

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Grendon Primary School
Headteacher:	Helen Ridley
RRSA coordinator:	Sally Collins
Local authority:	Birmingham City Council
School context:	The school currently has 352 pupils on roll. Of these 57% are entitled to FSM and PP funding. 21% of children are identified by the school as receiving SEND support with nearly 3% having an EHCP. 27% of children speak English as an additional language. 29 different languages are spoken across the school.
Attendees at SLT meeting:	Headteacher and RRSA coordinator
Number of children and young people spoken with:	9 pupils across KS2 including some from leadership groups
Adults spoken with:	2 Teachers, 1 lunchtime supervisor who is also a parent
Key RRSA accreditations:	Registered for RRSA: 3 rd October 2016 Bronze achieved: 2 nd February 2017 Silver achieved: 20 th January 2021
Assessor(s):	Isobel Mitchell and Hilary Alcock
Date:	5 th May 2022

ACCREDITATION OUTCOME

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

Grendon 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:

- Happy, confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- Natural links to relevant rights are woven throughout the curriculum in a way that enriches the learning for all children.
- A 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.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- A strong focus on health and wellbeing; children were very clear that the school keeps them safe and supports them to be physically and mentally healthy.
- The empowerment of children to be campaigners for their rights and the rights of others, with a notable success being the road safety campaign.

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 support parents/carers and families to learn about and understand the CRC and engage further with the school's rights respecting journey.
- Consider incorporating reference to specific rights from the CRC within relevant policies.
- Explore the terminology of behaviour policies and how adults and pupils discuss behaviour, perhaps moving towards a Positive Behaviour or Relationships policy.
- Continue to embed the UNICEF RRSA [Charter Guidance](#). When charters are next reviewed, include actions for duty bearers as well as for children.
- Further develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities to be involved in campaigning and advocacy work on children's rights. Consider using the [UN Global Goals for Sustainable Development](#) as a framework for this and UNICEF UK [OutRight](#) campaign.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Learning about and discussing rights from the UN Convention of the Rights of the Child (CRC) is part of everyday life at Grendon school with children using their wide knowledge of this to reflect upon local and global issues. They described how some children are denied their rights, <i>“Some children don’t have access to clean water... and we’ve learnt in Geography that in Brazil some children don’t have secure shelter and they are living on the streets which puts them in danger.”</i> Pupils also spoke about the impact upon children’s rights due to the current crisis in Ukraine. One pupil commented that, <i>“Everyone should do something about global warming because eventually it will be harder to breathe in the future.”</i> Children said, <i>“We are able to share our ideas, give our opinions and work with others to change things.”</i></p> <p>The school has mapped the CRC to its school vision, ethos and aims. The headteacher commented, <i>“The CRC has become the school’s central focus; everything we do spreads out from children’s rights, and everyone is driving it.”</i> She considers a key impact to be, <i>“Children are more outward facing.”</i> Teachers explained, <i>“The CRC is now interwoven into every part of the curriculum. Children apply their knowledge of rights for example, within a history topic on WW2 they identified that now children have the right to be protected from war and they linked this to the situation in Ukraine. They empathise a lot more than they ever have before”.</i> Another teacher noted, <i>“The CRC is a common language that we all use.”</i> One parent commented, <i>“My child knows they have rights. I think it helps them to know that they are important, and they are entitled to have an opinion and to voice it.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p><i>“Teachers, other adults in school, parents and carers are all duty bearers. They have to teach us about our rights to make sure that we have a happy and healthy life,”</i> explained one pupil. Children commented, <i>“All schools in the country should be treating all children the same but some children need special treatment if they have a medical condition or need extra help with learning and that is fair.”</i> A member of staff commented, <i>“Children hear rights respecting language throughout their school day.”</i> The headteacher noted, <i>“Teachers facilitate learning more now, in the way that they work with the children.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children explained how, <i>“Our charters remind us to respect each other.”</i> They described how if anyone was behaving disrespectfully, <i>“The teacher would speak to them privately and ask if they were OK.”</i> Pupils said that systems in place are fair. Teachers commented, <i>“The CRC helps children to see different perspectives; they resolve conflict more quickly.”</i></p>
<p>4. Children are safe and protected and know what to do if they need support.</p>	<p><i>“Teachers protect us and keep us safe,”</i> said pupils. <i>“We have two roll calls every day. If anyone isn’t present their parents are contacted to make sure they are OK. The doors are kept locked, and we have first aiders. We can always ask any teacher if we need to talk in private. We can use ChildLine if we need to.”</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Children spoke about how they are encouraged to be physically and mentally healthy such as, <i>“We have water not juice, we do multi skills sports, have a Walk to School login account and Feel Good Fridays when we can relax and get things off our minds.”</i> The whole school took part in UNICEF’s OutRight campaign for mental health. Children described how, <i>“We had a letter back from the local Councillor which showed that he was respecting our opinions and cared about what we thought.”</i> As a result of the Campaign pupil wellbeing targets are being introduced, <i>“To show that mental health is just as important as academic achievement,”</i> explained the headteacher.</p>
<p>6. Children are included and are valued as individuals.</p>	<p><i>“Discrimination is like being racist to someone or you don’t want to be friends with someone because of their religion,”</i> said pupils. They went on to say, <i>“Because we know we all have the right to learn, we share with others. We do group projects, and everyone gets a turn and if someone is new to the school, they have a buddy to help them and to feel welcome.”</i> Senior leaders explained, <i>“Within our curriculum unit plans we identify a diverse range of positive role models such as authors, poets, and artists to broaden children’s horizons.”</i></p>
<p>7. Children value education and are involved in making decisions about their education.</p>	<p>Children described how they are asked to give feedback on whether they have enjoyed lessons as well as being involved in setting their own improvement targets. The headteacher commented that because of its child rights based approach, the school’s marking policy is being changed, <i>“To enable children to be more engaged in developing their own opinions about their learning.”</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children know that their views are taken seriously.</p>	<p>Children not in the Junior Leadership Team clearly outlined how their class representatives seek their ideas on issues to raise and then feedback from their meetings. All children spoken with said they felt listened to, commenting, <i>“You can say what you think in meetings and in class discussions.”</i> Pupils met with the local Councillor and successfully campaigned to get improved road safety and air pollution measures installed outside the school. One said, <i>“It feels safer now.”</i> They also described how, <i>“We got squirrel proof bins put on the playground and next we are going to help make our school meals healthier.”</i> Teachers commented that getting responses back from decision makers has, <i>“Increased children’s confidence to raise their voices because they feel validated.”</i></p>
<p>9. All children have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children choose charities they want to support both on a class and whole school basis. <i>“We think it’s important to protect animals,”</i> said one. Another pupil spoke passionately about the need to raise awareness of deforestation with politicians. Other children said that they could improve the local environment by organising a campaign to get people to stop dropping litter. The headteacher considers, <i>“Children are more engaged in world events because of their knowledge of their rights.”</i></p>