

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Green Gates Primary School
<b>Headteacher:</b>	Katie Lowe
<b>RRSA coordinator:</b>	Rebecca Robertson and Katie Lowe
<b>Local authority:</b>	Redcar and Cleveland
<b>School context:</b>	Green Gates has 217 pupils plus 54 children in nursery. 78% of pupils are eligible for pupil premium and 17% receive additional support for SEN, while 3% speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, Year 6 teacher and RRSA Coordinator
<b>Number of children and young people spoken with:</b>	24
<b>Adults spoken with:</b>	1 x teacher, 4 x parents, 1 x governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: September 2018 Bronze achieved: October 2018 Silver achieved: April 2019
<b>Assessor(s):</b>	Kathy Allan
<b>Date:</b>	1 <sup>st</sup> March 2022

### ACCREDITATION OUTCOME

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

**Green Gates 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 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 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. There is an excellent knowledge of rights across the school community and children use the language around rights in a mature and reflective way.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. *"It underpins us throughout everything we do."*
- A nurturing family atmosphere with strong relationships within and outside school with parents/carers who also value the school's rights respecting work and where the values of dignity and respect are lived and valued by all.
- An ongoing focus on the health, wellbeing and inclusion of all students within the context of rights so that young people feel supported and protected.

### 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 the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said- We did' approach, showing how the voice of pupils has brought about meaningful change.
- 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 the UNICEF UK [Youth Advocacy toolkit](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

## 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 were confident in talking about their rights and the concepts that rights are <i>"from birth," "for everyone" and "you don't have to earn them."</i> They understood that some children are not able to enjoy their rights citing examples including the war in Ukraine and <i>"in Tonga there was a volcano under the sea and a tsunami and now lots of people are refugees."</i> At the start of each year everyone participates in a rights week where knowledge is refreshed and developed. Each year group explores rights using a picture book as a starting point, one example shared was 'Malala and the Magic Pencil'. Pupils create artwork and resources to raise awareness of key issues and leading to children choosing a campaign to undertake. This momentum is then taken forward and leads to the production of class charters when pupils are ready to explore rights in the classroom. Across the curriculum and in assemblies, rights are explicitly referenced and discussed and displays in and out of classrooms showcase links to the CRC across the school. A member of staff described how. <i>"...it just happens, we are so used to it."</i> when asked when and how they reference articles in the classroom. During the pandemic, relationships with families were sustained through regular communication in person and virtually and this was recognised by parents one of whom explained the value of regular Facebook and Twitter updates: <i>"We hear about rights through seeing not only what children are doing but why."</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>Rights are embedded across the school's ethos, policies and practice. The 5 chosen values are identified as supporting the schools' commitment to becoming rights respecting. With policies outlining this in detail saying: 'We believe that all of our children will grow up aware of these rights and will learn to respect these rights for themselves and others.' Children believe the school respects their rights and that adults as <i>"...duty bearers protect the rights for us all."</i> and <i>"You can talk and they listen."</i> "Rights have given children a voice and they know they are involved in decisions," explained the headteacher.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>The school values, which includes 'respect' were created by the children. The headteacher explained that <i>"Everyone is more mindful of respectful relationships."</i> while a governor shared how <i>"...children are respectful to each other and adults and show kindness when I visit."</i> Children supported this saying <i>"Adults will deal with issues in private to respect our dignity."</i> explaining that <i>"...dignity is how we treat someone."</i> and <i>"Adults don't shout and humiliate, we talk, we all have equal rights and possibilities."</i> Parents also shared how they felt their children have become <i>"...more empathetic and well rounded."</i> and <i>"...know how to treat each other."</i></p>
<p>4. Children and young people are safe and protected and</p>	<p>Children feel safe, not in small part due to the effective support offered by staff and the clear safeguarding structures in place. If they felt unsafe a pupil explained that they'd <i>"...speak to our safeguarding lead, there are posters up."</i> with another saying, <i>"When you know someone cares it feels good – people</i></p>

know what to do if they need support.	<i>care in this school.</i> " In a recent survey, 99% of children reported feeling safe in school and knowing how to access support, " <i>Knowing rights help us stay safe and healthy. If anyone abuses you, you know you can tell a duty bearer.</i> "
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	" <i>Mental health and wellbeing are just as important as the curriculum.</i> " explained a member of staff. Children are fully engaged and play an important role across the school, from buddies who are in charge of engaging children in positive play outside to 'HeadStart' pupil Mental Health Champions. Children also shared how they have access to fresh fruit and healthy meals in school and referenced PE and after school clubs as ensuring their bodies and minds stay healthy.
6. Children and young people are included and are valued as individuals.	Staff talked of their efforts to ensure " <i>...children have a sense of belonging even when they aren't in the building.</i> " in reference to recent periods of lockdown when positive action was taken to ensure equality of access to learning. One parent reported there was no noticeable difference between the experiences and support received by her child who was in the school and her children who weren't. Staff explained how " <i>We even continued our weekly celebration assemblies with the headteacher carrying out doorstep visits to give out certificates and prizes.</i> " The whole school has undertaken Poverty Proofing and workshops regularly take place to promote inclusive actions. " <i>We respect all children whatever race and skin colour, or if they are different</i> " explained a pupil.
7. Children and young people value education and are involved in making decisions about their education.	Children spoken to during the visit unanimously agreed that Green Gates is the " <i>best school</i> " and that they value the " <i>fun lessons.</i> " Children's active role in their own learning supports this positive engagement. Regular pupil conferences ensure that children can share how they feel about their learning and explore with staff how they can make progress. " <i>We can vote or choose activities; we aren't just told what to do.</i> " explained a pupil.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	There is a range of opportunities for children to undertake leadership roles in relation to school improvement and encouraging positive relationships. Children report that " <i>We include everyone in decision making.</i> " and the Head Boy and Girl actively promote rights respecting actions through presenting a weekly award. School Ambassadors have developed their own School Improvement Plan and Anti-Bullying Ambassadors are working on a child friendly policy. Staff report that " <i>Rights are giving children independence and a voice; they are opening discussion.</i> "
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	A recent focus on strengthening global citizenship is ensuring that children are much more aware of the wider world. The Eco Committee have developed a school Eco Code and present a weekly award for the most eco-friendly classroom. While each year group has taken action to support their own cause such as litter picking, raising money for refugees and running a tin drive which has developed into an ongoing food bank campaign. " <i>Children see something going on and want to do something about it.</i> " explained a member of staff, with a parent adding, " <i>They think they can make a difference because they have!</i> " Currently children are writing letters to their local Councillor about their right to safety being restricted due to issues with motorbikes racing around the roads near the school.