

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Greys Education Centre
Headteacher:	Clare Beare
RRSA coordinator:	Sarah Mickle
Local authority:	Bedford
Number of pupils on roll:	Currently capped at 55 across all settings
Attendees at SLT meeting:	Headteacher, Deputy Headteacher, RRSA coordinator
Number of children and young people spoken with:	1 Year 9 pupil from Steering Group
Adults spoken with:	Teacher/parent governor, Deputy headteacher
RRSA key accreditations:	Date registered: July 2021 Bronze achieved: 2 February 2021
Assessor:	Niki McQuillan
Date of visit:	13 December 2022

ACCREDITATION OUTCOME

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

Grey's Education Centre 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.

- The positive ethos and strong relationships which already existed across the settings have provided a natural progression for the centre to have adopted and participated in the RRSA Award. The SLT highlighted staff report that learning and embedding rights has offered a valuable framework and focus to underpin their work with the children. The headteacher went on to point out, *“We are often dealing with complex learning situations and learning about rights has been very natural and an important part of what we do. There has been a lot of buy in from staff and it’s the essence of what we do.”* All new staff are inducted into the RRSA programme, and everyone receives support and training from the coordinator.
- The setting remained open during the pandemic as all children were considered vulnerable. As the headteacher pointed out, historically the centre has always worked very closely with mainstream educational settings. Those relationships became even more important during the pandemic and in many cases, they have acted as *“models”* as Greys already have very good safeguarding measures and strict guidelines in place. The 1:1 dynamic of each pupil being supported by one adult has been very successful. The deputy headteacher went on to point out that, *“Learning about rights is not only a real strength in supporting our relationships, especially with the primary children, but these links have enhanced the children’s voice as well.”*

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

- Continue to ensure staff and children 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 use the excellent website to communicate and support the entire school community.
- 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.
- Continue to support parents/governors/families/the wider community to learn about and understand the CRC and engage with the school’s rights respecting journey the regular school newsletters and the wide variety of learning activities offered.

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 RRSA coordinator observed that, *“Our children are confident about talking about their rights and how they apply to themselves and others. Students are encouraged to treat each other with respect.”* This is promoted through PHSE form discussions and citizenship lessons. One child said, *“We feel so safe in school and discuss a different article each week.”*
- Each child has a dedicated contact on the staff they can go to if worried about anything. As the RRSA coordinator highlighted, *“We have close links with many other agencies.”* Pupils can have a 1:1 session with an appropriate counsellor if required.
- Children use their class charters to help support them to learn in a safe, respectful space and staff work hard to make them feel included and valued in school. Pupils are engaged in their own learning, setting targets, planning their work, discussing in detail their learning with their teachers before and after the lessons. All learning is linked to articles and teachers link all planning to the UNCRC. This work is being developed to cover all curriculum areas.
- A parent governor highlighted the positive learning she had witnessed during many school visits and the obvious enjoyment children displayed in their learning. She went on to observe the value afforded by teaching smaller groups of children allows for bespoke learning plans for each child. She went on to comment, *“I have felt a shift in the pupils since learning about their rights and the amount they know about their rights definitely comes through in their learning. They are happy. This is very evident in their display boards. Every day is a new start.”*

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

- Continue to explore, with the entire school community, the links between improved outcomes for children and the implementation of a rights-based approach across the school.
- Explore with staff and children the concept of ‘dignity’ – what it means and how it underpins policies, actions and interactions between everyone at school.
- Continue to support children to feel confident in using and further develop the language of rights to resolve disagreements and address complex situations.
- Ensure that children 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.
- Continue to promote the strong ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.

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 are confident that they are listened to and have a voice in school. To this end they can join in a wide range of pupil voice groups and clubs. The School Council meet regularly to discuss issues concerning children and they are regularly asked their views and opinions.
- As a pupil observed. *“We can use our voice to make things happen in school.”* The student went on to highlight how the power of voice has been used recently with the canteen staff to create additional healthy menu choices for pupils. This project is linked to the school health programme.
- Staff work hard to provide through their work with rights to promote life-long, citizenship skills. As the Deputy Headteacher commented, *“To understand rights can follow into all aspects of life moving forward. Students are not just learning about rights for the short time they may be with us but it’s important that they understand they are learning about rights for life.”*
- The Citizenship programme in school is a vital part of learning. The school supports a wide range of local and global charities and events, with children talking about the importance of raising money to help others. One said, *“We do dress down days and bring money in to help other children.”* Another child said, *“The best thing about being in a rights respecting school is that the teachers are so kind, and they help us. Everyone respects every single right.”*

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 (already begun), the evaluation of learning and teaching and updates through the school newsletter.
- Continue to develop work on raising children’s voice through citizenship lessons and learning about the global goals.
- Ensure children have regular access to local and global news (appropriate to their age and ability) and continue to develop 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, 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.