



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

Schools	Le Rondin Special School and Forest Primary School	
Local Authority	Guernsey	
Number of pupils on roll	Le Rondin 122	Forest 168
Headteacher	Mrs Paula Sullivan	
RRSA Coordinator s	Rachel O'Brien and Amy Watts	
RRSA Assessor	Jilly Hillier with Jorge Cabrejas observing	
Date of visit	20th January 2021	
Attendees at SLT meeting	Headteacher 2 x RRSA Leads	
Number of pupils interviewed	12 (Reception to Y6)	
Number of adults interviewed	7	
Evidence provided	Evidence folder; pupil and adult focus groups	
Date registered for RRSA	12/10/2018	
Bronze achieved	30/05/2019	

ACCREDITATION OUTCOME

Le Rondin Special School and Forest Primary School have 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.

- Children were familiar with a range of articles from the CRC. They talked confidently and respectfully in pairs and then as a whole group about rights they had learnt about, for example in assemblies, topic work, through posters and through the Right of the Week. They described learning about children who worked in coal mines during Victorian times as an example of children not accessing their rights. They understood that rights are universal and unconditional and talked about the role of governments and teachers in ensuring that children have access to their rights.
- There was evidence of links to rights in displays, planning and in children's work for both schools. This included exploring Article 22 through the book, *My Name is Not Refugee* at Le Rondin and writing a balanced argument about whether Fagin in *Oliver Twist* respects the rights of children. During a Victorian Day, one child commented, "*Our rights were not respected.*"
- Children have explored when rights have been denied in the UK and around the world, for example because of the civil war in Syria. The head teacher explained how RRSA had helped to make "*children more aware of global issues and look outside of Guernsey*" while at the same time reflect on children's access to rights in Guernsey such as hidden poverty.
- Every member of staff has RRSA as a performance management target. Staff have benefitted from working together on RRSA and described how the RRSA Leads have supported them through joint staff meetings and resources. A co-working group has also been established which the head teacher described as "*really powerful.*" Information about RRSA and the CRC is included in both school handbooks and in key policies.

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

- Consider attend Achieving Gold training to continue to develop understanding of the CRC including 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](#).
- Move to the language of rights and respect rather than rights and responsibilities on charters.
- Ensure the school community have a clear understanding of the concepts of 'rights holders' and 'duty bearers.'
- Continue to widen the range of articles that the whole school community are familiar with.



- Continue to develop understanding of global citizenship and sustainable development perhaps through engagement with the Sustainable Development Goals and [The World's Largest Lesson](#).

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 headteacher of both schools explained how Le Rondin Special School and Forest Primary School “*have different identities but a similar ethos*” that puts “*the child at the centre of everything*.” She described how RRSA had provided an “*umbrella*” helped their joint working.
- Children confidently described how school ensured they enjoyed their rights such as the right to be safe, healthy and to have an education. They described how they were able to continue their learning during Covid-19 using the Seesaw App and how “*teachers responded with a message*.” They described the many ways school keeps them safe including first aid skills, fire drills, road safety and life-saving swimming lessons.
- It was clear that relationships are positive and respectful. Staff use restorative approaches and [children spoke about using the rights of the children in resolution of conflict, with an emphasis on listening to other children and their side of the story](#).
- Children’s physical, social and emotional wellbeing is a priority. Many outside agencies provide support, resources and activities related to children’s individual needs. Both schools are Trauma Informed Schools and children are supported to overcome adverse childhood experiences. During the Covid-19 pandemic a recovery curriculum was put in place to ensure the wellbeing of the whole child. This included introducing Happiness Boxes in both schools. Work in PSHE, calm corners, emotions posters, mindfulness and yoga are other examples of wellbeing support.
- [Both schools have an inclusive, tolerant and nurturing environment](#). The head teacher explained how RRSA was helping to develop this with parents, for example in the range of books available in the library. [There is a culture of collaboration between the schools with good examples of peer support between students from both schools. All children are taught to sign](#). Staff described how children and staff had benefitted from the two schools working together and how it had ensured every opportunity was taken, including for those with complex needs, to be involved and included.” One member of staff described how “*this social model*” fits well with RRSA and how it helped children to be aware and “*accepting of each other’s needs*.”
- Children value their education and support each other to learn. Children make decisions in their learning and described how they are encouraged to evaluate the level of their skill using ‘novice, apprentice or master’ levels. One child described how teachers find out what they know before starting a new subject and how work is differentiated.



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

- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.
- Ensure there are clear systems, known, understood and used by children and young people, for reporting / sharing concerns about rights and wellbeing.
- Consider how children and young people are involved in developing systems and policies to ensure they feel safe in school.
- Provide opportunities to explore and celebrate diversity in all its forms.

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.

- All children are supported to communicate, have their voice heard and play an active part in school life whatever their needs. This involves the schools using different methods of participation according to children's ability and includes communication tools, choosing between objects, signing, Braille, small groups and peer support. Rights Champions lead work on rights and there are opportunities during assembly for children to put forward suggestions for school improvement. This has included choosing lunchtime activity clubs and ideas for improving an outside area. There was evidence of children being very comfortable talking to each other to discuss different matters affecting them. Children have also been involved in staff interview days.
- Children have been involved in exploring local marine environmental issues as part of the Oceans Advocates Project, standing up for a plastic free island as part of a speech writing competition. The judges were impressed with their knowledge of single use plastic issues. Children have also been involved in supporting local charities and have learnt about human rights heroes such as Malala, Greta and Nelson Mandela.

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

- Continue to create opportunities for children to be at the heart of decision-making influencing and shaping the life of the school.
- Continue to find ways to act as ambassadors for rights in your community. Support children to reflect on important rights issues in their wider community and take part in projects affecting children such as poverty, immigration or housing.
- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.