

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	St Laurence Church Infant School
Headteacher:	Catherine Smith
RRSA coordinator:	Katie Elbourn
Local authority:	Birmingham City Council
Number of pupils on roll:	271
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	12 children across all year groups including some with leadership roles
Adults spoken with:	2 teachers, 3 parents, 2 governors. 1 teacher governor
RRSA key accreditations:	Date registered: 6th October 2020 Bronze achieved: 6th October 2020
Assessor(s):	Hilary Alcock
Date of visit:	30 th June 2022

ACCREDITATION OUTCOME

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

St Laurence Church Infant 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.

- All children spoken with had a very good knowledge of children's rights, appropriate for their age, from the UN Convention on the Rights of the Child (CRC). They knew that rights are universal, unconditional and inherent commenting, " *All children around the world have the same rights...we get them when we are born.*" Through class based use of children's news media they are aware that some children are being denied their rights for reasons such as armed conflict and poverty.
- Children explained how they learn about their rights through Collective Worship, by talking in class and by pictures around the school. They also talk about their rights at home. The School Council are increasingly taking more of a leadership role with rights based projects such as reviewing policies and developing the outdoor environment.
- The headteacher considers that a child rights based approach (CRBA) is enabling pupils to, " *Develop more of a world view and become passionate advocates for the rights of others.*" The RRSA coordinator described how, " *The CRC is now more explicitly identified within our curriculum and more visual around the school.*" One teacher commented, " *Our children are learning about and living out rights for themselves everyday both within and outside of school.*"
- Parents described how they can, " *See and hear the language of rights within discussions and interactions at home.*" They are well informed about the schools Rights Respecting journey through newsletters, events and projects linked to rights and the school environment. A governor commented, " *Children's rights are part of everything we discuss at governing body meetings.*"

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

- Ensure staff, children and families have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#).
- Continue to support children to develop their understanding of sustainable development. 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.

- Encourage teachers to further develop explicit reference to rights in their planning for most subject/topics as part of your curriculum review process. You may find *First Steps to Rights* a useful resource.

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.

- All children spoken with said that they felt safe at school. They listed a range of safety procedures such as walking inside, fire drills, visitors wearing school lanyards, closed gates and privacy measures. They knew that adults have to keep them safe and make sure that they are enjoying their rights.
- *"We have the right to healthy snacks, clean water and to play,"* commented Reception children. Following surveys with pupils the school now offers a more diverse range of extracurricular activities which is part of their commitment to realising Article 29.
- Senior leaders, staff, parents and governors all consider that a CRBA is having a positive impact on relationships. Within school the behaviour policy has been amended using children's suggestions and at home parents commented on how their children are now, *"Much more able to sort things out for themselves...they discuss and respect each other's rights."*
- Class based staff described how a 'hungry colour monster' has been included as part of children's daily feelings chart and one considers that, *"I've changed the way I teach...I listen more deeply to what the children are saying and as such I can respond to their needs better."*
- The headteacher said that using the CRC supports the school's work on equalities. She commented, *"We want every child to feel that they have been seen, heard, known and represented at our school."* A governor explained how having the school's Development Plan and staff performance management objectives linked to the school's RR journey means that, *"Children's rights are part of the school living out its Christian vision."* The deputy head articulated, *"RR schools is now part of the culture of the school; everybody buys into it."*

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

- Continue to develop 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.

- Create opportunities to explore the concepts of fairness and equity and support children to be able to explain what these mean in appropriate to their age. (Outcome 2)
- Consider how developing Charters can further develop your Behaviour policy, possibly moving towards a Relationships Policy. Use Unicef RRSA [Charter Guidance](#) and focus on the language of 'respect for rights', including within your '4 part apology' strategy so that relationships are seen as mutually respectful. Include actions for duty bearers as well as for children on charters. (Outcome 3)
- Explore with staff and children the concept of 'dignity' – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome 3)
- Continue to provide opportunities to explore and celebrate diversity in a range of ways. (Outcome 6)

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION,

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.

- All children spoken with said that the adults in school listen to them and take their ideas seriously. The School Council has representatives from all year groups. They described how they, *"Helped to make new areas on the playground and choose new equipment."* Parents involved with the PTA commented, *"Since learning about their right to a voice we've noticed that the children are now making decisions about how the money we have raised is spent."* The headteacher commented, *"Focusing on children's rights is resulting in, "Adults listening more to what children say is best for them."*
- Children are actively involved in reducing, reusing and recycling resources. One pupil explained, *"We need to stop putting so much into rubbish dumps because they are so big and the smell is so bad and the rubbish lasts a very long time and is harming animals."*
- Children now choose some of the charities that the school supports and have begun to link these to children's access to their rights.

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

- Continue to provide opportunities for children to be involved in pupil led groups/leadership roles. Ensure they understand how this links to Article 12 and participation and can articulate, appropriate to their age, the positive impact they have on school improvement and the school community. (Outcome 8)
- Support children to engage in a range of advocacy, campaigning and fundraising 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](#) (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)
- Consider how pupils can be ambassadors for a child rights based approach e.g. with the school they transition to. (Outcome 9)