



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	Petworth CofE Primary School
<b>Local Authority</b>	West Sussex
<b>Number of pupils on roll</b>	196
<b>Headteacher</b>	John Galvin
<b>RRSA Coordinator</b>	Ella Witchurch
<b>RRSA Assessor</b>	Anita Haigh
<b>Date of visit</b>	16 July 2018
<b>School Evaluation received</b>	Yes
<b>Attendees at SLT meeting</b>	Head teacher, Deputy head teacher, Leader of Learning KS1, RRS Coordinator
<b>Number of pupils interviewed</b>	2 Y6 RRS Steering group representatives, 24 children YR-6 in the focus group
<b>Number of adults interviewed</b>	2 teachers, 3 teaching assistants (2 of whom are also parents), 3 governors (1 of whom is also a parent)
<b>Evidence provided</b>	Written evidence, website, learning walk
<b>First registered for RRSA</b>	June 2014
<b>Bronze achieved</b>	November 2018

### ACCREDITATION OUTCOME

Petworth CofE 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 knew several Articles of the CRC, citing, amongst others, the rights to: knowledge of rights, shelter, privacy, education, protection from war and abuse, healthy food, medical care, to be listened to and to follow your own religion.
- Children understood that rights are universal, and cannot be earned or taken away.
- Children were aware of situations around the world where children do not enjoy basic rights, for example, water collection from unsafe sources and the impact of war and natural disasters on health and safety.
- The head teacher and leadership team are fully committed to promoting and embedding a rights-based approach to secure the best outcomes for children and to prepare them as global citizens. This was evident in strategic documentation (school development plan, policies, curriculum overviews), systems (pupil voice groups, Eco team) and practice (weekly class-based 'Rights Time', 'Monday Rights' assemblies, art installations and displays).

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

- Ensure that terminology is accurate and consistent throughout – 'UN Convention on the Rights of the Child' or CRC not 'Unicef Rights Respect'; 'Articles of the CRC' not 'RRS Articles'.
- Work towards deepening and widening the knowledge and understanding of Articles across the whole school community - appropriate to age and ability - develop awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. Alongside this, also embed a clear understanding of 'Rights Holders' and 'Duty Bearers'. To help support the aforementioned, include appropriate CPD and staff induction as required.
- Make links to the CRC more explicit on topic displays, notice boards and class charters.

### 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.



- Children cited online safety, 'stranger danger', road safety, NSPCC visits, Childline posters, 'taking the register', and fire drills as ways their right to safety is being upheld.
- Children felt listened to and valued. They spoke of being able to approach 'any teacher', 'trusted adults', peer mediators and older pupils with any concerns or suggestions. The 'Positivi-tree' encourages them to celebrate their qualities, achievements and talents. Diversity is celebrated, for example, by inviting parents to share their cultural and religious traditions, story books from different cultures.
- Year 6 Peer Mediators have been trained to support pupils in resolving disagreements. A staff member commented that now 'children understand it's about communicating' and about 'listening to both sides of a story'.
- Adults were agreed that children are more aware of each other's needs and rights as well as their own, and are more respectful and able to negotiate as a result.
- Children have a say in their learning through self/peer assessments, peer editing, 'chat chums' (partner talk), focus groups and a more 'collaborative approach' to exploring topics. For example, Y1 children requested a trip to litter pick on a local beach in response to their learning about plastic pollution. A teacher commented, 'A lot is child-led.'

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

- Ensure that pupils are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Consider how to make more explicit connections between the concepts of dignity, equality and non-discrimination, and rights. For example, through critiquing stereotypical views of particular nations/groups e.g. 'poor people in Africa'.

## 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.

- An elected school council meets regularly. They contribute to school improvements, staff appointments and to plan events to support charities. Class suggestion boxes, 'chat chums' for class discussion and pupil voice surveys are other avenues for pupils to express their views. There is also a parent suggestion box at reception. Pupil leadership roles include house captains, school ambassadors, peer mediators, play leaders and the RRS steering group.
- Children are informed and empowered to take action on local and global matters. For example, pupils have written to supermarkets to express concerns about the pollution caused by single use plastics, to the Prime Minister and MP about the plight of refugee children, and to parents to request their unwanted textiles for recycling. They have also participated in the World's Largest Lesson and Unicef's Outright campaign, as well as supporting the local food bank and national charities such as Sports/Comic Relief. Reciprocal visits with an RRS link school in London offer opportunities to share and compare their different life experiences.



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

- Further develop the ambassadorial role of pupils on the RRS Steering group in promoting the CRC and RRS (such as a blog/video for the website, Article labels for displays, staff and governor training).
- Aim to participate in RRSA training to support your journey to Gold.