

# RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

<b>School:</b>	The Glebe Primary School
<b>Headteacher:</b>	Justine Moralee
<b>RRSA coordinator:</b>	Sam Jones
<b>Local authority:</b>	Stockton-on-Tees
<b>Assessor(s):</b>	Frances Bestley and Helen Trivers
<b>Date:</b>	June 30 <sup>th</sup> 2021

## 1. INTRODUCTION

This is a Gold virtual reaccreditation report. The assessors would like to thank the children, the Senior Leadership Team, and staff for their warm virtual 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.

Particular strengths of the school include:

- Children with good knowledge about rights.
- Pupils' sense of social justice is very strong; all children have the opportunity to think about what they want to change in the world and how they can do this.
- Staff are very committed and positive about being a rights respecting school and the school has managed to continue to include rights in planning.
- School policies, structures and processes are all underpinned by rights.

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

## 2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 embed teaching and learning about a breadth of rights. Consider doing a curriculum audit to ensure that a range of rights taught across the school and that learning about rights is built on as they move up through the school.
- Consider moving towards a positive behaviour policy and consult with the children about the development of this.

## 3. ACCREDITATION INFORMATION

<b>School context</b>	The Glebe Primary School has 437 pupils on roll. 22% of pupils are eligible for Pupil Premium funding, 0% of children have an EHCP and 11% of children speak English as an additional language.
<b>Attendees at SLT meeting</b>	Headteacher, RRSA coordinator, deputy headteacher, KS1 leader, Lower KS2 leader.
<b>Number of children and young people interviewed</b>	7 RRSA Champions from Y1 to Y6. 6 children from across the school from Y5 and Y6.
<b>Number of adults interviewed</b>	2 class teachers including the SENCO, 3 TAs and a Parent Governor
<b>Evidence provided</b>	Gold evaluation form, digital evidence and focus groups.
<b>Registered for RRSA: 30/03/2011</b>	<b>Silver achieved:</b> 16/04/2013 <b>Gold achieved:</b> 14/10/2014, 07/12/2017

## 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 development.

### Strand A has been achieved

Children spoken with were able to confidently talk about a wide range of articles of the CRC. They understood that rights are unconditional, universal and cannot be taken away, that rights do not need to be earned and are all equally important, concepts that they recap at the beginning of each year in assemblies using the 'ABCDE of Rights' resource. Children were clear that adults are duty bearers, and also explained that the government has ultimate responsibility for ensuring that their rights are met. As children spoke about rights, they naturally made links with their own lives and the lives of children around the world, demonstrating a good understanding of situations where rights are not enjoyed by children. For example, one child said, *"We read a book called Ahmed's Secret about a boy in Egypt. It links to the right to education because before, he couldn't write his name."* Another child said, *"Fairtrade is important because in some countries child labour is not illegal, so that links to children's right to education. So, if you buy Fairtrade then families might be able to pay for their education and not have to work."*

Children normally learn about rights through their daily assemblies, where there is a different focus right each fortnight. However, with the Covid-19 restrictions in place, this has been replaced with learning about the Article of the Week within classrooms, ensuring that children continue to be exposed to a wide range of articles. The headteacher said, *"The curriculum is the best we've had – it's really strong and RRSA has given the focus for teachers to widen their knowledge about the world and pass this on to the children."* Teachers also make links with rights in their planning across the curriculum from reception right up to Y6 with one member of staff saying, *"We talked about turtles getting trapped in rubbish and we linked this to rights and global goals. It comes naturally, we can see where the links are. On our proformas for planning there is a section for RRSA, so it is always in mind."* Another said, *"We link it to fiction, and we talk about cultural differences and not everyone having same access to rights."* The RRSA lead explained that, *"We've revamped our history and geography curriculum and strengthened links to rights and global goals."* However, he also explained that children now bring things up themselves and staff are more confident in rolling with this, *"My Y5 class are very mature and are able to have lengthy debates and link rights with current events."* All classes have RRSA floor books to record their rights work.

There was clear commitment to the CRC shown by adults and the wider school community. The headteacher explained that, *"The ethos of Rights Respecting is apparent from coming through the door."* Teachers agreed that it is embedded throughout the school, from interview and induction processes, to staff meetings and training and that, *"It's a big part of our school environment – duty bearers on doors, articles and global goals on all displays."* In fact, the headteacher said, *"Each candidate in a recent recruitment mentioned RRSA so it must feature, as they had all picked it up!"* A new member of staff explained that they received support and information about the CRC as part of their induction process, and that all new staff receive this. The school governor said that RRSA is mentioned at all governor meetings, and forms part of the headteacher's report saying, *"[RRSA] puts a different spin on things. It enhances things and asks us to look at it from a different point of view."* Relevant school policies reference rights and rights are also part of the School Development Plan. Parents are kept informed about rights through the newsletter and the website and also through discussions with their children with one parent saying, *"Rights is embedded through what they do. Through homework we can find out what rights they have been learning about that week."* The headteacher said that a positive outcome from Covid-19 was increased parental engagement with learning, particularly rights respecting home learning, *"Some parents who wouldn't normally have*

*been able to participate have been involved.” Another parent talked about her child’s sense of empathy and agency, “It initiates conversations at home. We talked about children in the local area and making hampers for children. My son made me put the things into the basket that he liked to make sure that the children had access to the same things he had access to.”*

## **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.

**Strand B has been achieved**

Children agreed that they are able to enjoy a wide range of their rights in school with one child saying, *“The best thing is that everyone knows about rights and they are respected. You don’t need to worry about rights being met.”* Children create class charters at the end of each year with their new teachers in preparation for the next year, with actions for both children and duty bearers to ensure the chosen rights are met. The RRS lead explained the ongoing importance of the charters saying, *“If there are new children [throughout the year], they are always added to this charter and supported to understand it.”* Children understood the concepts of fairness and equity and each class has had sessions to discuss these concepts. One teacher said, *“Social justice comes across... We had a lesson about equality and there were so many discussions about what this looks like.”* One child talked about equity saying, *“It might not be equal because some people need more help than others. But that is ok... Everyone has different strengths and so people need different support.”*

Staff and children reported that relationships across the school are positive and founded on dignity and a mutual respect for rights. One child said, *“We encourage new people. If you have a supply teacher, they might not understand so we help them,”* and another said, *“We are always nice to each other and if someone hurts themselves, we help them.”* Staff said that the rights framework is, *“...a common language that children and staff use. It helps with discussions about consequences. It’s more of a problem-solving approach.”* RRS Champions in each class award stickers if they notice someone showing rights-respecting behaviour and at the end of each term, one child in each class wins a prize. Lunch time supervisors have received RRS training and use this on the playground to encourage respectful behaviour. Each class has completed a session about dignity and what this may look like in school and one child said, *“Dignity means respecting yourself and others. The school does treat us with dignity. The teacher will respect our views in the work we are doing. They let us talk to them if there is something wrong. We can talk to them in private.”*

Children spoken with agreed that they felt safe in school and talked about a number of ways their school keeps them safe such as having secure fences, fire drills, labelled lanyards for visitors. The children were also very clear about different ways to keep safe online saying they had lessons on this in ICT. One child said, *“The school protects us. If something happened, we know we would be safe.”* Children were clear about what they would do if there was a problem saying, *“If we didn’t feel safe, we’d tell the teacher,”* and, *“...it would be sorted out.”* Each classroom also has a worry monster and children know that if they have any concerns, they can post their worries into the worry monster or on the ‘Worry Washer’ page on the school website.

The school places children’s social and emotional wellbeing high on their agenda. Children said, *“The school don’t put too much pressure on us when we do our work,”* and that they talk about mental health in PSHE lessons. The Zones of Regulation are displayed in each classroom to support children

to identify their feelings and deal with them in a healthy way and the school also offers weekly counselling for children when needed. All staff received training at the beginning of the school year which focused on children’s mental health and well-being. Lots of work is completed each term focusing on mental health, during PSHE lessons and themed days. Children also learn about physical health with the curriculum covering toothbrush training in Nursery and Reception, healthy eating in KS1 and changes to the body in KS2. There is a breakfast club accessible to all children and all children have a bagel each morning to ensure they are fed and ready to learn. Children said that, *“Everyone has fresh water, and we eat fruit at breaktime because it’s healthy for you.”* They said they enjoy the variety of physical activities they do, *“We’ve done crazy golf and dancing, archery, and at breaktime, running keeps us healthy.”*

Children felt valued and included at school and the school has a strong culture of inclusion and non-discrimination with one child saying, *“Everyone can be themselves.”* Children are celebrated each week at the Celebration Assembly and are also encouraged to bring in achievements from outside of school. The school ensures that trips and clubs are accessible to all, regardless of family income and there are specific extra-curricular activities for children with SEND. The headteacher explained that they have started to look at diversity within their curriculum although they have more work to do on this and are planning staff training in this area. One teacher said, *“In KS1 we look at things like Pride Month and Black Lives Matter. We are fluid in PSHE so that we can address issues as they arise.”*

Children spoken with enjoyed school and agreed that they were supported to have a say and play an active role in their own learning. They explained that they have targets and are given resources to make sure they can work independently. When starting new topics, they complete KWL grids and they are given choices about what they write about in English lessons. One teacher said the best thing about their school being rights respecting was, *“Giving the children a voice and making sure that they have a say and are involved in every process of their learning.”* The headteacher said, *“Behaviour and attitudes to learning is very strong. I feel confident to take visitors into any classroom as it’s such a purposeful calm learning environment with positive attitudes.”*

**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.

**Strand C has been achieved**

Children agreed that they had a voice in school and that their views were taken seriously. They talked about Article 12 saying, *“If you have ideas, they listen to you. My teacher said she tries to make sure she speaks to everyone every day, so everyone is listened to.”* A staff member agreed, *“Children know they have a voice and they will be listened to and respected.”* Children are able to join a wide range of pupil voice groups such as the RRSA Champions, Eco Warriors and Digital Leaders, and when asked why they wanted to become a RRSA Champion one child said, *“I wanted to show people that anyone can be what they want no matter their race, gender or religion, they can do what they want.”* The school has a Head Boy and Head Girl who meet with the headteacher each week to discuss school improvement, and each class also has a suggestion box that their school councillor is in charge of which the school council discuss at their meetings. The headteacher explained that the school council are involved in interviews for new members of staff, including herself.

Children understood their role as global citizens and were clear about things across the world that they would like to change, responses including, *“In some countries girls don’t go to school and I want to make sure they go to school too. We did Send My Friend to School - this tries to eliminate people not accessing education,”*; *“There’s lots of things we want to change - Climate change, clean water in poor countries, poverty. We’ve done a Fairtrade Fortnight and we learned about cotton and fair pay for farmers.”* Children have been engaged in a number of campaigns and events to promote not only their rights, but the rights of all children globally. One teacher said, *“They thought everyone had access to their rights and now they know they don’t they want to help. Lockdown, not being able to go to school, made them realise how important this is.”* The headteacher explained that during lockdown, they have carried on the campaigning work such as writing letters to their local MP, a children’s takeover day as part of UNICEF UK’s OutRight campaign and a whole school recycling campaign. The headteacher said, *“Children are aware of their rights and their voice in the world and are encouraged to use their voice.”*