RRSA ACCREDITATION REPORT
SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	La Mare de Carteret Primary School
Local Authority	Guernsey
Number of pupils on roll	309
Headteacher	Kim Hutchinson
RRSA Coordinator	Dawn Cooper
RRSA Assessor	Hilary Alcock
Date of visit	15th July 2021
Attendees at SLT meeting	Headteacher, RRSA coordinator
Number of pupils interviewed	7 pupils from the Seen and Heard rights leaders group, 7 pupils from other pupil leadership groups
Number of adults interviewed	Reception teacher and PSHE coordinator , Y5 teacher
Evidence provided	Silver Evaluation Form, digital evidence, discussions
Date registered for RRSA	October 2018
Bronze achieved	October 2019

ACCREDITATION OUTCOME

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

EVIDENCE FROM THE ACCREDITATION VISIT

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.

- Children spoken with during the visit were familiar with a number of Articles from the UN Convention on the Rights of the Child (CRC). They knew that rights are universal, unconditional, inherent and indivisible and understand the role of duty bearers. They consider that knowing about their rights is important to, "*Keep us safe and healthy*" and that, " *Everybody knows about their rights in school and this makes it a welcoming and exciting place to learn. We chose some rights for our charters, but we know that all the rights are equally important."*
- Children explained that they learn about their rights during PSHE lessons and assembly times, some of which are led by the Seen and Heard pupil leadership group for rights. This group have also put Rights posters up around the school to, '*Tell everyone about their rights. "* Children have an awareness that not all children access their rights citing lack of money and war as reasons for this. Children are learning about sustainability through activities such as composting fruit waste. One pupil recently won The Bailiwick Eco Schools Challenge competition for designing a filtration system to catch, clean and convert rainwater in to drinking water in order to reduce the use of plastic bottles. This success has motived the children to set up a new Go Green eco club.
- The headteacher and senior leaders demonstrate a very clear commitment for the school to become fully rights respecting. The headeacher commented that, " *A rights respecting approach makes perfect sense for our school; it consolidates work we had already started."* She went on to explain how the school has recently reviewed it Vision Statement which now includes a direct reference to children's rights. The RRSA coordinator continues to support staff with ongoing CPD about the CRC and with guidance about incorporating rights into more curriculum areas.
- Parents are made aware of the school's child rights based approach (CRBA) initially through transition sessions as children begin in the Reception class.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children's age and ability. Ensure that when using language of the CRC with younger children that any articulation of rights does reflect as closely as is possible and relevant to that used within the CRC. Consider using the Unicef resources Myths and Misconceptions and an ABCDE of Rights.
- Continue to incorporate learning about the CRC within more curriculum areas and consider ways to evidence this by adding reference to relevant articles on displays

about different subject areas of learning. Consider using Unicef's 'First Steps to Rights' resource to strengthen teaching and learning about rights within R and KS1.
- Consider how to support children and families to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events so that they develop a heightened sense of justice and equity for all children.
- Consider further CPD on global citizenship and sustainable development perhaps through engagement with the Sustainable Development Goals and The World's Largest Lesson to help develop an understanding of global issues and how they impact on children's rights and the wellbeing of the planet.
- Consider ways to provided training about the CRC for all existing support staff and induction about the CRC for any new staff or parents who join the school.(Pupil leaders could help with this.)

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.

- Children spoken with were clear about the role of duty bearers. One pupil explained that, "*Duty bearers need to make sure that we get our rights."* They spoke about the importance of their class charters for helping to make sure that they can learn within a respectful environment and consider that learning about their rights has helped them to be, " *Better at sorting things our for ourselves*," if there are ever any disagreements. The headteacher emphasised that, "*Staff role modelling the use of rights respecting language and reinforcing all children's right to education has contributed to the excellent behaviour that is now the norm within the school. Any inappropriate behaviour is dealt with in a discreet and dignified way.*
- Children feel safe in school and gave examples of safety measures in place. Digital Lead pupils explained how they have helped to create assemblies about keeping safe online e.g. " *We know not to share personal information*." Other pupils spoke about how they learn to be safe outside of school mentioning the importance of road safety and the bikeability scheme. The Y5 teacher commented on how children learning about their rights had facilitated them wanting to explore sensitive subjects relating to personal safety. She considers that pupils were more comfortable to do this because the discussions were framed around articles from the CRC.
- The school is recognised as being LGBT friendly and children from the School Council explained how they had chosen rainbow coloured Buddy Benches for the playground because they mean that, "*This is friendly school for everyone."*
- Children enjoy a wide range of after school clubs and activities and spoke about how these contribute to them being, "*Happy, alive and well."*
- The school's ethos is centred around inclusivity. A Pod learning centre for children with high levels of social and emotional need has been established and the headteacher explained how successfully pupils who need this support also access curriculum learning within other classes in the school.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school (e.g. this could relate to learning, wellbeing and/or safeguarding). (Outcome 2)
- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts. (Outcome 2)
- Build on the existing, positive way that staff manage any inappropriate behaviour by exploring with staff and children the concept of 'dignity' – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome
- Provide opportunities to explore and celebrate diversity in a range of ways. (Outcome 6)

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.

- Children have the opportunity to apply for a wide range of pupil leadership roles and several of these groups were represented during the visit. At the end of their tenure they help to select and interview new applicants for the following year. Members of the School Council explained that , " *We help to make improvements in the school such as suggesting new playground equipment. We have a book where our classes can write ideas and then we take the book to our meetings to discuss ideas."* Learning Leaders spoke about an assembly they had put together and presented in connection to developing positive learning qualities based on researching different animals. Pupils who are Digital Leaders are currently developing videos to be shared on the school's website that will showcase different aspects of school life. They have also run a workshop for parents about an online maths times tables challenge. Pupils also take a lead role in compiling a school newspaper about events, activities and achievements. Children in the Reception class have Class Captains each week who undertake special jobs and small leadership roles.
- Children have been involved in a range of activities to support other children to access their rights, e.g. Children in Need and The Shoebox Appeal. 'Within subject learning, such as in Literacy, children have learnt through texts about climate change and the effect on the world.' (Digital evidence.)

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Further develop your existing pupil leadership roles and pupil voice groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community. (Outcome 8)

- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action. (Outcome 9)
- Continue to develop children's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes. (Outcome 9)
- Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with Unicef UK's Outright Campaign and using Unicef's Youth Advocacy Toolkit. (Outcome 9)
- Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity. (Outcome 9)