

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Forest Primary School
<b>Headteacher:</b>	Paula Sullivan
<b>RRSA coordinator:</b>	Melissa Lowin
<b>Local authority:</b>	States of Guernsey
<b>School context:</b>	There are 137 pupils on roll and 10.9% of pupils are eligible for additional funding. 27.8% of pupils have SEND and 15.2% of pupils speak English as an additional language. The school has a Communication, Interaction and Autism Service (CIAS) BASE situated onsite.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA Lead
<b>Number of children and young people spoken with:</b>	11 children from the Rights Champions steering group (Y2-Y6) 19 children from Y6
<b>Adults spoken with:</b>	2 teachers, 2 learning support assistants and 2 parents
<b>Key RRSA accreditations:</b>	Registered for RRSA: October 2018 Bronze achieved: May 2019 Silver achieved: January 2021
<b>Assessor:</b>	Sarah Hodgkinson
<b>Date:</b>	1 <sup>st</sup> March 2024

## ACCREDITATION OUTCOME

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

**Forest Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.**

# 1. STRENGTHS AND RECOMMENDATIONS

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 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:

- Passionate and confident pupils who are clear on the importance of rights and are empowered to drive change within the school.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- A school with inclusion at its heart, where pupils feel safe and secure and are articulate about the importance of knowing about children's rights, the difference this makes to their lives and their desire and determination to help realise these rights for others.
- The empowerment of children to be campaigners for their rights and the rights of others, with a notable success being the climate change assembly and forthcoming protest march.

## 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:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice.
- Continue to work on enabling the pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. You may find the [ABCDE of Rights](#) a useful resource.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief, and different kinds of families so that all people feel valued and included.
- Continue to develop strategies to empower all children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UN Global Goals for Sustainable Development as a framework for this and the UNICEF UK [Youth Advocacy Toolkit](#).

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Children demonstrated a good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. A Y6 child explained how, "...rights cannot be taken away," and another child added, "...rights are for every child." One pupil explained that learning about rights is important because, "...if someone isn't following your rights, you can tell them that it's not OK," and another child added, "...you can stand up for yourself." Pupils discussed how some children around the world are not able to enjoy all their rights such as girls not accessing their right to an education. All adults are passionate about the rights respecting work of the school and the impact this is having on outcomes for children. The headteacher commented, "It is important for children to learn about their rights because it impacts on every part of their lives." Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children. One teacher shared how the language of rights had supported her class to debate school uniform and how this relates to Article 8, the right to an identity. Parents shared how their children will often talk about children's rights at home and are making links to global issues and their rights.</p>
STRAND B	Highlights and 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 at Forest Primary School enjoy their rights as outlined in the CRC. A member of staff explained how, "Children recognise their rights, and they are very competent at articulating their rights." Pupils have also created a video to show how they enjoy their rights in their school. The recent Ofsted inspection noted how well children spoke about their rights. There is an excellent use of charters across the school which supports pupils to recognise how the school supports them to access their rights. Charters are developed each year with pupils and are revisited to see how well the rights are being respected and if there is anything that needs to change.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Relationships are based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way. Pupils shared how they felt that staff treat children fairly and with respect. One child explained, "I feel that they're really good at listening here." A member of staff described relationships at Forest Primary as, "...inclusive and respectful." The school works closely with Le Rondin, a SEND school, and staff discussed how this relationship has helped to strengthen relationships. A member of staff discussed how learning about rights, "...has made children more respectful towards each other." Parents also commented on, "...staff's great relationships with children," and how this is evident as, "...you can see this in how they talk to each other."</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>All children agreed that they felt safe when in school. They shared various examples of how the school supports them with this, such as the coloured lanyard system for adults visiting the school. Children understood the different colours of the lanyard and the role they play in helping to keep them safe. Pupils created a video to show how they access their rights in school and in the video, pupils commented, "We are lucky enough to have a swimming pool which is always kept locked. It's to keep people safe." Children agreed that they would know that to do if they needed support in school.</p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>At Forest Primary there is a strong focus on health and wellbeing; children were very clear that the school supports them to be healthy, both physically and mentally. The school has a specialist provision for children with ASD and there are also ELSA trained staff to support children with their mental health. One parent shared how the school had carefully supported their child to transition out of CAHMS and into the school’s provision. Children shared some of the support they can access to support wellbeing. One pupil explained, <i>“In our class we have a Calm Corner. You can just go there if you need it.”</i> Another child shared how children use lolly sticks to communicate how they are feeling and, <i>“... if you choose red, a teacher will talk to you.”</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>There is a caring and inclusive ethos where staff and pupils ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life. Staff shared how children are encouraged to celebrate individual differences. Children understand and appreciate the different learning needs of each other and acknowledge the equitable access to different support where needed. When talking about ‘The Base’, the specialist provision, one pupil explained, <i>“I think it’s fair because only some people need to go to The Base,”</i> and another child added, <i>“I think it’s fair because if you need the help, you should get it.”</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Pupils shared ways in which they have been involved in making decisions about their education. Children are involved in the interview process for new staff members and lead school tours for visitors. Pupils have also been involved in deciding how to spend funds raised by the PTA and in choosing new playground equipment. Pupils are invited to contribute to the evaluation of their IEP and ELSA targets to ensure that they are given an opportunity for their voice to be heard in decisions about their education.</p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Pupils are listened to and involved in decision making at all levels. Staff discussed how the Rights Champions, <i>“...share their voice and the voices of their cohort.”</i> House Captains and The Pupil Leadership Team (PLT) are other structures through which children can share their views with adults. One pupil explained the process of establishing the PLT, <i>“When it’s a new term we get to write about if you want to be in the Leadership Team.”</i> One parent spoke passionately about how their child had been encouraged and supported by staff to use their voice to speak out about an issue important to them.</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>Children are empowered to be campaigners for their rights and the rights of others, with a notable success being the climate change campaign led by a Y5 pupil. This child had become aware of the issues caused by climate change and decided to lead a whole school assembly on the topic to educate his peers. With the support of the rest of the children and school staff, a protest march has now been planned for the coming month. When discussing climate change, one child explained, <i>“It is our future to inhabit next and the environment should be the best possible.”</i> Children have also written letters to raise awareness of plastic pollution and raised funds for charities both locally and nationally. Pupils are encouraged to speak out against injustice and to ‘be an upstander and not a bystander’ using the ‘Be the One’ framework. The headteacher shared how learning about children’s rights has given pupils a framework to plan campaigns and raise awareness about issues in a structured and considered way.</p>