



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	St Giles C of E Primary school
Local Authority	Walsall
Number of pupils on roll	410
Headteacher	Mark Dakin
RRSA Coordinator	Simrat Mavi
RRSA Assessor	Astrid Edwards
Date of visit	6th June 2019
School Evaluation received	Yes
Attendees at SLT meeting	Headteacher, RRSA Co-ordinator
Number of pupils interviewed	4 Rights Ambassadors, 25 children plus 75 children in classes
Number of staff interviewed	7 teachers, Safeguarding lead, governor, 2 parents
Evidence provided	Learning walk, written evidence, class visits
First registered for RRSA	November 2017
Bronze achieved	May 2018



ACCREDITATION OUTCOME

St Giles C of E 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.

- At St Giles C of E primary school, senior leaders and governors are clear about how a rights respecting ethos underpins everything they do at the school. The headteacher believes that the school's strong Christian values, "Has a direct link with a rights respecting approach and it prepares our youngsters to become good global citizens". "The pupils have a voice and can influence change" said the RRSA Co-ordinator. This was echoed by a parent, "The children are more empathetic towards each other".
- Children's knowledge of the articles in the UN Convention on the Rights of the Child (CRC) throughout the school are excellent. Many children were able to recite a wide range of articles and are fully conversant with the ABCDE of Rights as well as using the correct terminology. "Knowing about our rights is important and gives you opportunities for the future" commented a Year 6 pupil. "Rights gives me the freedom to express myself" said another pupil.
- The school is meticulous about the way its Christian values impacts on the young people and how this is embedded in furthering their knowledge of rights. Children learn about them in assemblies and in lessons. The PHSE curriculum, in particular, makes explicit references to the articles and the children have written an anthology of poems based on the rights of the child. Adults also believe that a rights respecting ethos has boosted attendance and improved behaviour.
- Teachers are planning lessons with clear foci on rights and shared with parents through assemblies and newsletters.



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

- Support teachers to make explicit reference to relevant articles when planning the learning across most aspects of the curriculum. (Outcome 1). Include more subjects and topics.
- Develop a more structured approach to engage parents/families/the wider community in learning about and understanding the CRC. (Outcome 1). Celebrate widely the success of the Silver award to parents. Include children in the planning of how to engage more parents in the next step of your Rights Respecting journey.
- Help the whole school community to develop a greater sense of critical enquiry, informed by the CRC when looking at the world and at global issues such as sustainable development. (Outcome 1).

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 is clear that developing the work of rights, “Is not a bolt on”. This was echoed by the RRSA Co-ordinator, “We encourage our pupils to be challenging and mutually respectful towards each other”. The Rights Ambassadors have taken a leading role in promoting displays and have produced mind maps to discuss how the school ethos, policies and practices support the implementation of rights. The worship themes explore topics to teach moral dilemmas. Opportunities are created in PSHE lessons as well as in literacy through the use of the ‘Big Question.’
- Throughout school the level of support for the children is excellent. All children are fully aware of the procedures that are in place in the event of a problem. They feel safe and well looked after. The safeguarding lead is implicit about the support mechanisms the school offers. “We aim to ensure our children’s well-being is at the heart of everything we do.” “Children I wouldn’t expect to talk to me now do” he said which means that they are more confident in sharing their concerns with adults.
- The school and class charters encourage everybody in the school community to think about how they can behave in a way that creates a rights respecting environment. The ownership and development of the charters are very much led by the pupils. “We are proud of our charters” remarked a pupil. “Our teachers regularly refer to them in lessons.” The Rights Ambassadors have taken a leading role in promoting displays and have produced mind maps to discuss how our school ethos, policies and practices support the implementation of rights.
- Children talk about the articles from the CRC at home. “My child comes home from school and tells me what he has learnt about rights” commented a parent. “It made me want to find out more about them” she went onto say. Through



newsletters, questionnaires and surveys, parents are encouraged to voice their opinions and participate in workshops and discussion groups.

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

- Create opportunities for pupils and adults to explore the concepts of equity and fairness. (Outcome 2).
- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights-based approach across the school. (Outcome 2).
- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships. (Outcome 3).
- Explore the role children and young people play in engaging in their right to learn. Consider, with them, how this can be further enhanced. (Outcome 7).

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.

- Pupil leadership is a powerful feature at St Giles' school. Through the several pupil groups e.g. Rights Ambassadors, playground leaders, digital leaders, school council and many more, children are encouraged to voice their opinion and take a leading role in making decisions. "At school there is no such thing as 'you can't do' said a Rights Ambassador. "As duty bearers our teachers will help us with our work and make sure we can access our rights."
- The school is committed to British Values and this is central to the school's values. Children learn about other communities and the headteacher believes that this is important in deepening pupil's understanding of cultural and religious diversity. Pupils learn about global issues in Geography. Teachers explored that despite the fact children's rights are universal, some children across the world and locally cannot access their rights. Topics such as water sanitation and cleanliness are some of the areas where the pupils feel passionate about making a difference. A young child commented that the problem of plastics in our planet is, "Massive and I want to change things".
- Children are motivated to take part in a range of practical activities that promote active citizenship e.g. charity fundraising and the planning of special events. Representatives from the wider community such as health workers, police and the local church talk about their role in creating a more meaningful and harmonious community. The Rights Ambassadors take a leading role in deciding which charities to support. They discuss this with other pupils which in turn stimulates discussion and debate. This is something school leaders want to explore further and the intention is to involve the pupils more widely in the local community.



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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people 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 and teaching. (Outcome 8). Involve the children in the development of specific policies e.g. anti-bullying, behaviour.
- Enhance ambassadorial activity by enabling children and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community. (Outcome 9). Forge links with another school in a different demographic area.
- Embed a systematic approach to providing access to relevant current news media for all pupils, consistent with their evolving capacities, and facilitate their critical reflection, in response, so that their awareness may provide stimulus for campaigning or other action. (Outcome 9).