

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Giles C.E. Primary School
Headteacher:	Mark Dakin
RRSA coordinator:	Harsimrat K Mavi
Local authority:	Walsall
School context:	The school has 451 pupils on roll. 38% of pupils are entitled to FSM/PP. 1% of pupils have an EHCP and 13% receive SEND support. 30% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator
Number of children and young people spoken with:	46
Adults spoken with:	3 teachers, 3 support assistants, 2 parents, 2 governors
Key RRSA accreditations:	Registered for RRSA: 23 rd November 2017 Bronze achieved: 10 th May 2018 Silver achieved: 6 th June 2019
Assessor:	Hilary Alcock
Date:	14 th June 2023

ACCREDITATION OUTCOME

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

St Giles C.E. 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:

- Confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.
- A passionate commitment to children's rights from all duty bearers ensures the Convention is evident in all aspects of school life.
- Active and engaged governors who fully support embedding a rights-based approach across the whole school community and beyond.
- Pupils feel valued and listened to and a range of pupil voice groups who are increasingly taking ownership for sharing their knowledge of children's rights within and beyond 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 support new families joining the school to learn about and understand the CRC and engage with the school's rights respecting journey e.g. through the induction leaflet and processes you plan to develop further.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change leading to improvements pupils identified as important within school.
- Consider how any international school partnerships can be developed through a rights lens to help pupils develop greater empathy and understanding of the lived experiences of children around the world.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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</p>	<p>All children spoken with had an excellent knowledge of the UN Convention on the Rights of the Child (CRC) and understood the principles which underpin them. One pupil commented, <i>"We learn about rights in every lesson and during Worship times...we are always talking about rights."</i> Children in the Steering Group described how, <i>"We've put posters up around the school and we lead assemblies to make sure that everyone knows about their rights...we are spreading rights all around the community."</i> Children knew that some children are denied access to their rights explaining, <i>"Some governments can't afford to pay for education and some children can't go to school because of war. There are also children who don't have clean water...they have to walk miles and miles to get it."</i> Children consider they are global citizens commenting, <i>"We help to take care of the environment by reducing and reusing plastic and planting trees to help make the oxygen in the air better."</i> One said, <i>"What I learn at school I tell my parents so they can help too."</i></p> <p>The headteacher described how, <i>"RRSA is the strong bedrock for developing and sustaining a school where our children are happy, safe, able to self-regulate, take an active part in school life and contribute to their community both now and in the future."</i> Class based staff commented, <i>"We are constantly aware of rights when planning lessons."</i> Parents and governors described the high visibility of rights around the school, the focus on rights for new families, the school's newsletter, website and social media channels. One parent described how their child, <i>"Talks about rights at home and with friends in other schools."</i> The RRSA coordinator commented, <i>"Since Silver we have gone beyond a knowledge of rights...we are now living a child rights based approach...it's the glue that binds us together."</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p><i>"All the duty bearers in this school make sure that we get our rights, and we know how to use them, like if someone was in trouble and needed help,"</i> commented one pupil. Another said, <i>"Everyone is treated fairly...if someone needs extra help in a subject or if they have a disability the teachers will sort it out."</i> The school's mission statement clearly identifies a commitment to the CRC underpinning the school's Christian vision and values and strategic documentation identifies how these relate to specific articles. A governor commented, <i>"Meeting agendas have children's rights running all the way through them and the children are very proud to be Rights Respecting Ambassadors."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children spoken with described mutually respectful relationships. One said, <i>"Children have different views and perspectives, and we know that we have the right to disagree as long as we are respectful...you can tell that this is important to students and teachers."</i> Each class develops a charter that pupils said were used to, <i>"Help us reflect upon the rights we chose being for everyone."</i> They also said that any issues raised were resolved quickly. Staff commented, <i>"Rights and values thread throughout the curriculum and you can clearly see that the children have had a say in the behaviour policy."</i></p>

4. Children and young people are safe and protected and know what to do if they need support.	All children spoken with said that they felt safe in school. One said, <i>"Our teachers and other trusted adults keep us safe in school and we know that other duty bearers like the police and hospital workers will also keep us safe."</i> Pupils described how the NSPCC Speak out Stay safe and PANTS programme supported their right to be safe. Children have focused on anti-bullying awareness activities and been involved in reviewing associated policies. They said they know how to keep safe online. Pupils also identified their pupil Wellbeing Council as individuals they could speak with if they were worried about anything.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Each class has a worry box, monitored by staff, where pupils can post any concerns. Children described how pupil mentors were there to, <i>"Listen to you and try to help."</i> One child commented, <i>"I would feel quite comfortable speaking to my friends or a teacher or other adult if I was worried about anything."</i> Children said that the wide range of clubs and activities they can access link with their right to develop their talents and abilities, to relax and play and to develop a healthy lifestyle. They also learn about a range of strategies such as yoga, positive thinking, exercise and healthy eating. Children enjoy Forest Ranger sessions and Outdoor Learning is planned into the science curriculum. The school provides access to free music tuition for all pupils and has a dedicated pastoral team, consisting of trained counsellors who deliver work based upon research.
6. Children and young people are included and are valued as individuals.	Children identified Article 2, non-discrimination, as being important to them. They said that everyone was welcome and included at the school. One pupil commented, <i>"At this school anyone can speak about their religion and know it's ok to do that."</i> Children have explored their names, nationalities and identities and pupil reading leaders have influenced the purchase of new class library books that better represent an increasingly diverse society. Children produce book reviews in which they identify specific rights.
7. Children and value education and are involved in making decisions about their education.	Children spoken with value their right to education and the breadth of opportunities they enjoy. The school has a whole school approach to PSHE which involves pupils in discussions, investigations, and problem-solving activities. The school includes rights respecting targets within its School Improvement Plan and described how incorporating children's views into SEN provision and target setting has had a positive impact on children with SEN or additional needs.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	<i>"Our school council always listens to us, and they let us tell them what will help to make our school a better place and for us to have fun,"</i> commented one child. Another said, <i>"If we have a good idea, we can tell an adult, or the School Council and they will try and do what they can to make the idea happen."</i> The school has a wide range of pupil leadership groups who regularly lead assemblies on a range of issues. They share their ideas and work with parents, governors and the wider community. Staff consider that a rights respecting approach supports pupils to, 'discuss and debate issues and ideas in a considered way.'
9. All children have taken action to uphold their rights and the rights of others, locally and globally.	Children enthusiastically explained, <i>"We help other children around the world to know about and get their rights."</i> One pupil said, <i>"We raised money for Water Aid so they could dig a well to help children have clean water."</i> All pupils planted trees in the school grounds as part of a Nature for Climate fund initiative. One pupil said, <i>"It's good to plant trees...I've planted one in my garden and put a bird feeder on it...we can all help living creatures."</i> Pupils have organised events for UNICEF's Soccer Aid challenge, Ukraine, a local Food Bank and Save the Children.