

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	La Moye Primary School
Headteacher:	John Baudains
RRSA coordinator:	Shianne Price-Bramble
Local authority:	Jersey
Number of pupils on roll:	361
Attendees at SLT meeting:	Headteacher, Deputy Head, RRSA Lead.
Number of children and young people spoken with:	15
Adults spoken with:	Teachers and parents.
RRSA key accreditations:	Date registered: 14/12/2018 Bronze achieved: 17/09/2018
Assessor(s):	Sheree Maher
Date of visit:	8 th March 2023

ACCREDITATION OUTCOME

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

La Moye Primary 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 interviewed had an exceptional understanding of children's rights. They were familiar with a broad range of articles from the CRC, with one child saying, *"They are for children, all over the world."* Children were able to describe the importance of being a Rights Respecting School and how it promoted mutual respect. One child commented, *"You are respecting other people rights and getting yours respected."*
- They were aware that some children don't always access all their rights. Examples they gave included the recent earthquake in Turkey and the war in Ukraine saying, *"They're not having their rights respected...the right to a home, clean food and water. The right to be safe."*
- Children explained how they learn about their rights in school. They gave examples that included in class, assemblies and lessons such as PHSE and RE. All the children spoke passionately about 'Alvin' their rights respecting mascot. They described how 'Alvin' helps them to learn about rights. One parent with a child in the nursery said, *"She likes looking and relating to Alvin, it helps youngsters to understand that they have rights."*
- Staff feel well supported by the RRSA lead and value the training and resources to develop their knowledge and understanding. The headteacher allows the staff to build the curriculum, which helps them to gradually deepen their understanding of the UNCRC. One teacher shared, *"It ties in nicely to a lot of the other things we do across the school, core values, the way we talk to children, respecting each other."* Another teacher said, *"It's not just added into assemblies. It is far more embedded into the curriculum and our lessons."*
- Parents spoke positively about the rights respecting journey, when describing the school one parent said, *"The school is so approachable."* Another parent spoke of the support the school offers to parents and the importance of parent surveys, *"There is mutual respect. As a parent you feel like your voice is heard and valued."*

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

- Build on your practice to support staff and children to continue to deepen knowledge and understanding of the CRC. Consider involving children in developing RRSA training/workshops for new staff and parents.
- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older pupils its place within the wider framework of Human Rights.

- Celebrate your rights respecting work alongside your school values and make it explicit in your communications to the wider school community e.g., on your website. You could include information for families about the CRC and RRSA and how it aligns with your school's vision and ethos.

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 headteacher described how the school had “...been on a journey” and that five years ago the school was an “unhappy place.” He added, “Developing a sense of community was important, being valued and respected - staff, parents and children. It was important to establish that, making connections to the UNCRC and making links with the legislation.”
- The school has a nurturing approach, with a strong sense of community, embracing the needs of the pupils and a clear commitment to diversity and inclusion. Children showed an understanding of equality and non-discrimination with one child describing discrimination as, “... treating people differently, for being a boy or a girl, how they look, their race, language, religion or disability.” One parent stated, “It allows you to feel comfortable as a parent that your child is accepted, and they can be themselves and feel safe.”
- Children also spoke positively about their wellbeing explaining that if they were worried about anything, they would “... talk to the teacher, or one of my friends, a trusted friend.” One child added, “We have a right to be listened to, and talking to someone gets the worries out.” The children spoke of the class charters and the importance of “being kind.”
- The pupils shared how much they enjoy their school, saying, “We learn and play, we make friends and learn different things, we learn about our rights.” One parent added, “They know that if things aren’t right, it gives them the confidence to speak up for themselves and other people.” Another parent added, “It’s impactful on your parenting and helps to open up conversations at home.”

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

- Support children and young people to feel confident using the language of rights to resolve disagreements and address complex situations, for example through peer mediation.
- Continue pupil involvement in aspects of strategic review and development, policy review processes and improvement planning. Continue the work to develop child friendly versions of the school development plan.

- Continue to develop the role children have in engaging with their right to learn. For example, consider with them how they can be more active participants in deciding what and how they learn and what they need to do to progress.
- Continue to promote an ethos of inclusion, where all feel supported and valued.

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.

- Listening to children and working collaboratively with them is a core strength. Children feel listened to, involved in decision making and spoke positively about the school community and School Council. They gave examples of their ideas that have been listened to and acted on, such as putting litter bins on the school field, and increasing the height of the school fence “... to keep us safe.” When talking about voting for choices one child said, “You need a voice.” One child said, “It’s our school, and most of the people here are actually children and if the children aren’t happy, it’s not good.” Another child was proud to say, “The children have the ideas, and the teachers make it happen.”
- The RRSA Lead spoke of how the “core values are really embedded” and how the rights respecting class charters “are co-constructed” with children so they “don’t see them as rules.” She added, “Children feel empowered, children’s voices lead.”
- There are a wide range of opportunities for students to be actively involved in fundraising and campaigns. Pupils have been actively involved in raising funds for the appeals in Ukraine and Turkey, through innovative ideas that they presented to the headteacher. One teacher added “Children are aware it’s not just inside of class these rights apply, its worldwide, they want to help other people, not just their friends.”

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

- Continue to provide significant opportunities for children to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning teaching.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage rights respecting values and actions and knowledge of the CRC with other schools and the wider community.
- In addition to your well established and successful charity fundraising facilitate more opportunities for the children/young people to initiate powerful advocacy and campaigning work, particularly in regard to children’s rights. Consider joining with Unicef UK’s Outright Campaign.