



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	<b>Castor CofE Primary School</b>
<b>Local Authority</b>	Peterborough
<b>Number of pupils on roll</b>	178
<b>Headteacher</b>	Nick Brompton
<b>RRSA Coordinator</b>	Laura Green
<b>RRSA Assessor</b>	Frances Bestley
<b>Date of visit</b>	4th July 2019
<b>Attendees at SLT meeting</b>	Headteacher and RRSA coordinator
<b>Number of pupils interviewed</b>	19 in focus group, 2 on learning walk
<b>Number of adults interviewed</b>	3 teachers, 2 support staff, 4 parents one of whom is a governor, 2 governors
<b>Evidence provided</b>	Learning walk, evidence portfolio, lunchtime, class visits
<b>Date registered for RRSA</b>	June 2018
<b>Bronze achieved</b>	November 2018

### ACCREDITATION OUTCOME

Castor CofE 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, I spoke to, have a good knowledge of articles from the Convention and could confidently cite a number of Articles. They explained that they learned about rights through assemblies, articles on display and from posters and songs. Teachers identified how they “feed rights into what we’re teaching” giving examples from PSHE, Art and ICT.
- Children could describe where children may not be able to access their rights both in the UK and globally. Reception children talked about some children not having toys linked to their work on Playground Challenge. Older children explained how war in Syria could impact on the rights to shelter, freedom, education, to relax and play and to be with your parents.
- The headteacher had previously taught at a rights respecting school and wanted “children to be more aware of the wider world.” The coordinator and children from the steering group visited another Peterborough school to develop the rights respecting work. The implementation of RRSA is strategic, focusing on doing a few things well and gaining ownership from all staff. The coordinator explained that they completed the Silver Evaluation Form as a staff team and “more had been done than I thought.”
- Staff and parents all agreed that RRSA “fits with the vision and values of the school.” A governor identified how the work to become rights respecting supported the new SIAMs framework.

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

- Work towards deepening and widening the knowledge and understanding of articles across the whole school community; develop awareness of rights being inherent, inalienable, indivisible, universal and unconditional, including appropriate CPD and staff induction. Consider using the [ABCDE of Rights](#) (Outcome 1)
- Embed a clear understanding of ‘rights holders’ and ‘duty bearers.’ (Outcome 1)
- Consider developing the school’s strategic documentation to link to and reflect relevant articles of the CRC and ensure that leaders at all levels (and governors) can articulate school improvement in terms of the CRC. (Outcome 1)
- Help the whole school community to develop a greater sense of critical enquiry, informed by the CRC when looking at the world and at global issues such as sustainable development. (Outcome 1)



## 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.

- Positive relationships were evident throughout the visit; in focus groups children listened well and supported each other. “Relationships and respect have definitely improved” stated the headteacher. A child on the learning walk explained that this now went both ways “children and adults treat each other with respect.”
- Class charters are created at the beginning of the school year to support a rights respecting environment. “You write down your favourite rights and it helps you think how you behave” explained a child on the learning walk. Children stated that the playground charter, created by the steering group, has led to less playfighting.
- All children said they feel safe at school. A child explained that “We learn about other children and what they don’t have and that somehow makes us feel safer.” Other children said, “If you do feel scared you tell an adult... when we tell someone about something it gets sorted out.” This was agreed unanimously. Parents also agreed that they felt their children are safe at school.
- “Article 2 is a very popular article” stated the headteacher and this was evident in discussion with the children. “No matter who you are you feel included...No-one should be treated differently” said children. A year 6 girl explained to the headteacher that the women’s football World Cup was not being taken as seriously as the men’s had been and so created an assembly to remedy this. Boys were very keen to encourage other boys to become involved in country dancing. The May Queen wore a suit for her crowning rather than a dress which was linked to Article 12 in the local paper.
- Children enjoyed school. They described how they understood that everyone has a right to an education and that their teachers used the language “you’re stopping people’s rights” to encourage a positive environment. “People are more considerate and that makes learning more enjoyable” explained a child. Children appreciated learning about “what’s happening all over the world.” One child added “I treat everything I have with more respect because I know that not everybody has as much.”

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

- Continue to embed the Unicef RRSA [Charter Guidance](#) and focus on the language of ‘respect for rights’. When charters are next reviewed, endeavour to include actions for duty bearers as well as for children.
- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights-based approach across the school. (Outcome 2)
- Ensure that all children and adults understand the procedures for addressing disagreements and conflict, and that these are based on respect for children and young people’s dignity and rights. (Outcome 3)



- Explore the role children and young people play in engaging in their right to learn. Consider, with them, how this can be further enhanced. (Outcome 7)

## 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 absolutely agreed that their views are taken seriously. The headteacher explained that views from the school survey feed into the school improvement plan. A child corroborated “Once a year we do the questionnaire about how we can make the school a better place; the school wants to know what you think.” The Castor ambassadors explained their role also as, “We try to make the school a better place.” Worry and question boxes and the worship book provided further opportunities for children to express their views. “It’s made me think about children’s right to be listened to” stated a teacher.
- Children described how they are “better global citizens, care for the planet more and help children access their rights.” The headteacher explained that children frequently ask, “how can we help.” Parents agreed that learning about rights “makes them think a lot more.” “It’s opened their eyes not just about the world, it’s also about Peterborough” explained a teacher.
- Castor CofE has taken part in Playground Challenge; Bake for Syria; the church and local community provided large numbers of shoes for ShoeShare. “We know what we need to do to help Unicef to make a better world” explained a child.
- Children were very proud of the letter they had written to the BBC about stereotyped roles in children’s programmes such as Postman Pat. The letter was retweeted by the London Fire Brigade.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching. (Outcome 8)
- Enhance ambassadorial activity by enabling children and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community. (Outcome 9)
- Facilitate more opportunities for the children/young people to initiate powerful advocacy and campaigning work on local and global issues, linked to children’s rights. Consider joining in with Unicef UK’s Outright Campaign. (Outcome 9)