



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	<b>Charter Primary School</b>
<b>Local Authority</b>	Wiltshire
<b>Number of pupils on roll</b>	204
<b>Headteacher</b>	Mrs Sarah Flack
<b>RRSA Coordinator</b>	Katie Callaghan-Wright
<b>RRSA Assessor</b>	Jilly Hillier and Mel Lane
<b>Date of visit</b>	26th April 2018
<b>Attendees at SLT meeting</b>	Headteacher; RRSA Lead; Business Manager
<b>Number of pupils interviewed</b>	46
<b>Number of adults interviewed</b>	9 - including teachers, teaching assistants, midday lunch supervisors, parents and a governor
<b>Evidence provided</b>	Leaning walk, children and adult focus groups, evidence file.
<b>Date registered for RRSA</b>	October 2016
<b>Bronze achieved</b>	March 2017

### ACCREDITATION OUTCOME

Charter 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.

- All children interviewed from Reception through to Year 6 were very knowledgeable about rights from the Convention. They could name a range of articles including the right to a good quality education (explaining what this looked like), the right to be listened to, to be safe, to healthcare, to an identity and to rest and play. Even children in Year 1 talked with confidence and understanding about rights that were important to them. For example, one Year 1 child talked about the right to an opinion and described this as the right to have a choice. They knew rights were for all children, everywhere, that children had rights “from the day you were born” (Year 4 boy) and knew how rights impacted on them as individuals and as a school. One child explained that school was “just better” since being rights respecting; another child explained that knowing about rights had made her feel “more confident.”
- Pupils understood that all children “should have rights, but not everyone does.” In the context of the school’s link with a community in Egypt, one child explained that rights there were experienced in “a very different way.”
- The Headteacher explained how RRSA had “enriched” the curriculum and curriculum plans for a range of subjects show clear links to rights and global learning. There was evidence of planning for the World’s Largest Lesson and Universal Children’s Day linked to rights. Children readily described learning about rights in a range of ways e.g. in RE, PSHE, English, assemblies and through their charters. Home school learning activities are also often rights based and displays are linked to key articles.
- The RRSA Lead has been very effective in the way she has led the school’s development of a rights respecting ethos in a relatively short time. She has been thorough in supporting all adults in school and meticulous in planning a structured approach so that children consistently learn “about” and “through” rights. There was evidence of children learning about rights in assemblies, through displays, and through modelling a rights approach.
- All adults interviewed talked with confidence and conviction about the positive impacts of a rights respecting approach in school in terms of relationships, behaviour, attendance and embedding a culture of respect. Vulnerable children are well supported and are involved in knowing and accessing their rights. The Nurture Lead said she felt children were more open because they knew they had a right to be heard and to be safe.

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

- Consider developing a child friendly school development plan so children are fully involved in helping the school to improve. Be ambassadors for the Convention with other schools and within the local community.
- Continue to develop an understanding of what it means to be a rights respecting global citizen, exploring the Sustainable Development Goals through the World’s Largest Lesson activities, relating them to everyday actions in school and at home.



## 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.

- The Headteacher explained her vision of empowering children to enable them to be confident and resilient and have ownership of their learning and behaviour. She explained how “children are at the centre of every decision we take” and that RRSA helped them to see what that looked like in practice. Likewise, children were very clear about how school helps them to enjoy their rights and talked in a mature way about the difference being rights respecting was making. One child explained, “It makes you realise how important children are in the world.” Another said, that learning about rights was changing school in a positive way. For example, she explained how there were fewer “fall outs” now and children “got over them because we know we have a right to our own opinion and respect each other for who we are.” Children clearly enjoy coming to school and value learning. One teacher commented on the questionnaire, “Children knowing their rights is positive as they are able to link this to their learning.”
- Children and adults work together to build a positive, respectful school community based on the Convention. The governors are supportive of RRSA and see how it underpins school improvement. One governor explained, “We’ve been well guided, well tutored and well informed.” He described how improving attendance was a rights issue and that they were able to work with the children on this even if some parents had had a negative experience of school. A teaching assistant commented, “I think it is important for children to know they are entitled to have rights as this is something that is not always taught and discussed at home. The positive effect this can bring through their childhood is massive.”
- Children feel safe and can explain how school keeps them safe. They are aware of how their actions impact on others. Buddy slips record positive comments by one child about another and during Anti bullying Week children made positive comments about other children’s work. One parent commented, “The children are confident now to stand up for themselves, now they know they have rights.”

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

- Continue to develop your inclusive approach and explore diversity at an age appropriate level to ensure that children are aware of and respectful of diversity in its different forms, helping them to understand the concepts of non-discrimination and fairness.
- Explore the concept of dignity as a principle of school life and relationships.
- Continue to deepen adults and children’s understanding of the Convention



## 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's participation is a priority within the school. This is shown by the way all children have a part to play in contributing to school life. The decision was made to replace the school council with a system in which each year group have an area of responsibility so that more children have a greater voice in the life of the school. For example, Year 6 are subject ambassadors and Year 5 lead on charity work. One child explained how Young Minds was the charity they chose to support this year "to help children who struggle." She went on to explain that "if you are happy and have a healthy mind, it helps your learning." A governor commented on the questionnaire, "The ambassadors and steering group play a significant role in moving the school in the right direction, promoting the rights respecting school programme." A midday lunch supervisor said of the Play leaders "We would be lost without their help."
- Children know they have important ideas to contribute. When talking about meeting with teachers to discuss how teaching could change, one child explained, "It's important because we have ideas and we understand things differently, so teachers keep this in mind and might tweak it a bit."
- The Rights Ambassadors are an inclusive team and are very enthusiastic about their work. They are very involved in driving forward progress with the award and are very clear about the positive impacts of RRSA. One child said, "It makes you want to teach others about rights and how to embrace them." Children are encouraged to learn about democracy and promote the rights of others. During a visit from the local MP, children found out what being an MP involved and a homework task encouraged them to find a cause to support. Children have written letters to many influential people including Malala, the International Development Minister and Education Minister and have been learning about the global goals.

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

- Build on existing work to involve children in actively campaigning on a local, national or international issue. Consider providing regular access to news e.g. CBBC Newsround to explore topical events from a rights perspective.
- Enhance ambassadorial activity so more children and adults locally know about the Convention.