



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

NB: This was accreditation carried out via video call

<b>School</b>	St Martins Primary School
<b>Local Authority</b>	Jersey
<b>Number of pupils on roll</b>	550
<b>Headteacher</b>	Cate Mason
<b>RRSA Coordinator</b>	Clare Giles
<b>RRSA Assessor</b>	Jilly Hillier
<b>Date of visit</b>	18th March 2020
<b>Attendees at SLT meeting</b>	Headteacher, RRSA Lead (Deputy Head); KS1 Lead; Y3/4 RRSA Lead.
<b>Number of pupils interviewed</b>	80 (approx.)
<b>Number of adults interviewed</b>	23 (staff and parents)
<b>Evidence provided</b>	Focus groups/ learning walk/ class visits/ written evidence
<b>Date registered for RRSA</b>	October 2018
<b>Bronze achieved</b>	May 2019

### ACCREDITATION OUTCOME

St Martin's 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.

- Children in the focus groups and in the classes visited were enthusiastic and confident in their knowledge of children's rights and articulate in the way they talked about how school ensured they accessed those rights. They were familiar with the principles of the United Nations Convention on the Rights of the Child (CRC) including that rights are unconditional and universal. They described how events such as the war in Syria and the bush fires in Australia impacted on children's rights. They consistently referred to adults as duty bearers and children as rights holders.
- Staff and the Rights Squad ensure that children learn about the CRC in a variety of ways including assemblies, topic work, class charters, displays, by embracing a rights respecting approach within the classroom and by taking action in the local community and wider. One member of staff explained that children's rights was a "*constant dialogue*" that permeated through everything from reading stories to topics on World War 2 and the Tudors. Children described their weekly news assemblies in which they looked at current issues affecting children within their school, in the local area and globally. These are explored within the context of the CRC and has led to children taking action to support the rights of others.
- Staff described how the RRSA Lead had introduced RRSA with passion and conviction providing on-going training and support. They explained how they felt they were not starting something brand new, but building on the excellent practice already in place. One member of staff described RRSA as giving their teaching "*more purpose ... strengthening the 'why'*" in teaching and learning.
- It was clear that parents are very supportive and have been an important part of the RRSA journey. They described how information had been communicated effectively through an open afternoon, assemblies and ClassDojo so that their own learning about rights had also been enhanced. One parent talked about RRSA as being "*a game changer*" in helping children have a greater understanding of the world around them.

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

- Continue to build on your excellent work embedding an understanding of the CRC across your school community. Continue to empower children to take a leading role including leading RRSA presentations for new staff and children.
- Consider incorporating an explicit commitment to education for global citizenship and sustainable development in the school's mission to develop children's awareness of global issues.
- Continue to update your website, communication material, strategic documentation and curriculum planning with relevant articles from the CRC.



## 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 RRSA Lead and headteacher described how RRSA took “*centre stage*” in the school’s strategic planning to ensure that the CRC underpinned decision making and actions. This included a Rights Respecting Policy for new teachers. It was clear that a child rights approach has become central to the school’s ethos. Pupil voice is given great value and adults and children work together to create a rights respecting environment. This was recognised in the recent school inspection report which stated, ‘The ethos and culture of the school reflects the strong commitment to children’s rights’ (May 2019). Children talked about how duty bearers at school helped them enjoy their rights and staff talked about how RRSA had given everyone a “*common language and understanding across the school.*”
- Children were happy, respectful, engaged in their learning and keen to share their rights respecting journey. The school’s tag line is “Being different, succeeding together’ and children interviewed clearly understood what this meant in practice, describing how it was underpinned by Article 2 and meant that children were not “*excluded, discriminated against or judged.*” Inclusion is at the heart of practice and there were many examples of how all children are supported to achieve their best. For example, The Studio provides a safe, nurturing space for children supporting their emotional wellbeing and the use of Decider Skills give children the tools to work together in a mutually respectful way. They know that their school places importance on their health and wellbeing.
- Children feel valued and included and play an active part in their learning. Kagan Cooperative Learning and an enquiry approach is an important part of the school, ensuring that children are equal partners in their learning, making choices about what and how they learn.

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

- Continue to involve children in key aspects of school improvement and in the review of appropriate policies.
- Create opportunities for pupils and staff to explore the concepts of equity and fairness.
- Explore the concept of dignity as a key value of the CRC and its role as a principle of school life and relationships.



## 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 strength of the school with children encouraged to play an active part in influencing change. Their views are consistently listened to in a variety of ways and acted upon. This is evident in the number of children engaged in pupil voice groups such as the Rights Squad, School Council, Digital Leaders as well as class councils, Pupil Forum and the Pupil Inspection Team. In this way, children know they are listened to and that they can contribute to school improvement and change in their community. The Rights Squad has sixty-three members and has been instrumental in raising awareness of the CRC. Actions they have taken include the provision of new play equipment that has directly improved playtime; changes to PE so that privacy is respected when changing and greater supervision on the all-weather play area to improve children’s safety.
- Parents and staff emphasised the role RRSA is having in developing children’s global awareness. The headteacher explained how important it was for Guernsey children “*to have that global view*” because of their island context. They are using their knowledge and understanding of the CRC to stand up for the rights of children in their own community and beyond. For example, taking part in the reverse advent foodbank; initiating a whole school Cyclathon to raise money for Unicef Australia supporting children affected by the bush fires; and working with the island’s Active Travel Lead to make travelling to school safer and healthier whilst promoting Article 24.
- Children have been involved in acting as ambassadors for the CRC with members of the Rights Squad being interviewed on the radio, television and by the newspaper about their work to support children’s rights. The headteacher described how pupil voice had always been a priority but RRSA had “*brought the world to our children.*”

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

- Continue to facilitate opportunities for children to initiate powerful advocacy and campaigning work on local and global issues linked to children’s rights – perhaps linking with Unicef’s OutRight campaign as planned.
- Continue to develop ambassadorial activity for children and staff, promoting knowledge of the CRC with other schools and within the wider community.
- Continue to develop children’s understanding of what it means to be a rights respecting global citizen, perhaps by engaging with the Sustainable Development Goals (Global Goals) and the excellent resources provided by the World’s Largest Lesson website.