RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Claverdon Primary School
Headteacher:	Daniel Powell
RRSA coordinator:	Matthew Tyler
Local authority:	Warwickshire
School context:	The school has 202 pupils on roll. 3.47% of pupils are eligible for FSM. 11.39% of pupils have an EHCP, IEP or a SEN statement. No pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher/RRSA Coordinator
Number of children and young people spoken with:	17 children in focus groups, 57 children during class discussions
Adults spoken with:	4 Teachers, 1support assistant, 2 parent governors, 1governor
Key RRSA accreditations:	Registered for RRSA: 19th October 2021 Bronze achieved: 13th December 2021 Silver achieved: 25th May 2022
Assessor:	Hilary Alcock
Date:	25th May 2023

ACCREDITATION OUTCOME

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

Claverdon Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Very articulate children who demonstrated a secure knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- A strategic approach by the Headteacher, governors and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.
- Relationships were strong with a clear link to the school's values. Children were adamant that everyone was respected and included at all times.
- The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.
- Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all young people to put their suggestions forward and for these to be acted upon.
- Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Further develop ways of making the Convention and your commitment to RRSA more explicit on the school's website, in other communications and in strategic documentation.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual OutRight campaign.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Continue to use the UN Global Goals for Sustainable Development as a framework for this. UNICEF UK's Youth Advocacy Toolkit can also support and strengthen this approach.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	Most children had a very good knowledge of articles from the UN Convention on the Rights of the Child (CRC) and the principles which underpin them. During class and focus groups sessions they readily, confidently and respectfully engaged in conversations about rights. One pupil explained, *"no matter what the lesson is, we are always talking about rights."* Another said, *"rights are all around us in school…as rights holders we respect and know that we have rights."* Children in the reception class discussed clubs and activities they do both in and out of school and knew that these link to Articles 29 and 31, two of the articles within the school's charter. Through a topic called Powerful Voices, Y2 children learn about individuals who fought for rights. Older pupils described how they learnt about rights within historical contexts such as the Holocaust, the Suffragette Movement and the Transatlantic Slave Trade as well as in relation to current armed conflict situations, climate change and places where child labour denies children their rights. Comments included, *"…some children have to run away from their homes because of war or extreme weather and they become refugees. They might not be safe, they can't go to school and…if there isn't clean water then children become ill and might die."* Pupil ambassadors lead assemblies linked to rights and choose which charities, linked to rights, the school supports. One said, "*the adults leave it to the children to decide because we are responsible enough to make our own decisions.*" The headteacher described rights as being, *"…part of the fabric of the school…a pulse through everything we do to support our children to become well rounded citizens and decent human beings."* Staff described the RRSA coordinator as, "*…exuding rights, with the CRC and Global Goals (GG) more explicit and embedded across the curriculum."* Incorporating the GG has been a key development since the school gained its Silver award. Governors explained how, "*Our decision making is infused with the CRC…rights respecting is everybody's job…it doesn't feel like a 'bolt on'."* One parent commented, "*Rights have encouraged my child to recognise challenges faced by others…to have a wider perspective and to challenge injustice."*
STRAND B	**Highlights and comments**
2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Children described an environment where, "*…all the teachers as duty bearers do their best for each of us."* They understood equity and fairness commenting, "*Our school allows children to have the help they need whether it is for learning or anything that is worrying them, for example, in maths some children will have support with questions that others understand straight away.*" The school's curriculum vision statement includes a commitment to the CRC. "*Claverdon not only talks about these rights but also lives by them"* commented a parent.
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Mutually respectful relationships were very evident during the visit. Children described how, "*…reflection sheets help you to think about how you can respect each other and the school charter. Older children can help younger children to know about their rights and how to do this."* They commented, "*children try to sort things out for themselves and reach a compromise."*

4. Children and young people are safe and protected and know what to do if they need support.	All children spoken with said that they felt safe in school and knew who to speak with if they had concerns for themselves or someone else. *"I feel safe in school because we can speak openly about feelings and opinions…we learn about keeping safe."* Pupil wellbeing ambassadors receive training through the Diana Award programme to help them support children who may be feeling unsafe or unhappy. "*We learn and understand about rights and make them real…our duty bearers make sure no one is being bullied or is bullying."*
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	"*We learn about and get advice on how to be mentally healthy…how a positive mindset is as important as our physical health,*" commented one pupil. Another said, "*you get praised and that can be good for your mental health and wellbeing by giving you some encouragement."* Older pupils especially value the 'actions for kindness' which include motivational quotes posted individually on their lockers by other pupils. Children like the new playground zones because they, "*provide more variety for us to be active and to support our mental health too."*
6. Children and young people are included and are valued as individuals.	During the visit pupils respectfully used the language '*I agree'* or 'I disagree' when discussing ideas and opinions. Several commented, "*We have the right to have our voices heard and to share our opinions and views.*" They appreciate how this links to being included and valued with one pupil saying, "*We shouldn't leave anyone out."* The school uses the CRC to underpin its curriculum coverage relating to a range of equalities issues. A parent commented, "*It is so wonderful to see my children's entire educational experience being shaped by their personalities, talents and abilities (Article 29) and for them to acknowledge and see the power in this."*
7. Children value education and are involved in making decisions about their education.	Older pupils consider that because they have a right to a voice and to share their opinions they are now allowed, "…*more freedom to present our work differently and we can give our ideas for how to link different rights to our lessons and how lessons could be better."* Another pupil commented, "T*eachers listen to our ideas and our discussions and sometimes this can change the lesson."*
STRAND C	**Highlights and comments**
8. Children and young people know that their views are taken seriously.	The school has an impressive range of pupil ambassador groups. Children spoken with were very proud of their roles. Ambassador children described how they collect ideas for meetings from their classes, discuss the ideas, vote on them and then feedback what will happen next. Children commented, "*We have seen changes like the talent show, music assemblies and break times."* Pupils are confident that adults will take their views seriously. Digital ambassadors said, "*We had an idea for chat GBT… and now we are going to lead a staff meeting for the teachers about it.*" Staff commented, "*There has been a real shift towards having more pupil voice groups, this has been transformational for some in developing their confidence, attitude and self-belief."*
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Environmental ambassadors developed a biodiversity project, undertook a litter pick in the local community and contacted local decision makers about their findings and concerns. Children led an assembly about Ukraine and wrote letters to the Prime Minister highlighting the issue of children's rights. Children said they see themselves as, "…*changemakers…we can make the world a better place.* "Each class focuses on a different global goal. Senior leaders commented, "*Our fundraising campaigns have been driven by pupil voice, such as for Ukraine, girls' education in Afghanistan and women's rights in Iran. 'Our children build on their understanding that you do not have to be born powerful to make a genuine difference in the world."*