RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	La Mare de Carteret Primary School
Headteacher:	Alison Elliott
RRSA coordinator:	Dawn Cooper
Local authority:	The States of Guernsey
School context:	The school serves the largest social housing complex on the island. Of the 290 pupils on roll, 25% are eligible for support as a result of socio-economic deprivation; 19.4% are identified by the school are requiring additional support with their learning. Fewer than 1% of the children speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA coordinator.
Number of children and young people spoken with:	Nine children from the Seen and Heard Group and eight in a mixed age focus group.
Adults spoken with:	Two members of teaching staff, a member of support staff and two parents.
Key RRSA accreditations:	Registered for RRSA: October 2018 Silver achieved: July 2021
Assessor:	Martin Russell
Date:	26th June 2024

ACCREDITATION OUTCOME

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

La Mare de Carteret Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff 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 accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Children who confidently and articulately discussed a range of rights and why they are important and relevant to their lives, in and out of school.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school, positively impacting relationships and contributing to La Mare De Carteret being a welcoming and highly inclusive community.
- The school's wholehearted commitment to the voice of the children being welcomed, taken seriously, and acted upon.
- Strong and effective leadership of Rights Respecting at all levels, including from the children in the Seen and Heard Group, ensuring a sustainable child rights approach across the school.

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 develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions.
- Explore ways to ensure that all children have more frequent opportunities to access and reflect on news and current affairs in an age-appropriate way
- Continue to support children to develop and lead campaigns from a rights perspective; try to build in opportunities for this through the curriculum. Consider using some of the resources in UNICEF UK's Youth Advocacy Toolkit
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights approach in your local networks and across the island.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	Children confidently shared their knowledge of rights, citing many examples from the CRC. They understood the nature of rights saying, *"The rights are there for every child to have a good life and grow,"* and, *"All the rights are equally important…you need them all."* Children demonstrated their understanding that, despite rights being universal many factors can affect children's access to rights saying, *"Sometimes when earthquakes happen they can affect schools," "Where there are wars going on, children are losing their rights," "In places where the water is not safe to drink, it can cause cholera,"* and *"Some children might not have parents who can look after them properly."* As well as rights being highly visible around the school and featuring regularly in assemblies, children learn about their rights throughout the curriculum. Staff explained, *"All subjects have incorporated links to the rights in their planning. They permeate everything."* Another colleague added, *"To be honest, the children just refer to rights spontaneously now, for example, when we were learning about the Victorians."* It was pointed out by a staff member, that in the reception class, *"Rights are linked to every single part of our daily routine."* The children in the Seen and Heard Group were proud of their role in promoting awareness of the CRC throughout the year saying, *"On World Children's Day we ran an event with different stalls and games to teach people about the different articles."* It is evident that becoming rights respecting is a whole school commitment. The headteacher explained, *"No matter how challenging their lives may be, we want our children to know that they are empowered. The rights give them a sense of who they are; that their voices count and can make a difference."* Adults explained that rights language is *"…rippling out to the community…"* and it was noted that they are developing a greater awareness of the world around them.
STRAND B	**Highlights and comments**
2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Children explained how their school helps them to enjoy all their rights and they were clear about the concept of duty bearers saying, *"If a child is not getting their rights or they have any kind of problem, they should speak to a duty bearer…You should speak to any adult you trust in your life."* Reflecting on the school's provision for the children, one adult pointed out, *"Bringing in the rights has really helped us to being everything together and see that it's all connected."* The children spoken with felt strongly that their school is a fair place, and they understood the importance of equitable treatment, with one saying, *"If somebody struggles with their learning they get more help than others."*
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Staff spoke about how relationships have improved. The school's Behaviour Pathway is linked to rights and has a focus on reflection and restorative conversations. The children value this approach saying, *"It gives the person time to calm down and think."* Another added that *"…it's discrete."* This comment echoes their understanding of dignity which has been spoken about throughout the school and in an assembly lead by the Seen and Heard Group.
4. Children and young people are safe and protected and	The children were very eloquent in discussing all aspects of their safety, including online saying, *"The digital Leaders did an assembly for us about cyber-bullying."* They were also very clear about the role of duty bearers with regard to safeguarding. Staff prioritise swimming and water safety for the youngest

know what to do if they need support.	children as the school is so close to the beach. The school's 'Heroic Imagination Project' reinforces the idea that children can act heroically to promote fairness, kindness and respect for others.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The wellbeing support for children is clearly a high priority for the school and the enthusiasm of the children with regard to this was evident. Among many things in a long list of examples, they mentioned, Bikeability, the daily mile, healthy wraps, bringing their water bottles to school, PSHE lessons, mindfulness and Chatter Clubs and 'Books in Nooks' for quiet reading. Some described their focus on 'Growth Mindsets' saying, *"All our learning helps to keep our minds healthy."* Acknowledging the challenges facing many families in the community, the school take the broadest possible view of wellbeing support including creating opportunities for wider enrichment wherever possible.
6. Children and young people are included and are valued as individuals.	The school's evaluation form stated '…inclusive practice is at the heart of our culture and ethos as a school.' Conversations during the virtual visit made clear that the focus on children's rights has further enhanced this. Children talked about respecting differences to ensure everyone feels valued saying, *"We had a more inclusive sports day with more fun and inclusive team games and activities."* One of the parents spoken with observed, *"The children have become very accepting and supportive of each other."*
7. Children value education and are involved in making decisions about their education.	The children spoke positively about their learning and how class charters help them to respect their own, and everyone else's right to a good quality education. Staff noted the children's desire to be collaborative learners and that they, *"Realise that some of their peers need more support than they do at particular times."* Some year groups are beginning to make choices about the level of challenge they want to access in some subject areas.
STRAND C	**Highlights and comments**
8. Children and young people know that their views are taken seriously.	Children agreed that they feel listened to and that their views have an influence in their school with one explaining, *"We have a Communication Team, not just a School Council."* The school has adopted the Smart School Council approach to ensure that all voices are heard. The RRSA coordinator pointed out, *"Knowing about the Lundy model, from RRSA training, has really made us think about how we give the children an audience for their voice and ensure they can have influence."* Pupil leadership opportunities are plentiful, in addition to those already mentioned, there are Music Monitors, House Captains, Library Monitors and the Go Green Team. Children spoke positively about changes brough about as a result of their ideas being put forward, these include making elections more inclusive, additional clubs and a current project to allow the wearing of PE kit instead of school uniform on a day you have PE. The latter has involved consultations and research, looking at practice in other schools.
9. All children have taken action to uphold their rights and the rights of others, locally and globally.	The school enables the children to take action for the rights of others in their locality and globally. This has included multiple fundraising initiatives such as for the Türkiye/Syria earthquake appeal, Loud Tie Day for Bowel Cancer Guernsey, and the Shoebox Appeal. Individual children show initiative, one for example shared, *"I wrote to our Governor in Guernsey about smoking and his reply said it was an important issue."* The whole school participated in the most recent UNICEF UK OutRight campaign, making the children more aware of global issues related to climate change. The Seen and Heard Group have begun to formulate their campaign to promote active travel and reduce carbon emissions by reducing the number of cars on Guernsey roads.