

RRSA ACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	La Houquette Primary School
Headteacher:	Mrs Claire Judd
RRSA coordinator:	Mrs. Emma Feak
Local authority:	Guernsey
School context	La Houquette Primary has 320 pupils on role of which, 11% are eligible for uniform allowance, 29.8% of pupils have an EHCP or SEN support and 5% speak English as an Additional Language.
Attendees at SLT meeting	Headteacher, Deputy Head/SEND and Inclusion Lead, RRSA Lead
Number of children and young people interviewed	Pupil Group 1 - 14 pupils from Y2-6 Pupil Group 2 – 8 pupils from Y2-6
Number of adults interviewed	Three parents, two teaching staff.
RRSA accreditations	Registered for RRSA: Oct 2018 Bronze achieved: April 2019 Silver achieved: July 2020
Assessor(s):	Jilly Hillier and Stuart Whiffin
Date:	16/03/2022

ACCREDITATION OUTCOME

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

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

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessors would like to thank the children, the Senior Leadership Team, and staff for their warm virtual 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 good knowledge and understanding of rights.
- Highly effective leadership of rights related work, including from young people.
- A strong culture of inclusivity and respect which is understood and articulated by children and adults alike. Children feel empowered and understand it is important for them to be listened to.
- A strong relationship between school staff and families with a high level of interest from parents in the work on rights and participation in the overall life of the school.
- Strong pupil participation - children know that their views matter and that they can make a positive difference.
- A strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected.

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:

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Consider how the school's global school partnership can be strengthened, particularly exploring how a rights lens can help pupils develop greater empathy and understanding of the lived experiences of children around the world. A joint rights based project could help children understand how we have much to learn from other communities and ways of living.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Use the World's Largest Lesson resources to support this.
- Continue the good work around developing a restorative approach, link this to your playground charter when it is launched.

2. VISIT HIGHLIGHTS

STRAND A	Highlights/Comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Children spoken with had a thorough knowledge of rights and were able to discuss how rights link with their own lives. They had a good understanding of the universal, unconditional, inherent, indivisible and inalienable nature of rights. <i>"Your rights cannot be taken away for any reason, they do not have to be earned, they are from birth and all rights are as equal as each other."</i> Students discussed situations where children are being denied rights in both local and global contexts. <i>"In Ukraine at the moment, children are not getting the right to be safe, and they are not protected from harm because of the war."</i> Another commented, <i>"In Afghanistan some girls are not allowed to go to school, so they are not getting their right to education, we think that this is very unfair because all children have rights."</i> Links to rights and the UN Sustainable Global Goals are included in long and medium term planning. When discussing the impact of implementing a child rights based approach, the Headteacher said, <i>"RRS has clarified the vision and ethos of our school, our values underpin everything, and rights seamlessly intertwine with them. Rights have become a focus of our school aims and mission, with articles forming the basis of our policies. It gives them purpose."</i> New members of staff are kept informed as part of the staff induction process and INSET. Parents receive information through teacher meetings, newsletters, class dojo and social media posts. Those interviewed were very engaged in the RRSA journey, valued its positive impacts, and described the children as <i>"an inspiration"</i> in their role as global ambassadors who were <i>"part of the solution."</i></p>
STRAND B	Highlights/Comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children understand that it is the responsibility of duty bearers to uphold their rights. They were able to give examples of how equitable decisions are made within the school. <i>"If a child has a disability they will get extra help with learning, or if you are in a wheelchair your desk might be different. Children with dyslexia have extra time or have adults working with them. Equity means that everyone gets the things that they need, this is different for everyone, but it is the fairest way to do things."</i> Children discussed how they learn about rights. <i>"We spread the word of rights across the school by having assemblies, using class charters, using right of the week and creating duty bearer badges so we know who the duty bearers are."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children discussed how relationships within the school are positive. <i>"If there is an argument, we listen to each other's ideas. We might disagree, but when we listen, we begin to see the other side of the story. It isn't always the adults who sort out the problems, the children can do this too. It is done in a respectful way"</i>. The school's anti-bullying policy has recently been reviewed with the School Council to further embed its links with the school's values.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>One child explained, <i>"In IT lessons we look at internet safety. When you go online you have to do things so that you stay safe, such as not clicking on links or telling anyone your personal information."</i> Another said, <i>"The fire alarm tells us when there is a fire, but we also have fire drills, so we know what to do if they go off."</i> All children agreed that they knew who they could talk to if they felt unsafe. <i>"You can speak to any member of staff or a buddy if you are worried. We know that we can call NSPCC if we need someone to talk to."</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>The school places the physical and mental wellbeing of the students high on its agenda. LSAs are ELSA trained and members of staff have become Mental Health First Aiders. One parent described how the introduction of a wellbeing journal had been a <i>“fantastic way”</i> for teachers to understand how her child was feeling. Children discussed both physical and mental health. <i>“Every Friday we try a new vegetable or fruit. If you have one in your lunch you get to have a sticker. The Eco Club does this in the dinner hall.”</i> They also explained how learning about Decider Skills and the ‘fizzbottle’ helped them to understand emotions. <i>“It really helps us become calm when we need it.”</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Parents commented how the school effectively supported the needs of each child as well as exploring wider issues such as apartheid. Children had a good understanding of non-discrimination and were able to link this with their learning. <i>“We have been learning about Nelson Mandela who was not allowed to do the things he wanted to do because of the colour of his skin. Another word for this type of discrimination is racism. We make sure everyone is treated fairly no matter what they look like or where they are from.”</i> The school has begun to use diverse literacy materials to support their international work in lessons and assemblies.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children are given multiple opportunities to lead their own learning. <i>“In our literacy books we have targets. The teachers look at them and we jointly decide what we have to do next. I think this is a good idea as you know what you have to do to improve.”</i> Another pupil added, <i>“In Y6 we complete a project where we look at 8 gods or goddesses. We had to choose how to present our work...I liked being able to decide how I present my work; it makes the project more interesting.”</i> Children explained how teachers stopped using the ‘maths passport’ after listening to them because they were making some children anxious.</p>
<p>STRAND C</p>	<p>Highlights/Comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children feed into decision making and have leadership roles in pupil voice groups such as the Eco Group, Rights Committee, School Council and Global Ambassadors. They instigate new clubs which are pupil led. When discussing the role of the Rights Committee one child said, <i>“One person cannot make sure that everyone knows their rights and rights are respected so we need a team of people. Children have the right to their own opinion so it’s important we have groups that can make decisions around the school.”</i> Children have carried out pupil led inspections, the most recent being a ‘respect’ inspection. <i>“We went around... to observe if people were being respected. Children were respecting the teachers and each other. We did this as it is important to get the children’s views which links with article 12 and 13.”</i></p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Young people are given opportunities to campaign on local and global issues. <i>“We have started ‘nude food Fridays’. This has made us more aware of how food is packaged and the problems that the world has because of single use plastic.”</i> Children’s awareness of the wider world is promoted through assemblies, watching Newsround and Espresso bites and supporting charities. The school has participated in the Soccer Aid Playground Challenge. <i>“After learning that the Overseas Aid Committee previously match funded money raised for Soccer Aid, one of our pupils wrote them a letter asking if they would do the same. They replied that they would triple the amount, demonstrating to pupils that their voice is powerful.”</i></p>