



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Gobowen Primary School
Local Authority	Shropshire
Number of pupils on roll	193
Headteacher	Ronan Walsh
RRSA Coordinator	Ronan Walsh
RRSA Assessor	Hilary Alcock
Date of visit	2nd February 2021
Attendees at SLT meeting	Headteacher
Number of pupils interviewed	10 across KS1 and 2 (in bubbles)
Number of adults interviewed	Deputy Headteacher (year 6 class teacher)
Evidence provided	Silver Evaluation Form, interviews, PowerPoint
Date registered for RRSA	June 2017
Bronze achieved	May 2018

ACCREDITATION OUTCOME

Gobowen 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 spoken were familiar with a number of Articles from the UN Convention on the Rights of the Child (CRC). One Y2 pupil commented that, *“Mr Walsh always teaches us about our rights in assemblies.”* Children from other year groups explained how they learn about rights during lesson times as well as through the Article of the Week focus and displays around the school.
- Children knew that rights are universal, unconditional, inherent and inalienable. When asked if their rights could be taken away one Y5 pupil said passionately, *“No way!”*
- Children are developing their awareness that not all children access their rights. They are involved with recycling projects at school and also whilst on residential visits e.g. undertaking a park or beach clean-up. Pupils in Y6 described how they had learnt about children being denied their rights through the novel *Holes*.
- The headteacher explained that he now hears children talking informally about their rights around the school and that families are aware of the school’s commitment to a rights based approach through the weekly newsletter, pupil progress discussions and the school’s website.
- The Deputy Headteacher considers that the school’s rights respecting journey gives, *“Focus and purpose to everything the school does”* which has resulted in it being, *“A really positive place to be.”*

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

- Ensure a consistency of understanding for staff and pupils across the school that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people’s age and ability. Consider using the RRSA resource ABCDE of Rights.
- Ensure that all within the school community have a clear understanding of the concepts of ‘rights holders’ and ‘duty bearers.’
- Strengthen early years engagement with the RRSA journey, embedding rights-based language and considering staff CPD. Utilise ‘First Steps to Rights’ to support teaching and learning.
- 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.
- Continue to support parents/governors/families/the wider community to learn about and understand the CRC and engage with the school’s rights respecting journey.



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.

- All children spoken with understood that adults at school and at home need to make sure that they are accessing their rights. One pupil who had joined the school part way during KS2 commented that, *“I didn’t learn about my rights as much in my old school as I do here. Learning about rights keep you happy and healthy.”*
- Children and staff both used the term, “Calm” to describe classroom environments and explained that that their Charters helps everyone to be respectful of each other. One Y6 pupil explained that if any pupil did display unacceptable behaviour they would be spoken with, *“ In a quiet place so that they can have privacy because they might feel bad about what they’ve done.”*
- All children spoken with said that they feel safe at school and could talk to any adult at the school if they felt unsafe or had any worries. Through discussions Y3 pupils recognised that fences, locked gates and visitor entry procedures are all safety features. One Y5 pupil commented that, *“Home and school are the safest places to be.”* The headteacher considers that a rights based approach has, *“Strengthened safeguarding within the school, helped to promote more positive attitudes towards diversity and inclusion and resulted in an overall improvement in behaviour and a reduction (currently to zero) of fixed term exclusions. “*
- Children described a range of clubs and activities that they usually enjoy. They have a Forest School facility on site and value the various outdoor learning opportunities they have. One Y4 pupil explained how learning about rights was important to her overall sense of wellbeing commenting that, *“When we talk about rights my worries go away and I feel happier.”*
- Older pupils explained how they are starting to make suggestions for what they want to learn about and how they can include rights within their learning.

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

- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts. (Outcome 2)
- When charters are next reviewed, include actions for duty bearers as well as for children. (Outcome 3) Use Unicef’s Charter Guidance to support this.
- Explore with staff and children the concept of ‘dignity’ – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome 3)
- Ensure that children and adults know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights. (Outcome 5)
- Further develop 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.

- All children spoken with were confident that adults in the school will always listen to them. There is a School Council which children can put ideas forward to and know that they will receive feedback. They have been successful in improving access to sports such as golf and tag rugby. The School Council have a list of potential projects to work on once Covid 19 restrictions are lifted.
- Children are developing their awareness of the connections between their charitable and fundraising activities and supporting children to access their rights. The School Council plans to open a healthy tuck shop and use the profit from this to support rights based projects both in school and elsewhere. One Y5 pupil described how she had become involved in a project called Street Angles for homeless people and raised money for this by making friendship bracelets. This also linked to fundraising the school was involved with for Children in Need.
- The Deputy Headteacher explained how environmental and sustainability issues are included within the planned curriculum and that through one topic called 'Planet Protectors' pupils had designed advertising posters and written letters to the Headteacher and their local councillor with their ideas for making changes and improvements for the health of the planet.

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

- Continue to provide opportunities for children across the school to be involved in pupil led 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)
Continue to ensure that 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. For fundraising, consider involvement with the Soccer Aid for Unicef Playground Challenge (Outcome 9)
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community (Outcome 9)



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