

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Michael’s Church of England Primary School
Headteacher:	Kate Arnold
RRSA coordinator:	Hannah Buff
Local authority:	Devon
School context:	The school has 465 children on roll. 2% of children have an ECHP, IEP or SEN statement; 19.6% are eligible for Pupil Premium support and 1% speak English as an additional language.
Attendees at SLT meeting:	Head of school, assistant head, RRSA lead
Number of children and young people spoken with:	17
Adults spoken with:	1 teacher, 1 parent, written support from governor
Key RRSA accreditations:	Registered for RRSA: 16 th April 2019 Bronze achieved: 29 th July 2019 Silver achieved: 26 th November 2020
Assessor(s):	Jilly Hillier with Rebecca Nkata observing
Date:	14 th July 2022

ACCREDITATION OUTCOME

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

St Michael’s Church of England 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:

- Children who speak confidently about children's rights, know how they link to the school's values and are committed to help realise these rights for others in their local and global community.
- Children's understanding and use of language around equality, diversity and identity and how this relates to rights and life in school and beyond.
- The development of pupil voice that has empowered children to lead change in school.
- Communication to parents, carers and the wider school community about rights work.
- Children who are actively engaged in raising awareness of environmental issues and campaigning on climate change, underpinned by rights.

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 build on your work, deepening knowledge of the CRC for children and adults. Consider using the [ABCDE of Rights](#) resource.
- Consider working with other schools in the federation to develop a common approach, vision and ethos underpinned by the CRC. This could include a Rights Respecting Policy.
- Continue to build on the growth of pupil voice so that children influence strategic decision making. You might consider a child friendly School Development Plan so children understand and contribute to the school's goals.
- Develop refresher training for staff and parents/ carers. Consider involving children in leading some of the training.
- Consider how children can be involved in developing the curriculum review - perhaps through a Teaching and Learning Pupil Voice Group.

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 (CRC) and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Children were familiar with a range of articles from the Convention and were keen to show their knowledge of article numbers. The Rights Ambassadors take their role to <i>"make sure that children know their rights"</i> seriously and were proud of <i>"how far we've come."</i> They were wearing new RRSA ambassador T-shirts for the visit. They knew rights are for all children <i>"under 18"</i>, that children have rights from birth and that <i>"all rights are important."</i> They described learning about rights in PSHE, through the Right of the Month and in assemblies which they often help to lead. Staff feel supported by the RRSA Lead and described how learning about rights takes place across the curriculum in subjects such as Science, History, guided reading and British Values, as well as through class discussions and by supporting charities. The headteacher described how they had particularly focussed on Articles 1, 2, 7 and 8 in relation to their anti-racism work. Ofsted had commented on children's ability to talk about equality and the protected characteristics and the headteacher believed <i>"this was due to our rights respecting journey."</i> Children described how the war between Russia and Ukraine impacted on children's rights such as the right to a safe environment and to education. One child described how the conflict has caused children to lose their homes and become refugees. Parents feel well informed, for example through the rights respecting blog and newsletters. One teacher explained that rights <i>"open the door"</i> for discussions about world issues.</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>Many of the recommendations from Silver have been implemented which have strengthened the school's child rights approach and empowered children to collaborate with adults on areas of development. The work on COP26, driven by children, is an example of this. Children understand that teachers, parents and carers are duty bearers. They talked about a range of rights that school helps them to enjoy, including article 29 through drama productions. Older children had a very good understanding of fairness and equity, underpinned by articles from the CRC. This has been enhanced by learning about Black Lives Matter and role models such as Rosa Parks and Martin Luther King. They could relate the importance of fairness and identity to their own lives. Children trust adults in school to act on their concerns. For example, bullying is not considered to be an issue, but one child said if there is an incident it was <i>"dealt with quite quickly."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Dignity is a concept that has been explicitly explored as a value of the CRC and a Christian value. The school song has been changed so that it refers to dignity. One child described it as <i>"treating people the same way as you would like to be treated."</i> Children explained how they learn <i>"how to respect everyone and their belongings."</i> This included being kind to each other and not laughing at someone. Healthy relationships are explored in RSE, and staff described how <i>"older children support younger children"</i> which contributed to the school's family ethos.</p>

4. Children and young people are safe and protected and know what to do if they need support.	Children feel safe in school. One child said, <i>"I know people will look after me."</i> Another said that knowing about rights was <i>"incredibly important"</i> and that rights <i>"help you feel safer."</i> Children talked about learning how to keep safe online, <i>"If someone talks to you online, don't meet up in real life."</i> If they felt worried or anxious, they explained that they would <i>"...tell an adult ... someone I trust."</i> They understood the anti-bullying STOP concept of 'Several Times on Purpose'.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Staff are trained to support children with their emotional and mental health and children are given strategies to help look after their wellbeing. Assemblies, PSHE, worship, nurture and reflection times have given children the opportunity to discuss how they are feeling. The RRSA lead explained how important it was that online teaching and praise assemblies continued during lockdown. Mental Health Ambassadors are a recent addition to children's Voice Groups. One parent said that being a Rights Ambassador had <i>"been a brilliant things for us"</i> because her child, who had been quite anxious, had grown in confidence.
6. Children and young people are included and are valued as individuals.	Children were articulate and confident when talking about diversity. One child said, <i>"Everyone is different"</i> and talked about the importance of identity, referencing articles 7 and 8. One pupil described their work on anti-racism and not being discriminated against explaining that racism is <i>"when you judge someone because of their creed, nationality, colour or religion."</i> Children talked about their Football Inclusion Day organised to highlight the importance of equality and inclusion.
7. Children and young people value education and are involved in making decisions about their education.	'Mind Up' vocabulary is used to support children to develop learning strategies. Children have contributed to the behaviour policy and the playground charter because they wanted playtimes to be safer. The Rights Ambassadors and Eco Council have contributed to projects that have been incorporated into children's learning. Children contribute to target setting and are also aware that children need different support saying, <i>"If you need extra help, you get that. You also get interventions if you need a challenge."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children feel listened to and the headteacher said that article 12 and <i>"children using their voice to raise awareness of an issue"</i> was one of the biggest impacts of RRSA. One governor wrote, 'The children show respect for one another's opinions and thoughts and work as a team.' In school, they have contributed to improving playtimes with new equipment and a playground charter. One child explained that this made the playground <i>"much calmer."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children explained how they had supported a local foodbank which linked with article 27, the Odd Socks charity, World Vision and 'Send a Cow' (now called Ripple Effect). They talked about their own COP26 campaign to raise awareness of climate change. The G7 in Cornwall and COP meeting inspired them to take over a staff meeting to talk through their ideas. This resulted in encouraging the school community to increase recycling and reduce energy, plastic and paper use. The campaign also involved writing to the local Parish Council to highlight the need for bee corridors and to increase the number of swift and bat boxes on new buildings. When asked why climate change is an important issues, one child said, <i>"We are the next generation, and we don't want to be stuck in a world that is ruined."</i>