

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Castor CofE Primary School
Headteacher:	Nick Brompton
RRSA coordinator:	Laura Green
Local authority:	Peterborough City Council
School context:	A school with 190 pupils on roll. There are 13.09% of pupils eligible for Pupil Premium, 11% on the SEN register, 3.14% have a EHCP. 7.33% speak English as an Additional Language. The last inspection judgement was 'good' in September 2018.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher, RRSA Lead
Number of children and young people spoken with:	32 (3 different groups)
Adults spoken with:	Teachers, support assistants, parents, governors
Key RRSA accreditations:	Registered for RRSA: June 2018 Bronze achieved: November 2018 Silver achieved: July 2019
Assessor(s):	Frances Bestley & Jenny Price
Date:	9 December 2021

ACCREDITATION OUTCOME

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

Castor CofE Primary School has met 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 accreditation visit. The assessors 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 collection 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:

- Articulate and confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school.
- A consistent strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos and relating to Christian values.
- Active and engaged governors who fully support embedding a rights-based approach across the whole school community and beyond.
- Children feel empowered. They are listened to and involved in decision making on many levels.

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 revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support staff.
- Continue to explore with children/young people and staff the meaning of key concepts underpinning a child rights-based approach, for example 'dignity' and 'equity' and 'fairness' and how these are enacted in school practice.
- Continue to develop the language around wellbeing and the links to children's rights
- Consider how the school's partnership with the school in Kenya can be strengthened, particularly exploring how a rights lens can help pupils develop greater empathy and understanding of the lived experiences of children around the world.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Children shared good knowledge of their rights, and they understand the nature of rights saying: <i>“Universal means everybody has their rights”</i>; <i>“as soon as you’re born you have rights”</i>; <i>“all rights are equally important”</i> and <i>“don’t have to be earned.”</i> Children explained that some children don’t have equal access to rights because of wars in Syria, Afghanistan and Pakistan; dry weather in Kenya, <i>“some don’t have much water”</i> and earthquakes around the world. A child pointed out that <i>“refugees or migrants should be protected because something bad has happened to them.”</i> Children have learned about their rights and global goals through PSHE, topic lessons such as Florence Nightingale, refugee crisis, climate change as well as links to stories (Cinderella, Goldilocks, Paddington) and the World’s Largest Lesson. Rights are also made explicit in assemblies, collective worship (also during lockdown and home learning), displays around school and fundraising and celebration events such as Remembrance Day. Staff talked about linking rights <i>“naturally”</i> in lessons and conversations with children, parents and each other saying, <i>“It’s so embedded.”</i> The RRSA Lead said, <i>“it’s naturally happening that children ask questions, we talk to them about it, it’s in everything we do.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children agreed that they enjoy their rights in school, and understand the role of staff, as duty bearers, to ensure that all their rights are being met saying, <i>“a duty bearer is the person who looks after us in our class, to make sure that each child is ok.”</i> One explained that if rights were not being respected, <i>“we would tell a duty bearer, or our parent or guardian and they would do something about it.”</i> All children agreed that <i>“Teachers let us know that we have all our rights.”</i> Several children acknowledged Article 1, saying, <i>“We all have a right to our rights.”</i> A staff member explained that, <i>“collective worship draws on ideas of fairness and equity.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Focus groups exemplified extremely positive relationships between children who actively supported one another. Children talked about respecting each other in relation to dignity and privacy, with one saying, <i>“dignity means that you should be respected and should have your voice be heard.”</i> The headteacher referred to conflict resolution, saying, <i>“children are becoming more reflective in their thinking... and we give children a chance to talk about how they felt about it and help them think about what they can do differently.”</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children know that school keeps them safe and agreed with a child’s comment, <i>“We all have the right to stay safe in school and to be protected.”</i> Another added, <i>“everybody should be able to speak up. This is one of the main ones [rights] in our school.”</i> Other children referred to the ‘five fingers’ of adults they could talk to saying, <i>“If I don’t feel safe, I can talk to a teacher about it.”</i> A child pointed out, <i>“Article 37 is important because you can’t do cruel punishments to children.”</i> Others mentioned learning about online safety, saying, <i>“don’t give away your email address, number or name”</i>, while others referenced learning about electricity safety and ChildLine.</p>
<p>5. Children’s social and emotional</p>	<p>A child explained, <i>“we have the right to express our emotions and opinions.”</i> Staff shared, <i>“I have become more conscious of what the children say and that I need to hear their voice more.”</i> PSHE lessons and yoga sessions support</p>

<p>wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>wellbeing, with some children saying, <i>"we do yoga if the class is a bit bubbly or loud... to calm our bodies down and relax."</i> A child said, <i>"if we are feeling down, we can go to our teacher or the head to tell them if something is upsetting us."</i> Children talked about the school <i>"looking after our minds"</i> through regular exercise, healthy food, and water <i>"to keep our brains healthy."</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p><i>"We are non-discriminators"</i> said one child. Others explained that <i>"discriminating someone is when you judge someone by how they look or talk, or how they might learn."</i> Others added, <i>"Everyone should be treated the same... regardless of skin colour, disabilities or gender."</i> Children learn about Black History Month, other world religious faiths and World Children's Day to promote respect for global diversity. The headteacher shared examples of catering for individual needs and managing behaviour to ensure equity. For one child, the headteacher explained <i>"we give him his dignity in certain ways to make sure he feels as important as other children... he needs his own privacy and space to deal with his own things in his way."</i> Virtual meetings were held during lockdown and home learning <i>"to help give children a sense of belonging and responsibility while at home."</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children understand that they have a right to education. Children talked about <i>"choosing the level of challenge in maths,"</i> and <i>"the teacher puts you into different groups asking us what we want to learn."</i> A child stated, <i>"We do lots of learning and we always work hard."</i> Staff explained <i>"the children have more of a voice generally. They are more confident in all sorts of areas, not just learning but as individuals."</i> A Governor added, <i>"what they have been learning through Unicef makes them feel empowered."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children have influenced change in school referring to new play equipment, safer parent parking, and girls and boys changing separately to <i>"to give them their privacy and dignity."</i> The RRS ambassadors feel empowered in their school, saying, <i>"We have been doing everything we can to help the school work with Unicef... we make sure everyone is happy... making a few more clubs and councils."</i> Other children said, <i>"Every child should be able to speak up for themselves and express themselves."</i> The headteacher asserted, <i>"Children feel more empowered with their own ideas and beliefs. They raise funds, raise awareness and raise their voice... They have learned that there's other ways to do things and they understand that they can make a difference."</i> A Governor added, <i>"Unicef has helped us look at other work through the Unicef lens."</i> Children are involved in the recruitment of staff including for the new headteacher, <i>"we use Unicef as the theme for interviewing... they asked candidates their views about Unicef"</i> explained the headteacher.</p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children talked about <i>"taking care of the school... making the school a bit more green,"</i> with examples of litter picking, tree planting, turning off taps, lights and an electricity and plastic campaign to <i>"to keep the school environmentally clean."</i> Children created a reverse advent calendar in relation to a foodbank campaign. Staff respond to fundraising ideas (for a defibrillator, ShoeShare, McMillan coffee morning, Children in Need) and campaign ideas from children (reducing plastic, writing to the Home Secretary regarding the refugee crisis, mental health posters). The RRS lead pointed out, <i>"we are small school, but we can still make a big difference."</i></p>