

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	La Houquette Primary School
Headteacher:	Claire Judd
RRSA coordinator:	Emma Feak
Local authority:	States of Guernsey
School context:	There are 255 pupils on roll, of whom 11% are entitled to Uniform Allowance funding and 0.8% of pupils have an EHCP. 3.1% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher and RRSA Lead
Number of children and young people spoken with:	21 children from Y2 to Y6
Adults spoken with:	6 adults including teaching staff, parents, governors and founder of Tumaini, a charity supporting people in Tanzania.
Key RRSA accreditations:	Registered for RRSA: October 2018 Bronze achieved: April 2019 Silver achieved: July 2020 Gold: March 2022
Assessor:	Sarah Hodgkinson with Gemma McGregor
Date:	04 April 2025

REACCREDITATION OUTCOME

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

La Houquette Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. 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 range 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 pupils who demonstrate good knowledge and understanding of rights and are confident in the concept underpinning the CRC.
- Continued commitment and creativity by the whole school in placing the CRC at the heart of policy and practice.
- The language of rights being evident in all activities: in the classroom, the wider school and in conversations with the school community.
- Very confident pupils who feel listened to, know that their views are taken seriously and that they are making a positive difference in school and in the wider world.
- A strong desire to develop pupils' understanding of inequalities around the world and the actions they can take to address this.

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 strengthen Early Years engagement with the RRSA journey, embedding rights-based language and delivering staff CPD. Consider using the [RRSA guidance for Early Years practitioners](#).
- Continue to work on enabling pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders.
- Continue to develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of pupils working with adults to understand problems and develop achievable solutions.
- 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.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children, adults and the wider school community demonstrate excellent knowledge of the CRC and speak with confidence about the principles underpinning the Convention. Following the previous Gold accreditation, the school has focused on strengthening global citizenship and each week the children learn about the adventures of Midnight, the travelling fish, who sends the school postcards about his travels around the world. One pupil explained, <i>"In the postcard there are three rights that go along with it, and we talk about the rights being met in that place and he tells us if there's some problems that mean children can't have their rights met."</i> An increased global awareness has been a catalyst for action to support others around the world. The founder of Guernsey charity, The Tumaini Fund, which works with child orphans in northwest Tanzania, commented, <i>"Bringing up a generation that is not only aware but is committed to fundamental rights is vital...Tumaini means 'hope' in Swahili and children in a school like La Houquette give us hope and it is hope rooted in the rights of other human beings."</i> Staff continue to be passionate advocates for children's rights and the impact of RRSA on pupils. The headteacher explained that embedding a child rights ethos in the school helps to, <i>"...bring about kinder and more respectful citizens of the future."</i> Parents, carers and the wider school community are regularly updated about RRSA and the school's work on children's rights and this has led to discussions beyond the school gates. One parent commented, <i>"My daughters have talked about their rights at home, and they understand the wider picture...not just in Guernsey but across the global community"</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>Rights are embedded into the culture and ethos of the school. The Rights Respecting Club, an optional lunchtime club has, at times, up to 60 children in attendance, demonstrating the passion and enjoyment of pupils learning about rights. The headteacher explained, <i>"It's our way of life."</i> A member of staff, who has joined the school since the previous Gold accreditation, commented, <i>"It's just amazing how much the children know about rights...it's been a real learning curve for me. It's so embedded in the school."</i></p> <p>Class charters continue to be used as a foundation for relationships founded on dignity and a mutual respect for rights. Children feel safe and protected at La Houquette and know what to do should they need to access support. Duty bearers responded to pupils' concerns about transition times and behaviour in the toilets by introducing the role of 'Value Keepers' who are children from Y2 and Y6 who monitor and support their peers during these transitions.</p> <p>Social and emotional wellbeing is also a key priority. Strategies to support with emotional wellbeing include Wellbeing Wednesdays, wellbeing diaries, worry boxes and breathing corners. One child explained that if they were not feeling their best, <i>"The teachers would notice and help us through it and figure out what has happened,"</i> and another child added, <i>"If we are feeling angry or sad we have breathing corners and teddies in there so if we are feeling angry, we can ask the teacher to go there."</i> Pupils also explained that some children have 'fizz breaks' as, <i>"...some children find it hard to concentrate sometimes and they need to let their fizz out."</i></p>

	<p>Diversity and inclusion are valued and celebrated by duty bearers and rights holders. Senior leaders explained, <i>"We have to try and compensate for the limited diversity in the community,"</i> and this had led to a focus on diversifying the curriculum and the texts that are available in school. Staff look for opportunities to challenge stereotypes of different cultures through their curriculum foci and the adventures of Midnight, the travelling fish.</p> <p>Pupils are involved in their own learning and take part in an annual 'pupil validation' process and this year the focus was 'kindness.' Pupils observed different parts of the school day and looked for examples of kindness and this feedback was shared with the school community.</p>
STRAND C	Highlights and comments
<p>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 children experience their rights.</p>	<p>Children know that their views are taken seriously by duty bearers, and they have been able to bring about meaningful change in their school. One pupil explained, <i>"There used to be a bell in our school for lessons and some people said it was too loud, so it was talked about at school council and now we don't have it."</i> An example of significant change brought about by pupil voice is the School Street campaign. One child explained, <i>"I was part of a group where we talked to people who live on the street, and we asked if we could close the road for some hours before and after school so that our walking bus could walk along the road without cars."</i> In collaboration with the local community and state authorities, the School Street is undergoing a trial period of 12 months with the hope that this will become a permanent arrangement. Children talked proudly about their role in this project and acknowledged the different rights which are upheld through the implementation of School Street. Each year the school marks the International Day of Democracy and pupils visit the States of Guernsey courts. Pupils regularly take part in beach cleans and raise awareness of plastic pollution. A pupil in Y3 got in touch with the local press to ensure coverage of World Children's Day, demonstrating an understanding of the power of speaking up.</p> <p>Through learning about the Sustainable Development Goals, children have an increased understanding of global citizenship and how their actions can impact others, both locally and globally. Children and staff spoke proudly of the work that they have done to raise awareness and to support others to access their rights. One pupil explained, <i>"In the office we have a place where you can donate old mobile phones, printer cartridges, stamps and things...it's raised a lot of money, and it links to the right to safety and protection."</i> The school has established a link with a school in Ukraine and pupils requested funds from the PTA to purchase knitting machines so that they could knit hats for school children in Ukraine. Through their work supporting The Tumaini Fund, pupils have raised awareness of malaria and have raised funds to purchase mosquito nets. The charity founder explained, <i>"The children here are so well-informed...they will tell me about the right to clean water and the health implications of dirty water."</i> She added, <i>"In the current geopolitical situation, there are many confident people in the world, but we need people who are confident and well-informed and the children at La Houquette are both."</i></p>