



# RRSA REACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This has been a virtual reaccreditation.

<b>School</b>	Glusburn Community Primary School
<b>Local Authority</b>	North Yorkshire
<b>Number of pupils on roll</b>	406
<b>Headteacher</b>	Richard Hunt
<b>RRSA Coordinator</b>	Lynn Ashton
<b>RRSA Assessor</b>	Jilly Hillier
<b>Date of visit</b>	18th November 2020
<b>Attendees at SLT meeting</b>	Headteacher, RRSA Lead
<b>Number of pupils interviewed</b>	6
<b>Number of adults interviewed</b>	11 teachers, governors, learning mentor and parents
<b>Evidence provided</b>	Digital evidence folder and focus groups
<b>Date first registered for RRSA</b>	16/01/2009
<b>Gold achieved</b>	27/09/2013

### ACCREDITATION OUTCOME

Glusburn Community 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.

- There is a clear commitment from senior leaders, teachers and governors to ensure that children at Glusburn Community Primary School know about their rights and that the school environment reflects a rights respecting ethos. Members of the Y6 Unicef Team spoke knowledgeably about rights, how they are universal and unconditional, and how they impact on the lives of children in school and beyond. It was clear that knowing about rights was helping children to have an awareness of global issues, an understanding of fairness and helping them to relate to each other in a respectful way.
- There are many opportunities for children to learn about the CRC. Assemblies and displays refer to rights; topics such as the Victorians, Refugees and Plastics are influenced by rights and the school's achievement in becoming a School of Sanctuary and a Fairtrade School reflect the school's values and importance of rights. The Right of the Month helps to familiarise the school community with a range of articles and rights are referred to during events such as Anti-Bullying Week.
- RRSA is well led by the RRSA Lead and staff feel well supported, including new staff. They have received training and evidence showed how links to rights are made in some curriculum planning. In 2019 Ofsted commented, 'There is a strong emphasis within the curriculum on the principles of the Unicef Rights Respecting School. This is valued by pupils and parents, who recognise that this enriches the understanding their children have of being respectful and knowledgeable global citizens' (Ofsted 2019). Resources are chosen to support an understanding of diversity and awareness of global issues such as Climate Change.
- A number of governors play an active role in the RRSA journey as members of the Steering Group and show great commitment to RRSA with one governor commenting "*This is the umbrella for everything.*" Parents are kept informed and comments from parents of past pupils show that they feel their children's interest in global issues, fairness and equality raised by such things as the Black Lives Matter movement has been influenced by the learning about rights their gained at Glusburn. One former parent wrote, 'The Rights Respecting Schools work ... was an excellent example of how schools can have an enormous impact on citizenship and social conscience.'

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

- Continue to support staff and children to deepen their knowledge and understanding of the CRC including that rights are inherent, inalienable, indivisible,



universal and unconditional (using language appropriate to children's age and ability). Consider using the RRSA resource [ABCDE of Rights](#) to help with this.

- Consider using the free resource Myths and Misconceptions as part of staff CPD to ensure the language used is consistent with the CRC and its principles. <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/>
- Consider attending Gold training (either online or virtual) <https://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/moving-from-silver-to-gold/>
- Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.

## 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 CRC has been an important part of Glusburn Primary School for many years providing the school community with “*common values*” (Headteacher) and acting as a “*structure guiding us in all we do*” (RRSA Lead). Reference to the CRC is made in strategic documents such as the School Development Plan (SDP), Worship Policy and PSHE Curriculum Rational. The Values and Ethos section of the SDP, for example, makes links to the CRC in Mental Health Week.
- Children were able to talk about how school ensures they experience their rights in school such as their rights to be heard, to learn, to be safe and to be healthy. For example, they talked about keeping safe online, in the playground and safe from Covid19. They also talked about the importance of their “*right to know about rights*” because “*if someone does something to you that breaks your rights, you wouldn't know*” if you hadn't learnt about them. One child stated that knowing about rights “*makes you feel safer.*”
- The school provides a welcoming, inclusive environment reflected by its status as a School of Sanctuary. Positive relationships and children who are respectful, caring globally aware citizens, guided by the principles of the CRC, were recognised as strengths by Ofsted (2019). This was supported by the children's comments showing that they understand that the concepts of fairness and respect should apply to everyone “*no matter who you are.*”
- The school has developed a range of strategies to ensure children have opportunities to be supported with their social and emotional wellbeing. These include Wellbeing Wednesdays, Mental Health days, think books and worry boxes.

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

- Ensure that children and young people are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights.



- Explore with staff, children and young people the concept of ‘dignity’ – what it means and how it underpins policies, actions and interactions between everyone at school.
- Support children and young people to feel confident in using the language of rights to resolve disagreements and address complex situations. For example, during peer mediation training, use of role play, hot seating, P4C approaches and debates underpinned by rights.

## 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.

- Children know they have a right to be heard and there are a number of pupil voice groups that ensure children have an active involvement in the life of the school. These include the School Council, Behaviour Ambassadors, Digital Leaders, The Enterprise team and the Fairtrade Team. They have been involved in various events such as job interviews, the review of the Behaviour Policy, helping to bring awareness about reducing the use of paper and plastic in school and influencing school menus. Children have also been involved in promoting the CRC in the local community, for example, by creating an artwork based on Article 24 which was exhibited at the Grassington Festival.
- Children have also been involved in learning about and supporting the rights of other children. As well as fundraising for a range of charities such as Yorkshire Air Ambulance, Children in Need and Red Nose Day, children have had the opportunity to meet with, and learn from, children who are refugees. One pupil explained, “*They told us their stories and it helped me to understand.*” They have also donated books to refugee families linked to the right to education, donated food to local food banks and visited the co-op as part of learning about fair trade and Article 27.

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

- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes and the evaluation of learning and teaching
- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Support children and young people to engage in a range of advocacy and campaigning activities that promote children’s rights locally and globally perhaps linking with Unicef UK’s Outright Campaign and using Unicef’s Youth Advocacy Toolkit. For fundraising, consider involvement with the Soccer Aid for Unicef Playground Challenge.