

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Dean Valley Community Primary School
Headteacher:	Vicky McPherson
RRSA coordinator:	Alex Greenwood
Local authority:	Cheshire East Council
School context:	There are 194 children on roll. 17% of the children are identified by the school as requiring additional support with their learning and 1% have an Education Health and Care Plan. 6% are supported through the Pupil Premium and 2% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and Assistant Headteacher/RRSA Lead
Number of children and young people spoken with:	27
Adults spoken with:	Teachers, support assistants, parents, governors
Key RRSA accreditations:	Registered for RRSA: Nov 2014 Bronze achieved: Feb 2015 Silver achieved: Jun 2015 Gold achieved: Nov 2018
Assessor(s):	Martin Russell & Jenny Price
Date:	3 rd Feb 2022

ACCREDITATION OUTCOME

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

Dean Valley Community Primary School has maintained 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 assessors 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 and sustained commitment to children's rights and to RRSA from leaders at all levels, including governors, to support the drive of RRSA, putting children front and centre.
- Rights and respect underpin every dimension of the school's work which is reflected explicitly in areas such as the Gender Project undertaken with a child rights lens.
- A willingness and openness to explore complex and sensitive issues from the perspective of rights, using rights as a foundation for discussion and resolution.

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 revisit RRSA guidance around language, wording, and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support staff and children to extend their knowledge of the nature of rights.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example 'dignity' and 'equity' and how these are embodied in school practice.
- Continue to promote a culture of campaigning, through rights and the Sustainable Development Goals. Consider joining Unicef UK's OutRight campaign and/or using the Youth Advocacy Toolkit resource to develop campaigning approaches.
- Develop your ambassadorial role, by collaborating with other local schools and championing the CRC and the benefits of a child rights-based approach, across your local authority area, in particular with secondary schools.

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 and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Children said, <i>“Everybody has rights in the world. Adults have rights too,” “No one can take rights away.”</i> They acknowledged that some may not access their rights due to poverty and war, saying, <i>“They can’t get what they need like clean food and water”</i>; <i>“Some girls are missing their education...not being looked after properly.”</i>; <i>“... if governments are corrupt.”</i> The strategic approach has embedded rights within policies, the SIP, curriculum planning and staff development. Children learn about rights through assemblies, Article of the Week, literacy, PSHE, and topics such as Victorians, the industrial revolution and the great fire of Nantwich as well as <i>“off the cuff conversations”</i> from watching the news. The headteacher explained, <i>“Rights are peppered throughout our curriculum.”</i> A teacher added, <i>“Having the same vocabulary used across school is really powerful.”</i> Staff, parents, and governors are passionate about the positive impact of rights education. One of the governors noted, <i>“From the Town Council’s perspective and in terms of equality, diversity and inclusion, I see RRS as seeding the ideas early.”</i> with another adding, <i>“RRS in Dean Valley is an anchor, a structure, a framework and it’s the main reason I chose this school for my children.”</i> One parent remarked, <i>“We don’t have rules at home, we use rights... it’s important because it gives children the freedom to express their own perspectives.”</i></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 understand that school is a place where their rights are promoted and protected. Children mentioned adults having rights saying, <i>“Everybody in the school has rights they need to learn and respect other’s opinions.”</i> Children also talked about fairness, with one saying, <i>“Everything has to be fair to keep everyone happy.”</i> It was clear children understand that people have different needs, saying, <i>“We are all different in different ways,”</i> and another adding, <i>“Everyone has the right to have as much help as you need.”</i> Children understand that adults have a role to play in securing their rights, identifying teachers, parents, the Prime Minister and Town Mayor as duty bearers.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children explained that their class charters, (with actions for both adults and children) <i>“...remind us of the rights we need to know in school.”</i> The RRR group have reviewed the rights-based behaviour policy, to create a child friendly version. Children talked about reward assemblies, linked to rights as well as using reflection forms, saying, <i>“If we make a wrong choice, you write down what rights you have not respected and then say how to help make them feel better and then say sorry.”</i> Children talked about teachers being fair and respecting their privacy, talking in private and <i>“listening to both sides”</i>.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children agreed they feel safe and protected in school and understand this to be a fundamental right in and out of school. Children referenced: First aid day; regular hand washing; fire drills; road safety and keeping safe online. Anti-bullying Ambassadors (ABA) have created a child friendly antibullying policy and led assemblies. Children agreed they can <i>“...ask teachers for help.”</i> SLT outlined how RRSA has positively impacted safeguarding of children and their families. Examples were shared of how some children have expressed concerns linked to their rights, resulting in appropriate support being put in place. SLT added that <i>“All safeguarding training links to children’s rights.”</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Children talked about having, <i>“a right to a healthy environment.”</i> To promote wellbeing, the school facilitates access to a counsellor; a letterbox to share worries; meditation and mindful colouring. An ‘Escape Lounge’ was described as <i>“...a chill out area to sit and relax...or read a book to keep calm.”</i> The school achieved the AcSEED Award for supporting emotional wellbeing. Children have learned about their feelings in PSHE saying, <i>“when you’re sad we can talk about it to make us feel better...you can keep them to yourself if you want but it’s good to express them.”</i> They also talked about physical health being supported through <i>“Drinking lots of water...”</i> and the ‘daily mile’.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Children said they understand that everyone is unique and valued for being so. A range of subject planning reflects diversity and non-discrimination and special times of focus, such as Black History Month are promoted. A morning and after school club supports children and families who need it. There are some displays to share differences such as Understanding Autism and ‘Bookflix’ sharing a range of books related to global issues. In addition to work as a Stonewall Champion school, a new Gender Equality Project <i>“...will work with children to gain their voice and they will lead us on the next steps...rights underpin it.”</i> explained a senior leader.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children are clear that, <i>“Everyone has a right to education.”</i> One explained <i>“If we get stuck, or when we finish, we go round to help others.”</i> They also mentioned creating mind maps to help plan learning. SLT talked about the continuous development loop of teaching and learning, that subject leaders monitor the evaluation of learning where pupil voice is valued, saying, <i>“children feel supported and confident to share their thoughts and opinions about teaching and their classroom... it feeds directly into the evaluation plan, it’s fed back to staff and seen as development points.”</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children share thoughts and ideas through the Rights Respecting Rangers (RRR) who work alongside the Anti-Bullying Ambassadors (ABA), as well as using the Suggestion Post-box. They spoke proudly of their role, <i>“Sometimes we make posters and tell people about rights.”</i> and, <i>“Sometimes it’s big things like helping with sports equipment but sometimes it’s the smaller things like making sure people feel OK.”</i> One of the RRR explained, <i>“I am good at compromising and standing up for what I believe in.”</i> Some children talked about leading reminder campaigns for changing shoes and for the Councillor’s Post Box. The Headteacher explained, <i>“When we look at changes and development...it’s our automatic thinking to check with children first.”</i> A teacher added, <i>“Having rights taught in such a way helps children to articulate their needs and rights and speak out when they see things they want to champion if things are affecting their rights or for others. They think about the local community and how to respect rights more widely.”</i></p>
<p>9. All children have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Projects linked to Global Goals, such as Toilet Twinning and the Gender Equality Project ensure learning about global issues is addressed with a rights lens. Children led on: Show Racism the Red Card; selling snap bands to promote Global Goals; fundraising for the local British Legion and for the local foodbank, <i>“For people who don’t have enough money to buy food...to be able to eat a meal every day and not go hungry.”</i> One child shared how she has been inspired to do her own community litter picking project so that <i>“less plastic goes in the sea.”</i></p>