

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Grouville Primary School
Headteacher:	Nichola Turner
RRSA coordinator:	Sam Hall
Local authority:	Jersey
School context:	There are 397 pupils on roll, 28% of whom are eligible for Jersey Premium support. 14% of children have SEN and 20% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Lead and PSHE Lead
Number of children and young people spoken with:	26
Adults spoken with:	2 teachers, 1 support assistant, 2 parents (plus written support from parents)
Key RRSA accreditations:	Registered for RRSA: 30/05/2012 Silver achieved: 23/06/2014 Gold achieved: 06/12/2018
Assessor(s):	Jilly Hillier (virtual) and Sheree Maher (face to face)
Date:	22 nd February 2023

REACCREDITATION OUTCOME

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

Grouville Primary School continues to meet 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 range 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:

- Confident children who enjoy school and are fully engaged with their learning. They demonstrated good knowledge and understanding of articles and were confident in the concept of rights.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- The growth of Pupil Voice. Pupils feel listened to and empowered to make a contribution to school improvement.
- The development of learning and understanding about diversity and inclusion, both within the Jersey context and wider.
- A strong focus on the health and wellbeing of children within the context of rights so that young people feel supported and protected.
- Children's role as ambassadors for rights. Children are actively engaged in raising awareness of rights in the community and on the island generally.

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 that the excellent work to put rights at the heart of school policies, curriculum and practice is sustained and you continue to be innovative in your approach and supportive to other schools, acting as ambassadors for children's rights.
- Consider collaborating with your local secondary school on rights based transition activities.
- Consider involving all year groups in the work of the Steering Group.
- Continue to develop children's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Consider engaging in a whole school campaign on a rights issue perhaps using the UN Global Goals for Sustainable Development as a framework for this and using the UNICEF UK Youth Advocacy Toolkit: <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children were enthusiastic and confident in their knowledge and understanding of children’s rights. They named a range of articles and talked about children’s rights being, <i>“For everyone in any part of the world under the age of eighteen.”</i> They understood that rights were inherent, indivisible, unconditional and couldn’t be taken away. They described situations locally and globally when children might not experience all of their rights including the war in Ukraine, the earthquake in Turkey and Syria, when people are living in poverty and if parents don’t treat their children well. When talking about the rights of girls in Afghanistan, one pupil said, <i>“Girls can change the world just as much as boys, if not more.”</i> Children understood the role of duty bearers and could identify who they were – ranging from the government to teachers and the police. When asked if they thought it was important to learn about rights in school, one child said, <i>“100%!”</i></p> <p>Staff explained how teaching and learning about rights was, <i>“That golden thread engrained and embedded.”</i> The Early Years Lead described how rights are taught through stories and songs and incorporated into everyday language. Learning about rights is included in planning and children talked about their learning in PSHE, RE, History, through their school charters and creating posters. Children also celebrated Jersey Children’s Day and World Children’s Day. Training for staff has been adapted from the RRSA E- learning modules and is an ongoing part of staff meetings. One teacher said, <i>“The support and passion of the RRS Lead has been infectious, with everyone else gradually becoming as passionate,”</i> and another adding, <i>“It’s not been led by one person, it’s all of us!”</i> Another teacher whose daughter had attended Grouville, described how she is now part of the rights respecting club at Cardiff University because of the impact of the work at Grouville.</p>
STRAND B	Highlights and comments
<p>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</p>	<p>Positive, inclusive relationships are a strength of the school. Children said they, <i>“...get on well with each other,”</i> adding, <i>“We include everyone.”</i> One parent commented, <i>“Teachers really understand the children and their characters and work with them to bring out the very best.”</i> This was also supported by the comments of one child who explained how teachers understood her specific needs and, <i>“Give me what I need for learning.”</i> All Y6 children have undertaken two days of Peer Mediator training run by the Resolution Centre. The headteacher explained this had had a, <i>“...really powerful,”</i> impact on the way children were able to resolve conflict. Grouville was the first school in Jersey to participate in this project.</p> <p>Children said school, <i>“Is a really safe place,”</i> and, <i>“If you are worried about anything, you can go to a teacher who will help you sort things ... they are always kind.”</i> Children’s health and wellbeing has been a priority and the headteacher explained, <i>“Mental health has been huge for children, parents and staff. Coming out of Covid, it was really important to build children’s confidence, so we introduced Decider Skills, so children are equipped and have strategies.”</i> Children talked about the Smiley Room and Sunshine Room -</p>

<p>learners and promotes wellbeing</p>	<p>bases where they can go to de-stress. One child said, <i>"Whatever you're going through, there's someone to help you."</i> As part of the OutRight campaign, pupils wrote to the Minister for Health to share their views on GP fees for children.</p> <p>Work on diversity and inclusion has strengthened and it was clear that individual children were keen to develop this further exploring issues such as Black Lives Matter and gender. As part of PSHE, children engage with the 'No Outsiders' project based on the Equality Act and explore a range of diversity issues such as different families, relationships and refugees. The School Council has been involved in working with the Jersey-wide School Council network to explore what inclusion looks like in schools. The current focus is on Multi Lingual Learners (MLL) and the headteacher explained how they asked the questions, <i>"What did it look and feel like for children arriving in Jersey?"</i> and, <i>"What is the lived experience of children with EAL/ MLL?"</i> This led to children contributing their ideas to help review practice to create a more inclusive environment. Y1 children are also involved in the 'Embrace the Difference' project exploring children's visible and invisible differences. One child said, <i>"They treat everyone equally, but they also understand different needs."</i> Children are happy at school and engaged in their learning. One child said, <i>"It's really safe and fun. I love school!"</i> Children have considered what makes a good learner and Learning Detectives have made monitoring visits to classrooms. Children also have the opportunity to give feedback about what has been their favourite unit of work and what they'd like more of.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>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 children experience their rights.</p>	<p>Senior leaders described how, <i>"Keeping children's voices at the heart of the school's development has been a key priority."</i> For example, all children are part of a range of pupil voice groups. One child said, <i>"We have pupil voice groups so everyone can have a voice."</i> These groups include the School Council, Rights Ambassadors, Behaviour Buddies, Eco Team, Grouville Gazetteers, Health and Safety Team, Kindness crew, Wellbeing Team and the Signing Squad. They are all helping to bring about change in school. For example, children's ideas about improving inclusion in school have resulted in better disabled access and provision for Multi Lingual Learners. Children have contributed to the new mission statement and the child friendly School Improvement Plan. The Eco Team raised awareness of the excess plastic waste created by Covid lateral flow tests through the creation of an artwork.</p> <p>Children are empowered to be advocates for children's rights. In written evidence, one parent commented that children, 'Know how to challenge and question where those rights are being infringed both for themselves and others.' Another parent described how her children wanted to stand up for children in Ukraine, <i>"I don't think they would have had the confidence ... to write a letter to the headteacher about a world issue and feel empowered to do something about it, without learning of the children's rights at school."</i> Grouville School has also acted as an ambassador for children's rights in Jersey, working with the Children's Commissioner on the Jersey Participation Standards and contributing to the Children's Rights Awareness training course. They are also supporting other schools with their rights respecting journey.</p>