



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Whitefield Primary School
Local Authority	Liverpool
Number of pupils on roll	285
Headteacher	Nadine Carroll
RRSA Coordinator	Zoe Hathaway
RRSA Assessor	Margaret Ellams
Date of visit	27 th November 2018
Attendees at SLT meeting	3
Number of pupils interviewed	21
Number of adults interviewed	6.
Evidence provided	RRSA evidence file, Policy Documents, Planning sheets, Pupil work, Photographs, Learning Walk
Date registered for RRSA	November 2017
Bronze achieved	January 2018

ACCREDITATION OUTCOME

Whitefield Road Primary 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 of the school community are very positive about the impact the CRC is having on Whitefield Road Primary School's development. There is a large copy of Article 29 on a background photograph of pupils, strategically displayed in the entrance to the school. A member of staff said "*it encompasses our whole ethos*". Families are informed in a range of languages and included in all RRS initiatives, an example being a parent workshop where den building was linked to Article 27. A right of the week ensures that all of the school community are developing their knowledge and understanding of the CRC and the current right is "tweeted" in order to reach the wider community. Parents felt that they had learned a great deal about the CRC from their children a parent governor mentioned that "*my children speak about it they know they have the right to speak their own language and they talk about it all the time*".
- Pupils were able to confidently and articulately quote a range of rights, including a right to healthy food and water, to shelter, to play and to an education. They were able to explain how they learned about them in a variety of ways including a right of the week, class discussions, curriculum studies and assemblies. Pupils understood that not all children are able to access their rights, one year four pupil said that "*children might not be able to escape from war so they have to be a part of it so that means they don't get their rights*".
- All staff have participated in training with one member of staff commenting that it had been "*inspirational, particularly as we were able to identify that we do a lot already*".
- Families are encouraged to discuss the details of the CRC at home with their children. There is guidance in a leaflet, which is printed in a variety of languages, this explains about rights and gives suggestions for discussion topics for example: "*What is the difference between a right, a want and a need?*"
- The CRC is covered in the collective worship timetable and all staff and the pupil Assembly Ambassadors are included in the programme. The ambassadors delivered a presentation during Refugee Week and the Inclusion Manager presented on International Day of Disabled Persons.

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

- Work towards an increased knowledge of the origins of the CRC, its global impact and for older pupils its place within the wider framework of Human Rights
- Embed a clear understanding of the terminology "Rights Holders" and "Duty Bearers"
- Find creative ways of making articles even more visible and high profile around the school and on the website.



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 school has very effectively promoted the message that rights are universal to ensure that pupils coming from a range of ethnic groups are included and valued. A member of the SLT said *“They appreciate that they have these rights in exactly the same way as children who have always lived in the UK. Our school population can be transient but they gain a sense of entitlement through RRS which stays with them wherever they go”*.
- There is a wealth of evidence indicating that curriculum planning has incorporated the CRC into a number of subjects for example the EYFS had undertaken lessons on survival planning and produced name and initial plaques linked to Article 7; a year 5 class were able to identify that many Victorian children did not have any rights. In the Literacy based curriculum the book *White Dolphin* has been studied, which is about a disabled boy, this has provoked much discussion amongst the pupils.
- Children feel safe in school with the E-Cadets team working alongside classes and in assemblies to inform pupils about online safety. Pupils spoke about lockdown procedures and how the teachers remain very calm when there are drills.
- Mental Health is taken very seriously with an identified member of staff supporting pupils with yoga classes available to pupils, pupils with parents and to parents. There is a designated Wellbeing Room *“if you feel sad or something is happening in your life you can talk to”* said a year five pupil. There is a “Time to Talk” programme which enables all children to have a chat with a staff member if they feel the need to share a problem. A support worker made the point *“it links to the right to be looked after”*.
- The whole school charter has been created by pupils voting for the rights they believed to be the most important. Similarly a playground charter has been produced by the pupils. Uniquely the playground is not separated into infant and junior sections with year five pupils operating a “buddy” system with reception pupils. A member of staff commented *“At Whitefield we are one family”*.
- Pupils could identify many important features of a RRS classroom which should include references to specific rights, pupils respecting each other and no distractions which might prevent them from learning and thus getting an education.

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

- Continue to develop the school documentation to reflect relevant articles in order that leaders at all levels can articulate school improvement in terms of CRC
- Continue to embed the Charter guidance in the next round of charters by including actions for Duty Bearers..



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.

- There are a number of leadership groups enabling pupils to influence school development. These include School Councillors who are also part of the RRS Steering group, Playleaders, Ecadets, Librarians and Assembly Ambassadors.
- Democratically elected members of the School Council feedback to their classes and have introduced changes such as playground improvement. Pupil voice is very important in the school and a teacher commented that *“a powerful pupil voice is giving children the opportunity to reflect on their own situation”*. *There is a clear link with safeguarding as pupils know they have the “right to speak up”*.
- There are regular meetings with the senior leadership team and the school councillors and their ideas are adopted if feasible. For example the adoption of specially designed pencil cases with school name and logo etc was a pupil suggestion and has eradicated the issue of competitiveness amongst pupils.
- There are lunchtime sessions when interpreters can help the EAL children with translations.
- At the beginning of the school year pupils complete details about themselves and what their choices are this links with the after school club provision. Similarly reward strategies enable the children to select their “treat afternoon”.
- The school has participated in Soccer Aid which the children planned and delivered and based their Children in Need film night on the Paddington Bear film to link with Article 22.
- One governor summed up the school’s commitment to RRSA and to the best interest of the children saying *“There is no barrier here to anything, we overcome them, we are preparing these children for life”*.

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

- Enhance ambassadorial activity by enabling children and staff to promote and encourage RR values and actions and knowledge of the CRC with other schools and the wider community.
- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local national and global issues.
- Aim to participate in RRSA training to support your journey to Gold - <https://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/>