



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	Saltford Church of England Primary School
<b>Local Authority</b>	Bath and North East Somerset
<b>Number of pupils on roll</b>	421
<b>Headteacher</b>	Mrs Dawn Sage
<b>RRSA Coordinator</b>	Elizabeth Spincer
<b>RRSA Assessor</b>	Jilly Hillier and Mel Lane
<b>Date of visit</b>	3rd July 2018
<b>Attendees at SLT meeting</b>	Headteacher, Deputy/RRSA Lead, Upper KS2 Lead, Lower KS2 Lead, KS1 Lead, PSHE Lead
<b>Number of pupils interviewed</b>	59
<b>Number of adults interviewed</b>	11 (teachers, governors, parents, grandparent)
<b>Evidence provided</b>	Learning walk, children's focus group, evidence file, meetings with adults
<b>Date registered for RRSA</b>	August 2015
<b>Bronze achieved</b>	December 2016

### ACCREDITATION OUTCOME

Saltford Church of England 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 from YR to Y6 were able to name a range of rights, including the right to an education, to clean water, to relax and play and to their opinion. Children also understood that sometimes individual rights need to be balanced with the needs and rights of others, for example, when speaking out it was important to respect other people's feelings.
- Children recognised that everyone under 18 has these rights, but that not everyone in the UK and around the world has these rights met. Children interviewed understood how their actions can affect the rights of children in other parts of the world. For example, one child explained how when people in this country buy Fairtrade products, "the parents will get enough money to pay for their children to go to school, or to get a better house." Another child talked about the rights of refugees.
- Children explained how they learned about their rights in assemblies, through their termly focus on a right, their class charters, songs and specific lessons e.g. when learning about Victorian children being mistreated and sent to work when young. Children and teachers commented that watching News Bites and Newsround had raised an awareness of current issues and helped them to learn about rights in a global context. One child said that it was important to learn about rights "to become a better person".
- The Headteacher said that learning about rights had "broadened children's horizons" and "given pupils a voice." She explained that when "thinking strategically" the CRC is set of guidelines for the school's ethos and that she refers to rights more now when talking to parents e.g. when speaking about attendance she refers to the right to an education. Staff have learnt about rights in dedicated staff meetings and teachers said they use rights more in lessons and in daily language now.
- Parents and governors were positive about the teaching of rights saying that it "gives a context" for all learning. One parent said "children come home and are talking about it and it is making a difference."

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



- Embed planned learning about rights across the curriculum, making it clear to staff and children how their learning is directly linked to rights. **Ensure that the school environment clearly reflects that the CRC is at the heart of your school** including linking displays to the relevant rights
- Work towards deepening and widening the knowledge and understanding of the CRC across the school community at an age appropriate level including the concept of duty bearers and rights holders and the importance of dignity as a key principle of the CRC.
- Ensure that new parents are informed about RRSA and consider supporting them to develop their understanding of rights and how they can talk to children about rights at home.

## 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.

- The vision of the school is displayed prominently on the website, stating: “We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become lifelong learners who are enthusiastic and proud of everything they do.” Children were able to talk confidently about a range of rights that school helps them to enjoy.
- Safeguarding is a priority and children explained that they feel safe in school because “the teachers protect us”. They also remembered the NSPCC number following a recent assembly and said they knew adults would help them if they needed help. The school has its own swimming pool and ensures that all children learn how to swim to equip them with the skills to stay safe by water. Developing an awareness of healthy lifestyles has effectively been promoted by children following a visit to a local Pupil Parliament where they learnt about the Sugar Smart campaign. They are now raising awareness in school of the amount of sugar in drinks and food to encourage healthy eating.
- Relationships are very positive and children are polite and respectful of each other. The recent SIAMS inspection ((2017) reported that “Affirmative relationships, inclusivity and respect for diversity are hallmarks of the school community...relationships are based on respect for all.” The EYFS leader explained that her children were using rights to explain to each other about behaviour e.g. one children had said to another “You have to stop doing that because we have a right to learn”.

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

- Consider each of your pupil voice groups (School Council, Green Team, Digital Leaders) adopting an article to give them a focus for their activities.



- Consider developing a child-friendly School Development Plan, so that children know what the school's priorities and goals are and consider how they can be part of this development.

## 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.

- There are a variety of different pupil-led groups in the school to ensure children have the opportunity to participate in school life. These include the Equality Team who lead assemblies teaching about rights and liaise with their classes about any issues in school.. There is also a School Council, a Green Team, Digital Leaders and Travel Ambassadors. Many of these work with the local community, for example the Green Team actively promotes looking after the environment through community litter picks and the school's Digital Leaders have been involved in working with older members of the community to develop their understanding of technology at a community drop in session.
- Children explained how their ideas “are listened to all the time”. A recent example is the development of the outside space and new classrooms, where children were consulted on what they wanted to be incorporated into designs. One child proudly pointed out the new stage, saying that it had been his idea to include it and that they'd enjoyed using it. Children commented on how they had been involved in choosing new play equipment and that “more children take part in Huff and Puff now
- There is a very strong ethos in the school of helping others through fundraising and children explained how “every week someone is doing something to help other people”. Children talked about cake sales, a sponsored cycle and the 'reverse advent calendar' where children brought in items which were donated to the local foodbank.

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

- You have strong links with your local community, use these to enable children to become active campaigners and ambassadors for rights. For example you could consider working with local shops to ensure reduced-sugar drinks are available; writing to the local MP; becoming involved in a local issue or raising awareness of the CRC with local schools. Develop children's role as rights respecting global citizens campaigning on global issues e.g. consider participating in Unicef's Outright campaign or Clean Air campaign
- Continue to develop opportunities for greater pupil ownership of learning and curriculum development.