

School:	Grouville Primary School
Headteacher:	Nichola Turner
RRSA coordinator:	Sam Hall
Local authority:	Jersey
Assessors:	Jilly Hillier (with Victoria Bisson shadowing)
Date:	6 th December 2018

1. INTRODUCTION

The assessor would like to thank the pupils, leadership team, staff and parents for their warm welcome to Grouville Primary School, for the opportunity to speak to the school community during the accreditation visit and for the detailed evidence provided prior to and during the visit to support the process.

Grouville is the first school in Jersey to host a RRSA Gold accreditation visit and are very proud to be leading the way, acting as ambassadors for children’s rights on the island. It is clear that embedding a rights respecting ethos is fundamental to the school’s vision and practice.

Particular strengths of the school are:

- Children’s passion, knowledge and understanding of the CRC.
- Commitment shown by the school community to drive a child rights approach forward, acting as an ambassador for the CRC and raising the profile of children’s rights across the island.
- The confidence that RRSA has brought children of all backgrounds and abilities.

Strands A, B and C have all been achieved.

2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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:

- Consider further developing pupil involvement in aspects of strategic review and improvement perhaps with the introduction of a child friendly School Development Plan. Consider timetabling termly meetings between RRSA ambassadors and SLT.
- Continue to support new staff to have a planned approach to teaching and learning about rights throughout KS1 and KS2. Consider involving children in the induction of new staff.
- Continue to create opportunities for children to be involved in pupil led groups that link to key articles. You might like to consider planning an event to celebrate the 30th anniversary of the UNCRC in November 2019.

4. ACCREDITATION INFORMATION

School context	Grouville Primary School has 406 pupils on roll. 19% receive the Jersey Premium.10% of students have English as an additional language; 11% have special educational needs;
Attendees at SLT meeting	Headteacher; RRSA coordinator; deputy headteacher
Number of children and young people interviewed	125 children
Number of adults interviewed	7 teaching staff 8 parents; 2 parental letters of support 1 key worker; 1 teaching assistant; 1 secretary
Evidence provided	Evidence folder Assembly and song created by children and staff Learning walk 4 classes visited
First registered for RRSA: May 2012	Silver achieved: June 2014

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 development.

Strand A has been achieved

All children interviewed at Grouville Primary School took pride in being well informed and empowered rights holders. They had an impressive knowledge and understanding of the UN Convention on the Rights of the Child and clearly articulated how important rights are for all children. They were confident in naming a wide range of rights and KS2 children in particular explained how rights were universal, inherent, inalienable and unconditional. Some children talked about the role of the United Nations and were very clear about the role of governments and adults as duty bearers for children’s rights, confidently citing Article 42. Their work with Jersey’s Children’s Commissioner and visits to the States Chambers have reinforced their understanding of duty bearers and rights holders. Both the Headteacher and the RRSA Lead have come into post since the school achieved Silver and have continued the commitment for the school to be ambassadors for children’s rights on the island. The RRSA Lead has attended RRSA training and disseminated information to teaching and non-teaching staff as well as supporting other schools working on RRSA. The large group of Rights Ambassadors take their role “to make sure all the children learn about their rights” very seriously and are active across the school and in the community in driving RRSA forward. When reflecting on the school’s rights respecting journey all staff interviewed described it as positive, explaining that it “wasn’t an overnight thing” but that now it was embedded and “*hugely beneficial.*”

It was clear that the Convention has been made known to children in a range of ways – through the curriculum, assemblies, events, displays, whole school campaigns, a rights mascot, engagement in island activities and through the modelling of rights respecting language and attitudes. One child explained, “*All our learning is linked to rights.*” Teachers described how some of the learning about rights is planned for – and there was evidence of this in both long term and short term planning – but they also described how incidental learning responding to day to day events and situations played an important part in embedding a rights approach. Both their confidence and the children’s knowledge of the CRC have clearly grown so that rights have become a common dialogue in the classroom. Subject leaders are also using the RRSA Outcomes document to inform future planning.

Young children are introduced to rights through ‘First Steps to Rights’, Wants and Needs and topics such as ‘Only One You’ linked to Article 29. They are also involved in whole school rights work such as the Outright Campaign. Older children explore rights through a variety of subject areas and topics and this very often has a global theme and invites a questioning approach. For example, a key question for one topic was, ‘Can I explain how volcanic eruptions change the lives of people living in the area?’ and children were invited to consider the impact of this on basic rights such as food, water, health and air quality. In English, in Year 6, children have been reading *The Long Walk to Water* and planning shows opportunities to explore a wide range of articles through this story. This was confirmed by children who described the rights enjoyed and denied by different characters. Articles from First News are used for Guided Reading and discussed from a rights perspective e.g. the crisis in Yemen. Know your Rights quizzes, rights homework and exploring the meaning of the Unicef logo are just some examples of the creative way learning about rights runs across the school. Children were invited to create a design for a new stained-glass window in the local church and many children included the rights respecting logo which showed how much a part of their thinking children’s rights has become. Parents interviewed were keen to add their support because of the impact they have seen on their children’s confidence, wellbeing and understanding of the wider world. They felt informed and involved through assemblies, homework tasks, RRSA leaflet, emails and rights based

events. One parent commented, “*Grouville prides itself as a Rights Respecting School and, as a parent, I have now become very familiar with what it means and even what most of the articles now mean – thanks to our children!*”

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.

Strand B has been achieved

Strategic documents make reference to the UNCRC showing that actions and decisions are rooted in rights. RRSA is a priority on the SDP and articles are linked to specific actions. A range of policies such as the Behaviour Policy, Counter- Bullying and PSHE policy are underpinned by rights. The Headteacher explained, “*Rights respecting is a common thread throughout school life...we are very proud and passionate about RRSA.*” Children were able to clearly articulate how the school facilitates their enjoyment of rights and the benefits of being a rights respecting school. For example, when talking about the impact RRSA has had, one child explained, “*It’s a more positive place – we work together more and teachers tell us the reasons why and link it back to rights.*”

During the visit it was clear that children and adults treat each other with respect and positive relationships are nurtured in a number of ways. This includes through the PSHE curriculum and The Nest - a space developed to support children who sometimes find socialising and playtimes a challenge and where they get the support they need. One child described the concept of dignity as “*respecting each other*” and one Year 4 child described how they resolve things in a rights respecting way saying, “*If I had a fall out I would say ‘Look we both have different opinions and we all have a right to have a say’ and if we got something wrong we’re just learning.*” The headteacher described how conflicts are resolved through rights and through an understanding of the need to sometimes “*balance rights.*”

Children feel safe and protected. One child explained that their class charters helped to “*keep us safe and to learn about our rights.*” In a letter of support, one parent commented, “*For me, most importantly it [RRSA] helps children to gain clarity around their rights which could encourage them to speak up and seek help if they need to, when the world can be a confusing place with adults not always having the child’s interest in mind.*” Work on E safety is linked to article 17 and 19 and children have also had support from outside professionals such as the NSPCC. Children’s social and emotional health is a priority. The school has a dedicated ELSA team who have introduced mindfulness and Wellbeing Wednesdays. Children talked about the Nurture Room as a place where children can get support to deal with anxiety issues. One child explained it was a place where “*talking through things relieves the stress.*” Staff have had training on a range of topics such as self- esteem and attachment to enable them to provide the best support.

The school has a culture of inclusion and does much work to help children understand equality and non-discrimination. Children learn about the Equality Act through the No Outsiders resource. One child explained, “*We have a right not to be discriminated against or being told you can’t be who you want to be.*” Work with Jersey Mencap involved children taking part in art sessions with a group of young adults with disabilities. The RRSA Lead felt that the children’s welcoming and supportive attitude was “*a result of our children understanding rights, dignity and inclusion*” (self- evaluation form). Staff have an understanding of equality and equity and the deputy head described how they target children receiving the Jersey Premium to help remove the barriers to education and wellbeing

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ensuring additional support is available. For example, a club analysis was carried out to make sure Jersey Premium children could access clubs such as Forest Schools. Other work has been carried out on Autism Awareness, Anti-bullying and researching women such as Mary Seacole and Emily Davison who furthered the promotion of human rights. In a letter of support, one parent said, *“I believe that learning about rights at school has helped our children to accept difference and diversity among their peers and community.”* She goes on to say how grateful she is to the school for *“helping to calibrate our children’s moral compass at such an early stage in their lives.”*

Children are happy at school and value their education. They talked about the ingredients of a successful learner and how Growth Mindset helped them acquire the right attitude for learning. They described how they are involved in their learning e. g “tagging” their learning – a way of self-assessing by colour coding to show their level of understanding. They are encouraged to identify next steps and are involved in peer marking. They also contribute ideas to topics.

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.

Strand C has been achieved

Pupil voice is highly valued and encouraged at Grouville at a variety of levels and children feel their ideas are listened to by their teachers. This is achieved through class meetings and working groups such as the School Council, Rights Respecting Ambassadors, the Eco Team and Reception Buddies. The Rights Ambassadors described how they support younger children to know about rights, *“by making things simpler to help the younger ones understand”* and about leading drama sessions in assemblies to explain different rights. Elected representatives from each class form the School Council and they bring ideas to School Council meetings. They described how they were involved in choosing play equipment and the new toilets. One teacher commented, *“They see they can have an impact but that it can take time.”* Children are also encouraged to apply for Job Centre Vacancies to help develop their skills and sense of worth within the school. One child explained, *“This is about our right to be included – we are part of everything.”*

Children are also advocates for the rights of others, local and globally. The headteacher described how amongst children there was *“a culture of wanting to make a difference,”* and there was evidence of a range of activities through which this was happening. For example, one girl wanted to raise awareness that some children suffering from cancer wear wigs so she cut her long hair to raise money for a charity that supports this. She was interviewed by the media and received a Rights Respecting badge from the Children’s Commissioner. Children’s awareness of sustainability and environmental issues is demonstrated by eco-friendly changes they have made, for example to their movie night when children were encouraged to bring in a re-suable bottle for water rather than selling pre-packaged sugary drinks and making healthy soups from vegetables sourced from a food recycling company. As the first school to achieve Silver on the island, Grouville children have hosted visits for Jersey’s Children’s Commissioner, hosted RRSA training, supported other schools, spoken with the connectable (elected head of parish) about children’s rights and spoken on BBC radio about children’s rights.

Children have campaigned on rights issues such as the right to clean air as part of Unicef’s OutRight campaign. They have learnt about the Global Goals, have run a Rights Respecting Fayre and worked with Jersey Overseas Aid and the Red Cross to learn about humanitarian issues such as the Syria crisis and the European refugee crisis. To celebrate World Children’s Day and as part of OutRight,

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some of the children worked on an event with local schools and politicians from the States of Jersey to share ideas on how to improve air quality and promote children's rights. Children have researched the impact of using palm oil as part of the Say No to Palm Oil campaign and campaigned on plastic in the oceans, writing letters and making "Pollution is not the Solution" posters. When asked what they were most proud of one child said, "*Proud of how the school has changed from not knowing rights to where we are now.*" On a staff questionnaire, one member of staff commented, "*Children have a strong understanding of children's rights around the world ... and are passionate about ensuring these rights are met.*"