

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	St Peter's CofE School
<b>Headteacher:</b>	Samanda Adcock
<b>RRSA coordinator:</b>	Joanna Jordan
<b>Local authority:</b>	Westminster
<b>Assessors:</b>	Frances Bestley with Katharine Ross
<b>Date:</b>	6 July 2018

## 1. INTRODUCTION

The assessors would like to thank the children, the leadership team, staff and parents for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the assessment visit, the school provided a comprehensive School Evaluation: Gold form.

It was clear throughout the visit that everyone was really committed to and valued the impact of the rights respecting work.

Particular strengths of the school are:

- a very effective systematic approach to embedding rights
- strong relationships between children and adults
- children who felt valued and included
- kind children who are very happy at school
- empowered children who are listened to and taken seriously

Outcomes for Strands A, B and C have all been met.

## 2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None required

## 3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to embed the knowledge and understanding of articles including the formal language of duty bearers and rights holders and the fact that rights are inherent, indivisible and inalienable.
- Consider how children are even more involved in developing systems and policies.
- Continue to act as an ambassador for rights with local schools, particularly secondary schools.

## 4. ACCREDITATION INFORMATION

<b>School context</b>	A small CofE primary school with 204 children on roll; 71% are EAL learners; Pupil Premium proportion at 58% is higher than average.
<b>School evaluation: Gold received</b>	Yes
<b>Attendees at SLT meeting</b>	RRSA coordinator (deputy head) Headteacher at feedback session
<b>Number of children and young people interviewed</b>	24 children and discussion in Reception and Year 5 and 6 classes
<b>Number of staff interviewed</b>	4 teaching staff, one of whom is a parent 3 parents (one of whom is a governor)
<b>Evidence provided</b>	Learning walk Written evidence including children's work Lessons
<b>First registered for RRSA: Sept 2015</b>	<b>Silver achieved: July 2017</b>

**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 living.

**Strand A has been achieved**

All children spoken with were very familiar with a wide range of articles from the CRC. The Reception class cited: rights for our education, to relax and play and to not be harmed. Other articles cited by children included: the right to know about the CRC, the right to education and the goals of education, to practise your own religion, to use your own language and customs, to life and development, to not be kidnapped or exploited or neglected. Children understood that the rights arose after agreement by the United Nations. Throughout the visit children talked confidently about duty bearers and were clear about their role. They all understood that rights are unconditional and universal, *“Everybody all around the world has these rights, it’s global”*. Other children stated *“You’re born with them;”* *“Rights are all equal.”* They understood that children in some countries including the UK did not have access to clean water, food and education and that they had a role to play as global citizens.

Children explained that they learned about rights: through displays; in assemblies often led by the Rights Respecting Ambassadors; in their IPC (International Primary Curriculum) lessons; the CRC is in their school diary; merit certificates awarded at the Celebration Assembly are linked to rights; they sing songs about rights on Thursdays. *“We learn about rights more and why we have our rights”* explained a child in the focus group. The rights respecting flamingo is taken home by children in the Reception class and they record what rights the flamingo has enjoyed during the visit. Displays are linked to articles and prominent throughout the school; *“the most common rights for school”* are displayed on the playground veranda; there are large rights respecting, global citizen, Christian values and school ethos boards in the hall. The four school ethos words are ‘Invite, Include, Imagine, Inspire’ and a child on the learning walk explained how the ethos words, Christian values and rights were all connected, *“Values help us respect rights.”* The Year 5 class were learning about Ancient Greece and explained that children were not protected from war and armed conflict as Spartan boys had to fight. The portfolio provided evidence that all IPC topics across the school were linked to articles; the coordinator explained that the new creative curriculum which is in development will also link rights to many topics. Teachers added that children also *“make links that I’ve missed.”*

The coordinator explained that since achieving Level 1 they had *“gone into more depth; we’re saying the same language; parents are more involved; children feel more empowered and have a bigger global perspective.”* Evidence from discussions with parents, staff and children supported this perspective. A new member of staff acknowledged, *“Children take their rights really seriously.”* Staff described that they have had regular input and updates about rights and RRSA from the coordinator at staff meetings. Parents explained that they learned about rights through the newsletters, website, and leaflets including copies of the CRC, attending assemblies and *“children tell us.”* A parent described how her child would say, *“you’re disrespecting my right”* and is *“much more aware of the world – understanding deprivation in Syria – and is aware of inequality.”* The governor explained that RRSA is included within headteacher reports to governors, the coordinator has presented information about RRSA and *“it’s discussed at every meeting.”* References to embedding RRSA and global citizenship are in the School Development Plan. Policies have been reviewed to make reference to rights; examples included: the Behaviour and Safeguarding Policies; letters about attendance refer to article 28.

**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.

**Strand B has been achieved**

The children spoken with identified many rights that the school facilitates them to enjoy, in particular children frequently referred to their right to education, their right to be safe, to express their opinions, to be treated equally, to have healthy food and water and to be included. The school charter, developed after the Level 1 assessment, promotes articles 3, 12, 19 and 29. It was clear from discussions with children that the school charter and removal of rules had been very positive. *“You follow it and talk about it.”* The Rights Respecting Ambassadors explained their role, *“We make sure that everyone has their rights respected in the school.”* Children described what they would do if they couldn’t access their rights, *“We’d tell the headteacher.”* They were clear that this would be a serious issue although had difficulty imagining that it would happen; a child explained *“Duty bearers make sure that our rights are respected and listen to us.”*

Relationships observed throughout the visit, during lessons and in the playground, between children, between adults and between children and adults were very positive and respectful. The school was very calm even though children were doing Bikeability and practising for sports day; there were lots of examples of collaboration by children in lessons. Children listened carefully to one another in the focus group and helped each other. They were very clear that *“We are all treated equally.”* Another child stated *“Everybody gives a lot of trust; it’s really fun to be here.”* The ambassadors explained that since the introduction of the school charter *“children started getting nicer.”* Children agreed that the school systems to address conflicts were fair: *“You reflect on what you’ve done”*; *“It gives you time to think.”* Reflection sheets ask children to identify which right they have not respected and what they should do in the future. An older child explained, *“Normally you feel you are treated fairly but you can talk about it if you don’t think you are.”*

All children unanimously agreed that they feel safe and protected in the school. *“School is supposed to be safe”* stated one child. They identified gates and cameras as practical mechanisms to keep them safe and identified *“We have duty bearers”* whose job is to keep us safe. *“There are no bullies”* explained another. Rights Respecting Ambassadors make sure that children are following the school charter at playtime. Children are asked *“are you able to deal with it?”* when minor incidents occur. More serious issues are discussed in circle time. Article 19 is taken very seriously. The coordinator identified that since becoming rights respecting there are fewer physical incidents during playtime.

The school provides a wide variety of information and support for physical, mental, social and emotional needs. The school offers yoga sessions, skipping workshops, bike training and took part in a Food Explorers project to promote healthy eating. Children described a strong focus on being healthy: they received nutritious food at lunchtime; water fountains are available; they have free fruit at break time; only water to drink at lunchtime and that their lunch boxes are checked to make sure they are healthy. They explained that teachers would ask them about their feelings. In addition every child has chosen an adult Listening Partner who they go to if they have a problem. *“We tell a duty bearer or write in the worry box”* answered a child

when asked what happened if something was going wrong. Worry boxes are checked every day and adults *“do whatever they can”* explained another child. On the learning walk children pointed out the Meaningful Minds box explaining that’s where you filled out a slip if you had *“serious worries.”* A family therapist is available once a week. A ‘Parent Gym’ course supports parents with strategies to use at home with their children.

St Peter’s is well known in the local community as an inclusive school. They hold the Equality Award and the coordinator identified how the language of being rights respecting and the universality of the CRC has positively contributed to this. An annual International Day is celebrated to encourage awareness of diversity. A child stated *“Every child is different but the one thing in common is our rights.”* Other children described what the impact of learning about rights meant, *“We’re all friends no matter which race you are;” “We include people in our games no matter who;” “Nobody’s left out any more;” “It’s become better.”*

Children were very enthusiastic about their right to education. It was evident throughout the visit that children enjoyed their learning and several children mentioned spontaneously that they were happy at school. They linked this very strongly to *“being the best you can be.”* A child explained that *“Knowing your rights helps you believe in what you can do, in school and out of school.”* A teacher corroborated this, *“Children take their learning seriously and are more independent and reflective.”* Teachers explained that the IPC curriculum gives suggestions within a topic but that children *“find the area they want to do”* and think about how they want to present their learning. Children are encouraged to choose the level of challenge in their work and teachers identified how children are more secure with this choice. Children will be involved in designing and planning the new curriculum. All KS2 children take part in the Children’s University where they take part in *“lots of different activities like going to museums”* outside the school day. Children on the learning walk pointed out the Children’s University board on the veranda and explained how they really enjoyed this opportunity.

**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.

**Strand C has been achieved**

Throughout the visit there was clear evidence that children believed that their views were taken seriously. *“They listen to us in everything we say”* stated a child. *“When you’re explaining something to a teacher they listen to you”* said another child. *“I run my school for my children”* confirmed the headteacher. Rights Respecting Ambassador meetings, the school council and pupil voice surveys all provide opportunities for children’s views to impact on school improvement. Teachers identified the importance of the Rights Respecting Ambassadors, *“[rights respecting] is coming from them – their role is really important.”* All children we spoke to understood how the school council operated, *“the school council puts our ideas to a meeting about what we want to improve and then they report back.”* Children are democratically elected to the council and they meet once a week. Examples of changes that have been made include: the worry box, requests for fun activities and playground equipment. Findings from a reading survey changed the approach to Guided Reading.

Children have taken part in a wide range of activities to advocate for the rights of children locally and globally. The Global Citizen board in the hall explained the role of a global citizen and gave examples of actions that the school had undertaken. They learn about local and global issues through the IPC and watch NewsRound on Tuesday afternoons followed by a moment of silence. The coordinator explained "*[we consider] how can we play our part in making a difference?*" The school has had a focus on encouraging other ways to take action beyond fundraising. Children proudly showed us the We Walk for Water board where they described how they had held a sponsored walk to raise money; they knew that £15 would provide water for life for one person and so could describe the impact that they had. Children explained that when they did fundraise for example for Children in Need or Comic Relief they always learnt about why they were donating to it and could link this to rights. Children bring in food to donate to the local foodbank and linked this to article 24. The school took part in OutRight and could describe their learning about Paddington and helping refugees. There are plans to be involved in WE community action next year around homelessness. Teachers explained that children have "*taken ownership for action*" and frequently ask following a news report "*what can we do to help?*"