enjoy and feel safe at school
- Pupils feel included and valued
- Pupils' wellbeing and emotional resilience is improved
- Pupils' engagement in the school and their own learning is improved
- Pupils' attainment is improved, and the attainment gap between disadvantaged and non-disadvantaged pupils is narrowed
- Pupils are more engaged in their local and global communities as 'active citizens'

Supporting documents:

Powerpoint

<https://resourcecentre.savethechildren.net/library/un-convention-rights-child-child-friendly-language> Poster of UNCRC in child friendly language.

Links to resources – as above

Video:

<https://pembrokedockcp.primarysite.media/media/rights-respecting-schools>