

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Grendon Primary School
Headteacher:	Helen Ridley
RRSA coordinator:	Sally Collins
Local authority:	Birmingham City Council
School context:	The school has 336 pupils on roll. 55% are entitled to FSM/PP, 3.36% have an EHCP and 21% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator
Number of children and young people spoken with:	29 from YR to Y6, including some with leadership roles
Adults spoken with:	3 teachers, 2 teaching assistants, 1 lunchtime supervisor, 1 parent
Key RRSA accreditations:	Registration: 3 rd October 2016 Silver achieved: 20 th January 2021 Gold previously achieved: 5 th May 2022
Assessor:	Hilary Alcock
Date:	7 th May 2025

REACCREDITATION OUTCOME

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

Grendon Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

STRENGTHS OF CURRENT PRACTICE

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 during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

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.

Strengths include:

- Pupils who can confidently discuss a wide range of rights and explain why they are important and relevant to their lives. One pupil said, *"When we show visitors around the school, we tell them about our rights because it's the biggest thing we care about."* Children consistently spoke about the Grendon Goals and how these link to them learning about, celebrating and respecting children's rights for themselves and for others. One teacher commented, *"Children's rights are part of the fabric of how we teach."*
- A strategic approach of senior leaders and the RRSA lead to embed a child rights approach, putting it at the core of the school's ethos. The school's very visible 'We Can' statements summarise the school's ethos and are explicitly linked to articles from the CRC. The headteacher explained, *"Children's rights are at the centre of everything...not only linking the curriculum and learning, but front and centre of what we want for the children."*
- A nurturing family atmosphere with strong relationships with parents/carers who also value the school's rights respecting work. One parent described how the school providing access to the weekly Picture News resource encouraged discussions about children's rights at home. They said, *"It's important that children learn about their rights so they know what to ask for and what to fight for."*

Strand B: Teaching and Learning through Rights

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.

Strengths include:

- The extent to which pupils can articulate how duty bearers in their school are responsible for ensuring their rights are met. One child explained, *"The adults in school are the duty bearers and*

they have to make sure that you have your rights.” Another added, “Everyone in this school gets all their rights...everyone is treated with respect and treated equally in that they get the help that they need even if it’s different to what someone else needs.” Pupils were confident that, “If a right is broken at school or at home, we know who to tell, like our parents, the school or the police.”

- There is a strong focus on health, wellbeing and personal development where pupils are clear that the school supports them to be healthy. Personal development linked to children’s access to their rights is considered as important as academic learning. The school’s monitoring noted that conversations with children show they are well aware of many ways that school teaches them to live a healthy life. They are most likely to list healthy/balanced food choices, but can also describe the benefits of exercise and strategies and opportunities for improving mental health. The school works with a range of external professionals to extend the focus on health and wellbeing and advocating for children’s rights beyond the school environment. One teacher said, *“We are relentless in our efforts to support the needs of the children and families.”*

Strand C: Teaching and Learning for Rights

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.

Strengths include:

- Pupils who feel listened to and know that their views are taken seriously and that they are making a positive difference in school and in the wider world. Children are proud of their various leadership roles. The Junior Leadership Team (JLT) represent each class in the school. One significant recent change they put forward and have developed is a revision to the school’s behaviour policy and rewards system. A ‘You Said, We Did’ display board clearly shows a process of ongoing interaction between classes, the JLT and senior leaders. One adult said, *“There is even more of a relationship in which children’s voices are heard.”*
- Pupils who are actively engaged in raising awareness of children’s rights in their community and supporting other children globally to access their rights. The JLT suggest, help to organise and run whole school JLT days which link to global focus days such as World Book Day or charity days like Children in Need. A recent JLT Community Day involved children and their parents taking donations to a local foodbank, plus a local litter pick. The latter resulted in the JLT contacting their local MP to request more to be done to ensure their right to Article 24. Pupils are proud of their achievements to tidy and clean up areas of the school grounds that they identified linked to them enjoying Articles 24 and 31. A teacher commented, *“Children’s voices are the cornerstone of our vision and values supporting them to understand and be part of the world around them.”*

RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- As you develop a restorative approach to behaviour ensure conversations and documents actively refer to rights language to support positive relationships in and around school. Consider how your pupil Play Leaders can use this approach in an age appropriate way.
- Continue to embed the UNICEF RRSA [Charter Guidance](#) and focus on the language of 'respect for rights' and decouple the language of rights and responsibility. Consider developing a playground charter and involve lunchtime staff in the creation and monitoring of this.
- Continue to develop strategies to empower pupils to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider extending participation in UNICEF UK's annual [OutRight campaign](#) beyond one class in the school. The UN Global Goals for Sustainable Development could help to provide a framework for class focused campaigns and/or your JLT initiatives. UNICEF UK's [Youth Advocacy Toolkit](#) can also support this approach.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach. This could include involving pupils in promoting why a rights-based approach is important for them to continue as they transition to secondary school.