



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This has been a virtual accreditation.

<b>School</b>	<b>Greenholm Primary School</b>
<b>Local Authority</b>	Birmingham
<b>Number of pupils on roll</b>	630
<b>Headteacher</b>	Gill Turner
<b>RRSA Coordinator(s)</b>	Bethany Lea Redmond and Natasha Singh
<b>RRSA Assessor</b>	Gerry McMurtrie
<b>Date of visit</b>	21 October 2021
<b>Attendees at SLT meeting</b>	Bethany Lea Redmond and Natasha Singh
<b>Number of pupils interviewed</b>	10
<b>Number of adults interviewed</b>	5
<b>Evidence provided</b>	Silver Evaluation and PowerPoint
<b>Date registered for RRSA</b>	3 October 2016
<b>Bronze achieved</b>	7 March 2017

### ACCREDITATION OUTCOME

Greenholm Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

#### **Silver: Rights Aware report**

Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

[unicef.org.uk/rights-respecting-schools](https://unicef.org.uk/rights-respecting-schools)



## EVIDENCE FROM THE ACCREDITATION VISIT

### 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 living.

- Children interviewed confidently spoke about a wide range of rights that they understood they were entitled to. Children shared that every child received rights from birth, and that they were universal and unconditional. One child said, *"Everyone who is under 18 deserves to get their rights met."* Children were aware that issues such as poverty, war, natural disasters, and the impact of climate change impacted on rights. One said, *"In some 3<sup>rd</sup> world countries, children need to work from an early age. That means they miss out on education. There are wars happening and children are forced to be in them."* Children shared they learn about rights through assemblies, class lessons, right of the week, wall displays and rights activities. One said, *"We learn about them all the time, but they are always talked about in the Tuesday News."*
- It was clear that being involved in RRSA had supported the school on their improvement journey, with significant impact highlighted across many areas. The RRSA leads shared that rights awareness supported their recovery curriculum, with a huge focus on wellbeing and resilience as the school supports the community to rebuild post pandemic. Staff highlight links to rights through curriculum planning and audits to ensure a rich coverage across all stages. The RRSA lead shared. *"Adopting the language of rights has reduced negative incidents occurring...children are so confident and positive about themselves because they learn about rights. Our children are much more resilient."*

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#).
- Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.

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- Continue to support children to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events so that they develop a heightened sense of justice and equity for all children.
- Consider developing the school's strategic documentation to link to and reflect the values and articles of the CRC so that school improvement priorities and relevant policies include reference to children's access to specific rights. You might find [Articles in Action](#) a helpful resource.

## 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.

- Children understood that all adults within the school were duty bearers responsible for ensuring their rights are met. All children agreed that they felt safe in school and were treated with dignity and respect, with dignity being understood as, “...*treating each other with respect and pride.*” Children understood they had a right to voice their opinions, and confidently spoke about a range of ways they could be listened to. One highlight was the Greenholm Gladiator, a real-life mascot they can contact and send messages to if they had a worry or a suggestion. Staff advised that messages were read daily, and issues dealt with swiftly.
- The school places the social and emotional wellbeing of children high on their agenda, with particular focus during the pandemic and return from lockdown. As one of the schools with the highest percentage of key worker children during lockdown, many children remained within school. Much work was carried out to ensure the inclusion of all, with children at home and within school still meeting virtually through lessons and assemblies to support a feeling of togetherness. Lessons around wellbeing were seen as a priority, with children being supported to play an active role in their learning at school and home with parents/carers.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.
- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school.
- Continue to embed the Unicef RRSA [Charter Guidance](#) and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.
- Explore with staff, children and young people the concept of ‘dignity’ – what it means and how it underpins policies, actions and interactions between everyone at school.

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- Ensure that children, young people and adults know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.

## 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.

- Children were confident that they had a voice in school and were able to be involved in supporting school improvement through a wide range of pupil action groups. As many children remained in school during lockdown, pupil voice remained an area of strength, however adaptations were made to ensure the safety of children, meaning they could not meet in different year groups. Children have been discussing ways of promoting healthy eating and have created a series of posters to encourage children to be as healthy and active as possible.
- Children support a range of local and global charities. During the pandemic, a key area has been supporting the local foodbank. Children also created a campaign to promote safer travel to the school, following a number of concerns around unsafe parking and congestion. They created a poster campaign and placed them around the school gates for maximum visibility. The whole school have now signed up and use the Travel Tracker App, encouraging parents/carers and children to walk, scoot or cycle to school.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to provide opportunities for more children and young people to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Continue to develop children and young people'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.
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with Unicef UK's [Outright Campaign](#) and using Unicef's [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the Soccer Aid for Unicef Playground Challenge
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.

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