

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Glasshouses Community Primary School
Headteacher:	Nicola Thornber
RRSA coordinator:	Nicola Wilkinson
Local authority:	North Yorkshire
School context:	There are 50 children on roll at Glasshouses Primary. Of these 18% are eligible for Pupil Premium, 4% receive support for additional needs and no children speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA coordinator/deputy headteacher
Number of children and young people spoken with:	20 children from across the school
Adults spoken with:	3 x teachers, a parent, a grandparent, and a governor
Key RRSA accreditations:	Registered for RRSA: August 2017 Silver achieved: October 2018 Gold achieved: February 2020
Assessor:	Kathy Allan
Date:	27 June 2023

REACCREDITATION OUTCOME

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

Glasshouses Community Primary continues to meet 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 reaccreditation 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 range 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:

- Continued commitment by the whole school to place the CRC at the heart of policy and practice. After many years engagement with the Rights Respecting Schools Award there is still innovation and creativity in the way it is taken forward and adapted, particularly regarding engaging the other two schools in the federation.
- A common language of rights which is used across the school and supports a caring and nurturing ethos, allowing children to explore and discuss a range of issues.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children feel listened to, that their views matter and that they can make a positive difference.
- Children are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.

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 explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example dignity and equity and how these are enacted in school practice.
- Continue the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms. Consider working alongside another Gold school in a contrasting area of the UK to facilitate this.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools, particularly targeting the local secondary school.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children at Glasshouses continue to be supported to learn about, explore and engage with their rights. Embedded across the curriculum, the CRC provides a lens for children to explore topics and learning opportunities. A member of staff shared how they intentionally including women in science lessons and share positive stories about influential individuals. Another example was exploring the Victorians from different perspectives. Weekly assemblies focus on an Article of the Week which is then discussed in class and shared with parents through the school newsletter. Pupils are increasingly taking ownership over assemblies and sharing their learning. Another member of staff shared how in PSHE, <i>"There is a focus on current affairs where we give key issues extra time; it is helping strengthen a wider understanding of the world, such as during Refugee Week."</i> The learning from Refugee Week was shared through a 'This school welcomes refugees' display and both groups of children met talked about the injustice that refugees face. <i>"They might need to evacuate and come to the UK, they should have the same rights as everyone,"</i> and, <i>"We wrote letters about article 10 and 22 as it's wrong that the government are not doing what they agreed, and children can't reunite with family."</i> Global Citizenship filters through the curriculum and lessons are planned with a focus on sustainability. <i>"Children are now aware of the wider world and their rights. They question and use rights to develop their understanding,"</i> explained staff. When discussing the denial of rights children spoke of, <i>"Families sometimes move country, they are refugees, if a country is at war like in Ukraine, they need to be safe."</i> Floods, earthquakes, kidnapping and being treated differently, <i>"...discrimination,"</i> were also discussed.</p> <p>The school environment highlights links to rights and classroom charters, <i>"...promote the rights we have in class and how to treat each other,"</i> explained a pupil. The ABCDE of rights are highlighted and children understand these concepts along with the roles of rights holders and duty bearers. Classroom doors introduce the duty bearers in each room and highlight the most relevant articles the adults are responsible for. A governor described how the right to a voice and education underpins everything and the school community are, <i>"...living and breathing rights and respect."</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>The school's values of CHAMPS (Choices, Honesty, Achievement, Perseverance, Safety) mutually support the rights respecting ethos and underpin a culture that ensures that children are at the heart of decision making. Pupils understand that duty bearers in school support them to access Article 28 and have a good understanding of how they experience their rights in school. Inclusion is a key strength and central to the school's vision, filtering through all activities and supporting children's safety and wellbeing. A parent explained how her children are, <i>"...allowed to be who they are,"</i> and, <i>"...not singled out for their additional needs."</i> The school is working towards being a School of Sanctuary and KS2 pupils have taken part in workshops to understand prejudice and discrimination. A PowerPoint was then created to share their learning with parents and families. Staff shared how engaged</p>

<p>participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p>children are in this work and how one pupil has been successful in applying for a role as a National Anne Frank Ambassador. Pupils are also trained as Barnardo’s Equality Ambassadors to support peers to engage with equality and diversity and ensure everyone has a voice. A pupil shared how, <i>“If they have dyslexia, some people might need different things to others to help them learn.”</i> Another added how a child in their class uses different colour paper. Community assemblies provide opportunities for children and families to explore diversity and develop a better understanding of non-discrimination and tolerance across the wider community.</p> <p>Restorative practice supports the spread of rights language and staff have guides and sentence starters to support them. Children shared that if something goes wrong then staff will, <i>“...bring everyone together and ask what happened. They will listen and talk about rights.”</i> Pupils know how to ask for help and are confident they will be listened to. They referenced PSHE lessons and assemblies as key to learning about safety in and out of school, managing risks and keeping safe through examples such as keeping a register to ensure everyone is accounted for during fire drills, and learning about sun and water safety.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>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 children experience their rights.</p>	<p>Pupil voice continues to be a strength at Glasshouses. Every child is part of a leadership group, and they recognise these opportunities as linked to Article 12 & 13. Groups include an Eco Team, Rights Respecting Team and Sports Leaders who recently developed and ran a Soccer Aid week which they linked to the letters they sent as part of their OutRight campaign and Article 24. Pupils aimed to raise £350 to fund a water pump and shared their pride in managing to fund two water pumps for communities who cannot access clean water. Children shared how, <i>“We are always asked our opinion,”</i> and explained how two new pupil groups support this. Science Ambassadors were established after children raised their interest. Since being appointed they have helped to develop a love of science through showcasing experiments and activities. The staff member linked to the group explained how she, <i>“...only facilitates,”</i> the group which is led by pupils. Reading Ambassadors have also been appointed as reading is an area of development for the school. They actively promote a monthly featured author and have helped choose new books for the library. Children are active campaigners and, <i>“...understand how they can empower and influence change,”</i> explained a member of staff. Another example of this is a Foodbank which has been developed by pupils in school to support local families. Two students have taken the lead and organise donated goods and highlight specific goods when needed. Staff shared their pride in the thought that has gone into the positioning of the food so that families can collect them without feeling stigmatised. Recently pupils from the local high school, who had been part of the steering group when the school originally achieved Gold, returned to talk to pupils about the lasting impact of learning about their rights and the importance of pupil leadership. Children in the Rights Respecting Team work collaboratively with pupils from the two other schools in the federation who have recently achieved Bronze: Rights Committed. Visits have been made to these schools and assemblies led by children are shared to support their rights journey. The headteacher described how they are seeing a, <i>“...huge improvement in behaviour and culture.”</i></p>