

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Clapham Terrace Community Primary School and Nursery
Headteacher:	Julie Miles
RRSA coordinator:	Caroline Ashcroft
Local authority:	Warwickshire County Council
Number of pupils on roll:	226
Attendees at SLT meeting:	Headteacher and RRSA coordinator (also assistant headteacher)
Number of children and young people spoken with:	14 children from KS2, many with pupil leadership roles
Adults spoken with:	3 teachers, 2 governors
RRSA key accreditations:	Date registered: August 2019 Bronze achieved: April 2020
Assessor(s):	Hilary Alcock
Date of visit:	18 th January 2022

ACCREDITATION OUTCOME

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

Clapham Terrace Community Primary School and Nursery 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.

- All children spoken could identify a range of articles from the UN Convention on the rights of the Child (CRC). One pupil commented that, “ *The rights are for all children around the world.*” A member of the Steering Group explained how, “ *We make sure that all the children in the school know about their rights.*” Children described how they learn about their rights during assemblies and PSHE lessons. They valued how this had continued during Covid home learning times and many children said that they speak about their rights with adults at home. Children are aware that some children do not enjoy their rights.
- Senior leaders, staff and governors consistently articulated that a child rights based approach, “ *Fits well with our ethos and values.*” The headteacher explained how, “ *Children’s personal development has been hugely enriched through our RRSA journey and children learning about their rights has impacted positively on their critical thinking skills.*” The link governor for RRSA commented that, “ *Children speak about their rights and are beginning to apply them to a wider, global context.*” Within the EYFS staff are beginning to refer to specific articles as part of children’s usual daily routines e.g. during Review time and as part of developing expectations for behaviour and being safe. Parents and the wider community are kept informed about the school’s RRSA journey through the regular newsletter and social media posts including a podcast made by the Steering Group.

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

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children’s age and ability. Refer to the resource [Myths and Misconceptions](#) to support clarifying terminology and understanding.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects/ topics. Consider using the Unicef resource Utilise ‘First Steps to Rights’ to support this process within EYFS and KS1.
- Consider developing the school’s strategic documentation to link to and reflect the values and articles of the CRC so that school improvement priorities and relevant policies include reference to children’s access to specific rights. You might find [Articles in Action](#) a helpful resource.
- Consider further CPD on global citizenship and sustainable development perhaps through engagement with the Sustainable Development Goals and [The World’s Largest Lesson](#) to help develop an understanding of global issues and how they impact on children’s rights and the wellbeing of the planet.
- Continue to support parents, families and the wider community to learn about and understand the CRC and engage with the school’s rights respecting journey. This

could include support and information on the website, social media posts, school newsletter and home school learning activities.

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 used the terms rights holders and duty bearers and understood what these mean. One pupil explained how their class charters, “ *Make sure that we can see all of our rights every day and respect each other’s rights.*” Another commented that, “ *Our charters are a representation of how we should act in school.*” Class charters support Clapham CARL, the school’s mascot, which embodies the school’s ethos of developing caring, achieving, respectful learners. Senior leaders consider that the development of a Playground Charter contributed significantly to the school achieving a recent Outstanding grade from Ofsted for behaviour.
- Children gave a range of examples as to how the school keeps them safe with one pupil commenting that, “ *Knowing about our rights helps us to feel more protected.*” The online safety pupil leadership group explained how they help children to know how to use the internet safely at school and at home and how to respond to cyber bullying. Children are being increasingly empowered through the use of rights based language to resolve any differences themselves. They are also confident that adults will always help to sort out any difficulties and explained how the Worry Boxes are another way to, “ *Let an adult know if you need some help or support.*” The pupil leadership group called Including Children Everywhere meets regularly with the SENCO to ensure the school is as inclusive as possible.
- Staff commented that, “ *Children’s rights are real and lived every day at this school in the way that we talk with the children and fight for their rights with other agencies if we consider that their rights are not being met. Knowing about the CRC has helped to empower us to challenge other professionals and not let things go.*”
- Pupils are involved in subject monitoring groups as one way to facilitate their voices being heard with respect to their learning.

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

- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts. (Outcome 2)
- 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. (Outcome 3)
- Continue to use the language of rights to promote positive attitudes and actions including the use of the recently introduced ‘green card’. Consider how this might be further developed within the wider school environment and how a wider range of adults and children might identify recipients.

- Ensure that children, young people and adults know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights. (Outcome 5)
- Continue to provide opportunities to explore and celebrate diversity in a range of ways. (Outcome 6)

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.

- The school has an impressive number of active pupil leadership groups and the children spoken with clearly stated that the adults in school listen to them and take their views seriously. One member of the Junior Leadership Team explained that the role of the group is to, “*Make sure that the adults improve the school from a child’s point of view.*” Examples of changes children have been involved with are in relation to school meals, raising money for the installation of a Trim Trail, training pupil Sports Leaders to support and encourage active playtimes and developing the Playground Charter.
- Children spoke enthusiastically about projects they have been involved with to support other children having improved access to their rights such as the Shoe Box appeal, the local Foodbank and an Eco initiative where they collected plastic waste to be recycled into Eco bricks. They have also taken part in wider community initiatives e.g. a competition organised by Warwickshire Climate Alliance to raise awareness of Climate change.
- The schools pre visit digital evidence shows how children are linking their learning about the CRC with their understanding of democracy commenting that, ‘We have strong links with our local MP, Matt Western. He comes into school to run sessions with the children, has taken groups of children to parliament and regularly responds and reacts to our tweets and letters. Recently, Year 5 and 6 wrote to him with suggestions for the development of a local green space as part of their geography learning, while Year 3 & 4 wrote to him in response to the work they completed around mental health as part of our work on Outright!’

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

- Continue to provide opportunities for children across the school to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community, appropriate to their evolving capacities. (Outcome 8)
- Continue to provide children with 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. (Outcome 9)

- Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity. (Outcome 9)
- Continue to develop children's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes. (Outcome 9)
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community. (Outcome 9)