

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Glasshouses Community Primary School
<b>Headteacher:</b>	Nicola Thornber
<b>RRSA coordinator:</b>	Nicola Wilkinson
<b>Local authority:</b>	North Yorkshire
<b>Assessor(s):</b>	Kathy Allan
<b>Date:</b>	4 February 2020

### 1. INTRODUCTION

The assessor would like to thank the children, the Senior Leadership Team, staff and governors 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 assessment visit, the school completed a comprehensive School Evaluation: Gold form.

It was evident that children’s rights are embedded across the school and underpin every facet of school life. The Headteacher explained how children’s rights and RRSA are “*overarching for everything*” and a Governor described how it has been part of a “*transformative process*.”

Particular strengths of the school include:

- Rights respecting has played a key role alongside other initiatives in the school’s recent improvement and development.
- Children live and breathe a rights respecting ethos and are well informed and articulate in expressing their views, particularly in relation to equity and inclusion.
- A coherent approach to policies and the new curriculum intent means that all documents highlight the importance of childrens rights and the schools rights respecting status.
- Pupil voice is valued and encouraged, with all pupils from the youngest up being given opportunities to contribute and make a difference.

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:

- Ensure that rights remain explicit and a focus so that children are able to discuss a broader range of articles and explain how they relate to their own lives.
- In the next round of Charters consider referring to UNICEF’s guidance to develop rights-based charters containing actions for duty bearers as well as rights holders.
- Consider changing the name of your fundraising group to ‘campaign group’ which will broaden its remit and role within school. This will develop children’s understanding of campaigning. Utilise Unicef UK’s [Youth Advocacy Toolkit](#) to support learning.
- Continue to build on the effective pupil voice opportunities you have in school. Consider how your Pupil Leadership groups could take a more formal role in aspects of strategic review such as school improvement planning, policy development and evaluation of teaching and learning.

## 3. ACCREDITATION INFORMATION

<b>School context</b>	Glasshouses Primary has 57 pupils. 25% of pupils are eligible for Pupil Premium and 25% receive support for SEND. There are currently no pupils in school who speak English as an additional language.  Ofsted visited in 2017 and judged the school as remaining ‘good.’
<b>Attendees at SLT meeting</b>	Headteacher / RRSA coordinator
<b>Number of children and young people interviewed</b>	7 children in a focus group, 4 children on the learning walk and 7 children in class visits and on the playground
<b>Number of adults interviewed</b>	1 teaching staff, 3 parents/grandparents, 1 governor
<b>Evidence provided</b>	Learning walk, focus group, written evidence, class visits, playground visit
<b>Registered for RRSA: August 2017</b>	<b>Silver achieved: October 2018</b>

**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 and staff spoken with during the visit were confident in discussing children’s rights and the core principles and values of the CRC. It is clear that rights feature in all aspects of the school from the new curriculum intent, linked to Articles 23, 28 and 29, to the promotion through Pupil Leadership Groups. The headteacher explained how children’s rights “*overarch everything*” and have supported positive impacts on children such as stronger relationships based on mutual respect. CHAMPS values: choices; honesty; achievement; manners; perseverance and safety are closely linked to children’s rights, SMSC and important dates are then mapped into assemblies, learning and visually across the school environment.

Pupils were particularly strong in their ability to articulate the concepts of rights referring to the ABCDE of Rights and making links between rights and actions within school, and in the wider world. They highlighted that rights are discussed in assemblies and lessons. A member of staff described rights as “*flowing through the curriculum*” and a parent explained her pride when her child (Class 1) came home and talked about their space topic and the ‘hidden figures’, the five black women who were integral in making the first moon landing happen making the link to equality issues. In Class 2 children were learning about Anne Frank and made links between her experience and the denial of rights (Articles 28, 31 and 24).

Rights feature in the Global Learning intent statement and the school have created a document outlining global education knowledge across the phases. The focus is on 7 key areas including social justice, identity and diversity, human rights and sustainable development. Children at Glasshouses were knowledgeable and engaged in the world around them as well as learning about the local community. The school environment reflects their learning and work across the key stages. Pupils are knowledgeable about the role of governments, teacher and adults as duty bearers. They are also able to explain when and why rights might be denied for example they made the link between the war in Syria and children losing their families, homes and becoming refugees. When discussing Fairtrade pupils were able to describe the benefit of buying chocolate and bananas with the Fairtrade label “*It isn’t fair that farmers get paid less when they do a lot of work*” explained a KS1 pupil.

Parents carers and the wider community are kept informed of the school’s RR journey through newsletters, the school’s website and communications which refer to relevant articles and promote rights respecting values and ethos. A parent explained how children “*teach us as parents’ things, children have a voice and are very aware of their rights and the world around them.*” Another added “*children are proud to talk about it.*” The RRSA coordinator has attended RRSA training and this is cascaded to all staff through staff meetings and governor meetings. A governor explained how they learnt about RRSA from children who came to see them sharing the importance of the UNCRC and becoming a right respecting school.

**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**

There is a clear commitment at Glasshouses to the CRC through policies and practice. At start of policies, links are made to key articles and some contain reference to the UNCRC and becoming a rights respecting school. Pupils are clear on the role of duty bearers saying *“they make sure we have our rights”* and giving the example of the school cook who supports their right to healthy food and teachers supporting Article 28. One child explained that in school *“everyone is treated the same and gets what they need,”* another elaborated saying *“we are treated fairly but that isn’t always the same. We have posters around school explaining about ADHD and autism, some children need extra help to help them learn.”* Another child described in the school survey how *‘learning about rights has made us more independent and respectful.’*

Parents, staff and pupils described mutually respectful relationships in school. The headteacher referred to the huge impact rights have had on relationships. A child confirmed this, describing using actions and words about how he felt staff and pupils were previously like two repelling magnets and now they are together like intertwined fingers. This powerful imagery has impacted on pupils and staff who use it to reflect on the ethos of the school. *“We treat people how we like to be treated,” “we have freedom,” “we respect each other”* and *“before we didn’t know rights, now everyone does them”* were comments made by pupils in relation to concept of dignity in school. The schools CHAMPS values and rights respecting ethos permeate the behaviour policy, which was created in conjunction with children. By taking a restorative practice approach to behaviour management, children understand the processes and feel engaged. Staff place children at the centre of the processes meaning their rights are integral to discussions and solutions. The behaviour policy describes how everyone in school has ownership over the policy and its monitoring, ensuring that children’s rights are always considered. Staff described how the dignity of the child is respected through the behaviour strategies including *“RIP and PIP: reprimand in private and praise in public.”*

Pupils are confident about their safety in school. In the school survey 95% of pupils said they feel safe with the other 5% saying sometimes. Children were able to list actions taken by staff to help them feel safe. One pupil explained *“there are tall handles on the Class 1 door to ensure that children can’t just leave”* another described how in the past they were able to climb over the walls outside: *“I used to too but now it is safer, adults help keep us safe by not letting us do those things.”* External speakers such as Childline and the Fire Service ensure that children know about keeping themselves safe outside school too. Digital Leaders support learning about e-safety and all children spoken to were confident in strategies to keep themselves safe. Approaches shared included: *“don’t talk to anyone you don’t know,” “keep passwords safe,” “personal details are private, don’t share”* and *“if you see something you don’t think you should you report it and tell a teacher.”*

Healthy lifestyles are promoted at Glasshouses through a number of different channels. Pupils talked positively of the opportunities Class 3 have to sit and talk informally with their teacher at Kit Kat - Chit Chat times. While the ‘Zen Zone’ on the yard where pupils can take part in meditation and yoga activities is also valued by children. A recent mental health workshop for parents saw a quarter of the school represented. Sports leaders organise games and activities encouraging children to engage

and participate on the yard. This is something that children value recognising that previously there were problems on the yard and very little to do. All year groups also get the opportunity to go swimming across the year.

Glasshouses has a strong inclusive ethos which is reflected in the children’s awareness and understanding of equality and diversity. The PSHE curriculum is driven by children’s rights and pupils are confident discussing homophobia, racism and inequality, particularly between boys and girls. Pupils are eloquent and considered in their use of language and confident in challenging stereotypes. Adults and children are supported by a school diversity dictionary in the school hall which provides definitions and language cues. KS2 have recently been trained as BEAMS (Barnardo’s Equality Ambassadors). One of the Ambassadors explained that *“If you are a girl you can wear boy’s clothes if you want, you should be able to choose which toilets you use if you feel like a boy. If you aren’t sure, then you should have a choice too.”*

Children value their education and discussed how CHAMPS and charters help everyone respect the right to learn. Positive mindset displays feature prominently around school and links are made through assemblies to school super powers which are also promoted alongside influential people such as Nelson Mandela and Sir Isaac Newton. A member of staff described how the cohesive approach to rights and values has an *“impact on engaging and achieving, making children much more confident in their learning now.”* All children appeared engaged and to take an active role in their own learning. They complete reflective journals and can choose to add stickers to their work to share their views. Stickers include: ‘I am proud of...’ and ‘I need help with...’ teachers then comment and provide feedback. In each classroom there are also ‘Proud boards’ where children can choose to take a ‘selfie’ with the work they are proud of and are added to the wall.

**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**

Pupils are clear that since starting their RR journey their views are respected. One boy explained that *“before teachers would tell us things had changed, now we are asked and allowed to ask questions.”* Every child is part of a Pupil Leadership Group and weekly meetings are part of the timetable. Groups include: Health and Safety, Fundraising, Sports Leaders, Eco Team and Digital Leaders. Each team has their own action plan and produces a floor book celebrating their actions. These books are all available in the school hall so that they are available to pupils and visitors at any time. As part of this they take ownership over events and activities writing their own letters to parents. 100% of pupils in the school survey report that their teachers listen to them and feel they can influence decisions. A ‘we asked, you said’ board in the hall provides opportunities to engage in school improvement. For example, when staff raised the issue of hectic lunchtimes pupils suggested staggered lunchtimes which have led to a calmer experience.

In Class 3 they have worked to set rights respecting targets using a process of ‘what we have,’ ‘what could we make better’ and ‘agreed actions’. One pupil explained how *“the actions will be reviewed to ensure they are making the classroom a better, fairer place to learn.”* The RRSA Coordinator described how by building a culture of opinion and a culture of listening there has been a power shift from the staff to pupils. During the visit a KS1 pupil stopped the RRSA coordinator to explain he had left his lunch time club proposal on her desk. He had written a plan for the club and once approved

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was excited to put up posters and promote it across the school. Children confidently use their voices and have been asked to present at conferences and share their experiences of rights respecting when they move up to Secondary school. They also lead on assemblies and the presentation of rewards.

Children at Glasshouses are active fundraisers and they are developing their campaigning. Class 3 have an 'information station' and regular time is given to explore the media and discuss news stories that interest them. Fundraising and ideas for action regularly come directly from the children. For example, pupils ran a campaign to raise awareness of plastic pollution and have written to their local MP and council requesting action be taken regarding the road outside school. Children were proud to share their experiences of supporting others through ShoeShare, Bake for Syria, Playground Challenge, OutRight and other fundraising days. They are clear about the impact and the difference they are making *"The shoes we collected get recycled and help children go to school, in other countries not everyone can go to school. Girls often have to work"* explained one pupil. Another described how many children in don't have enough suitable clothing for the harsh winters due to losing their homes. *"Our money bought 5 sets of hats, gloves and scarves to help children stay warm."* Involvement in OutRight led to a visit from the local MP who also supported pupils to visit the Houses of Parliament. During the visit to school the headteacher described with pride how one pupil ambushed the MP with questions about road safety and the action he was going to take.