

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Gobowen Primary School
<b>Headteacher:</b>	Ronan Walsh
<b>RRSA coordinator:</b>	Ben Griffiths
<b>Local authority:</b>	Shropshire
<b>School context:</b>	The school currently has 199 pupils on roll. 25% of pupils are eligible for FSM. 13% of pupils have an EHCP. 3% of pupils speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, RRSA coordinator, EYFS teacher
<b>Number of children and young people spoken with:</b>	22 pupils from KS1 and KS2, including School Council members
<b>Adults spoken with:</b>	2 Teachers, one of whom is also a parent, 1 administrator who is also a governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: 14 <sup>th</sup> June 2017 Bronze achieved: 4 <sup>th</sup> May 2018 Silver achieved: 2 <sup>nd</sup> February 2021
<b>Assessor(s):</b>	Hilary Alcock
<b>Date:</b>	4 <sup>th</sup> October 2022

## ACCREDITATION OUTCOME

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

**Gobowen 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 discussed a range of rights and why they are important and relevant to their lives.
- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- Courage and confidence in using rights to help frame discussions about challenging topics that has resulted in positive change.
- A nurturing family atmosphere with strong relationships with parents / carers who also value the school's rights respecting work.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships and attitudes towards diversity in a positive way.
- Pupils were keen to share their opinions and were positive that they could make a difference in school and in the wider world.

## 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:

- Further develop how rights are explicitly linked to curriculum planning within all subject areas, activities and events throughout the school including the new nursery
- Seek ways of making the Convention and your commitment to RRSA more explicit on the school's website, in other communications and in strategic documentation e.g. policies.
- Continue to work on enabling the pupils and adults use of rights vocabulary such as dignity, equity, duty bearers and rights holders
- Further develop opportunities for children to be at the heart of decision making, influencing and shaping the life and work of the school.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual OutRight campaign and consider using the UN Global Goals for Sustainable Development to further global citizenship.
- Continue your proactive ambassadorial work to encourage other schools to be involved with RRSA.
- Explore the terminology of behaviour policies and include pupils within your next review.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children 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>Children knew a wide range of rights from the UN Convention on the Rights of the Child (CRC) and the principles which underpin these commenting, <i>“Everyone under 18 has rights when they are born.... and they cannot be taken away from you.”</i> One pupil explained, <i>“We learn about our rights every week and everybody in the school respects everybody’s rights.”</i> Children are clear that adults, as duty bearers, in and out of school need to uphold their rights. They understand that some children do not enjoy their rights giving examples relating to conflict situations, abduction and trafficking, climate change and, <i>“Because they don’t know about their rights, because the government hasn’t told them.”</i> Children described how weekly assemblies, children’s news media shared in class and regular debates all help them to learn and talk about their rights. Pupil monitors update displays about the CRC around the school. Children spoke about the importance of caring for and respecting the environment and knew that their gardening club plus recycling and energy reduction actions contribute to this.</p> <p>The RRSA coordinator said, <i>“Rights are part of everyday life in school.”</i> Other staff commented that since gaining their Silver Award, <i>“Incorporating rights into lessons and using rights language is now more natural to us...it’s just part of our school ethos.”</i> A governor described how subject leaders report to the governing body on how rights are part of the curriculum and that, <i>“Rights are everywhere in the school.”</i> The Article of the Week features on weekly newsletters to families. A parent commented that her Y2 child, <i>“Regularly tells us about the rights he has been learning at school and starts conversations about them.”</i> The headteacher noted, <i>“The younger children are now much more aware of and understand their rights.”</i> Early Years staff explained, <i>“There is a focus on children knowing that they have the right to speak up and express their views as soon as they join the school. They learn that they have the right to a name and to be cared for as part of learning about ‘Ourselves and Our Families.’”</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p><i>“All the teachers in this school are amazing. They always respect you and would help anyone even if they didn’t go to this school because all children have got rights,”</i> commented one pupil. Another explained, <i>“Our charters help us to know about and respect our rights.”</i> A teacher emphasised, <i>“In this school children’s rights are not just words or things that are learnt by rote, but rather they are in place every day...we are living the rights.”</i> Children consider that everyone is treated fairly, and they trust adults to sort out issues or concerns when these are raised.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children described how, <i>“Everyone in this school is kind to one other.”</i> The headteacher considers that learning about rights has, <i>“Improved relationships... pupils are more respectful of each other’s opinions.”</i> Other staff commented, <i>“Children are more confident to use rights-based language and take more responsibility for resolving issues on their own.”</i> One member of staff commented, <i>“It’s amazing the impact of RRSA over time in the school.”</i></p>

<p>4. Children are safe and protected and know what to do if they need support.</p>	<p>Children spoken with all said that they feel safe in school. <i>“We can talk to any of the teachers and they would help us if we were worried about anything,”</i> said one. The headteacher emphasised how children learning that they have a right to be safe and protected and within an environment where they know that they will be listened to, continues to have a significant and positive impact on safeguarding procedures. He also commented that staff from the local secondary school noted during a Y6 transition day how significant was the extent to which pupils from Gobowen asked questions about pastoral care, safety and anti-bullying all linked to their rights.</p>
<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Pupils spoke enthusiastically about the school’s new running track and climbing wall as well as clubs and activities, PSHE lessons, worry boxes and peer mentors which they explained, <i>“...are all things to help us to be healthy.”</i> One pupil also commented, <i>“Teachers care about our mental health and wellbeing. If you’ve been upset, they will help you to calm down or we can use our finger technique, and someone will always come and check up on you.”</i></p>
<p>6. Children are included and are valued as individuals.</p>	<p>Children said that everyone was made to feel welcome within the school. They can access a wide range of texts relating to diversity and inclusion and specific events such as Black History Month also feature within the curriculum. The school’s evidence stated that inappropriate comments from children from certain communities have been all but removed from conversations on the school yard. It was also pointed out that children have a wide range of opportunities in school to promote their individuality, such as sports days, performances, music lessons, and a large range of clubs.</p>
<p>7. Children value education and are involved in making decisions about their education.</p>	<p><i>“We can always ask if we are not sure about something in class or if we’re a bit stuck with our learning,”</i> commented one pupil. Staff pointed out that children are asked what they would like to find out about a certain topic, and the curriculum is then adjusted in order to suit their interests and areas of enquiry.</p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>8. Children know that their views are taken seriously.</p>	<p>Children were confident that their voices are valued, listened to and that their views and opinions are taken seriously. The School Council described how they get ideas from their classes, attend meetings and then feed back to their peers. Non leadership pupils said that if they had any ideas or issues they wanted raising they could tell their class Councillor or a teacher. <i>“Our job is to change the school for the better,”</i> said one School Council member. <i>“We’ve helped to change things outside like the equipment and our school dinners.”</i></p>
<p>9. All children people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p><i>“We’ve written letters to our local Councillor, to tell them that traffic on the road near to school is going too fast,”</i> explained one pupil. Children described how they have now have more recycling bins on the playground, use refillable water bottles and have made signs to remind everyone to turn off lights and electrical equipment when not in use. <i>“We also plant trees to help the environment,”</i> said one child. The school supports the installation of safe water supplies in developing communities and has raised funds to improve access to their rights for children in countries where there is conflict. Y6 children specifically asked staff at the local secondary school, <i>“Will you continue to teach us about our rights at your school?”</i></p>