

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Parkfield Community Primary School
<b>Headteacher:</b>	Gareth Jones
<b>RRSA coordinator:</b>	Jo Lavender
<b>Local authority:</b>	Somerset
<b>School context:</b>	Parkfield Primary has 433 children on roll, 16% of whom are eligible for Pupil Premium/Free School Meals. 3% of children have an EHCP and 27% speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, deputy headteacher, RRSA Lead
<b>Number of children and young people spoken with:</b>	35
<b>Adults spoken with:</b>	Y5 teacher/staff governor, chair of PTFA, parent, co-opted governor, Y1 teacher.
<b>Key RRSA accreditations:</b>	Registered for RRSA: 28 <sup>th</sup> February 2019 Bronze achieved: 18 <sup>th</sup> September 2019 Silver achieved: 11 <sup>th</sup> November 2020
<b>Assessor:</b>	Jilly Hillier
<b>Date:</b>	8 <sup>th</sup> November 2023

## ACCREDITATION OUTCOME

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

Parkfield 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:

- A strong commitment to children's rights and to RRSA linked to the ethos, vision and values of the school.
- Children who are knowledgeable about rights and understand why they are important and relevant to their lives. They use the language of rights in a mature and reflective way.
- Staff who are committed to the rights respecting work of the school and who understand the positive impact this is having on outcomes for children.
- An ethos that places importance on personal development, positive relationships and community based on mutual respect and trust.
- A strong culture of inclusivity and respect which is understood and articulated by children and adults alike.

## 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 explicitly celebrate your commitment to a rights respecting ethos in the welcome message on your website, in communications and in strategic documentation. Ensure your policies reflect your current practice and reference the CRC as appropriate.
- Continue to develop your work to promote pupil voice, highlighting Article 12 and the value you place on listening to children in your Behaviour Policy and other documentation.
- Involve children in informing governors about the CRC and the school's rights respecting journey.
- Consider developing a child friendly School Development Plan with the children that can then help to inform the work of pupil voice groups.
- Continue to support children to be global citizens, informed about the world and empowered to challenge injustice and discrimination. Create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights and environmental sustainability.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights approach.

## 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 spoke with confidence and knowledge about UNICEF and children's rights. Together they discussed a wide range of articles and demonstrated understanding of the principles of the CRC as set out in the ABCDE of Rights. They understood the role of adults as duty bearers and how conflict and natural disasters can impact on children's rights. One child explained, <i>"In some countries they don't have the resources to provide children with all their rights."</i> Another added, <i>"Some children don't have the time to play because they have to help their families,"</i> and some, <i>"...aren't allowed to go to school."</i> They demonstrated an awareness of the importance of rights saying children should learn about rights, <i>"...so it's fair,"</i> and to, <i>"...know how to help others in a respectful way."</i> One child said that learning about rights helps them to, <i>"...know if we are being treated right."</i> Children learn about rights in weekly assemblies and through such themes as Black History Month, Anti-Bullying Week and World Religions Day. The deputy head described how enrichment weeks such as Health Week and Safety Week are informed by rights. Teachers are supported by the RRSA Lead and plan for learning about rights in the curriculum. One teacher described how RRSA had influenced her practice particularly in the way she communicates with children. The school community is kept up to date with what is happening through the school newsletter and videos made by children. The School Council worked with the PTFA to run a children's rights stall at the Christmas Fayre to raise awareness of 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>Becoming a rights respecting school is integral to the school's development. The headteacher explained, <i>"It's about us as a community and how we're embedding those values...it helps gives us guidance."</i> RRSA is included in the School Development Plan. The headteacher explained, <i>"Everyone knows it's interwoven into everything."</i> Children talked confidently about the values of non-discrimination, dignity and respect and explained the difference between equality and equity. They described how they led an assembly encouraging children to give examples to demonstrate this. One child described how everyone should be treated equally regardless of, <i>"...age, gender, ethnicity and religion."</i> Another explained how equity was about, <i>"...giving people who need more help, more."</i> It was clear that these values are lived in school with one child explaining how, <i>"School has to adapt to the child."</i> Another child said, <i>"School is really good at sharing about rights... in assemblies, charters and lessons based on rights."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Supporting children to have healthy, positive relationships is a priority and promoted through the school values, assemblies and the PSHE curriculum. Children talked about how they thought the behaviour system was fair and that they, <i>"...could tell a teacher or write it down,"</i> if they thought it was unfair. The deputy head described how they adapt their approach and work with families early on to support children with challenges. Throughout the visit it was clear that relationships are based on respect and trust.</p>
<p>4. Children and young people are safe and</p>	<p>Children's safety is given priority. As well as learning about safety within the curriculum, children are supported by members of the local community such as the Police Community Support Officer. The deputy head talked about the</p>

protected and know what to do if they need support.	importance of teaching children about water safety because of the school's location near canals. Children have roles as Online Safety Champions and are involved in running anti-bullying campaigns. They described how they would have, "...a private talk," with members of staff if they had worries or concerns.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Clear emphasis is placed on children's personal development. Pupils talked about the support available to them with one child explaining, "We have ELSAs, a SENCO and Safeguarding teachers." Another child explained that the school now has a sensory room and a room where children can go, "...if they feel the classroom is too much." One member of the School Council said part of their role was to help children, "...have more confidence." Another child explained, "In some classes you have this box where you can put your worries in if you don't want to speak. This respects the views of the child."
6. Children and young people are included and are valued as individuals.	Children have a clear understanding of the importance of a right to an identity and of respecting different beliefs. The school is culturally diverse with thirty-four languages spoken and to ensure everyone feels welcome and included an EAL café has been established where families can meet and feel part of the community. Children feel they have a role helping everyone, "...to feel part of the school" and "fit in." Faith Week involves members of the local community and children learn about and celebrate each other's cultures. One parent praised the school for putting, "...so much in place," for her child so that she could attend mainstream school.
7. Children and young people value education and are involved in making decisions about their education.	Children enjoy school and value their education. They understand how adaptations are made in school so that everyone can access education. They gave examples including: one to one support, sitting near the board if you have poor sight and, "...the right to sit near the front," if you have a hearing issue. The language of rights is empowering children, for example, one child explained that knowing about your right to an education can be, "...useful to know," if someone is distracting you in a lesson.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	Developing pupil voice and oracy is a school priority. One member of staff commented that RRSA was supporting children to have, "...a greater role in having a say in how school is run." There is a range of pupil voice groups and children regularly lead assemblies, create videos as part of communications to the wider school community and make changes in school. This has included being involved in staff interviews, deciding on new outdoor play equipment and starting a litter picking group which led them to winning, "...the cleanest school award." One child described the importance of pupil groups saying that they are, "...an effective way that will actually change school life and improve it."
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children are learning about what it means to be a global citizen through work on Fairtrade, celebrating different communities and working with Amnesty International. One child described taking part in the Mini UN debate where they "...learnt about the structure of the UN and worked out solutions to problems such as climate change and child poverty." Children have donated food to the local foodbank linking this to their Global Goal Zero Hunger work. Y5 have taken part in the Civic Award and raised money for a defibrillator and other children have taken action on environmental issues as part of the work on Eco Schools, Green Flag award and the Better Planet Schools project.