

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Lyme Community Primary School
Headteacher:	Marie Cribb
RRSA coordinator:	Kathryn Jones
Local authority:	St Helens Council
School context:	With a school roll of 219 children, 40% are eligible for Pupil Premium, 26% have a statement of SEN and 6% speak English as an additional language.
Attendees at SLT meeting:	Deputy Headteacher (recently appointed Headteacher starts in September 2023) and RRSA Lead
Number of children and young people spoken with:	18
Adults spoken with:	1 teacher, 1 pastoral teaching support assistant, 1 parent 1 governor
Key RRSA accreditations:	Registered for RRSA: Jul 2016 Silver achieved: Jun 2017 Gold achieved: Jul 2018
Assessor:	Jenny Price
Date:	11 July 2023

REACCREDITATION OUTCOME

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

Lyme Community 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 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 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:

- A committed, strategic approach of Senior Leaders and the RRSA lead to sustain an embedded rights-based approach, putting it at the core of the school's ethos, linked to values and policies.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- The caring and nurturing ethos where staff have ensured that children feel valued and respected.
- The recent focus on developing the curriculum, particularly literacy, to reflect the diverse community and to build children's cultural capital.
- Pupil voice is valued highly by staff. The range of pupil voice groups and other mechanisms provide ample opportunities for all children to put their suggestions forward and for these to be acted upon.

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:

- Create further opportunities for pupils and staff to learn about rights in greater depth, including the origins and wider context of children's rights. Consider a 'right of the month' approach that links to your existing pupil led groups, to Global Goals and to campaigning.
- Continue to ensure that rights are explicitly linked to the curriculum, activities, and events throughout the school year, with children having an increased say in how they learn, what they learn and how they share their learning in the classroom.
- Support parents/carers and families to learn about and understand the CRC and engage further with the school's rights respecting journey. Consider how children could be involved in creating induction resources for staff and families and the wider community.
- Continue to work on enabling the pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school. This will support development towards a Positive Relationships Policy.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UN Global Goals for Sustainable Development as a framework for this and the UNICEF UK [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 have a strong sense that they have rights, sharing some examples from the CRC. They have a good understanding of the nature of rights saying, <i>"We all get equal rights," "All children in the world have these rights,"</i> and, <i>"As soon as you're born until you're eighteen... they can't be taken away."</i> Children have a good sense of global injustice, mentioning the Ukraine war, natural disasters and climate change that affect children's access to rights, saying, <i>"Some foreign countries have lots of natural disasters like hurricanes, tornadoes, floods and earthquakes... it affects their rights to clean water, healthy food and a safe environment," "In wars and earthquakes, schools are destroyed and they can't get their education"</i> and, <i>"Due to climate change, some places will gradually get more floods because there's lots of glaciers... and these might melt."</i> Others reflected on COVID-19 saying, <i>"It affected everyone in the world,"</i> while some talked about local issues such as poverty and, <i>"The cost of living in the UK means some people can't get to work... some people don't have money to buy food."</i></p> <p>Children learn about rights through assemblies, sometimes led by the Rights Respecting Group (RRG); events linked to rights such as World Book Day; 'Send My Friend to School'; fundraising activities; and discussions that come from the use of Picture News. A Y2 teacher shared, <i>"It is embedded in everything we do... it is the heart of the lessons we teach and the language we use with the children."</i> Children mentioned personal and social wellbeing lessons and religious education lessons linked to rights and staff also shared how each pupil led group links to rights saying, <i>"They all promote rights."</i> The RRS Lead added, <i>"RRS is more embedded in a natural way now."</i></p> <p>The newly appointed headteacher and RRSA lead are committed to sustaining an embedded rights-based approach with the support of staff, governors and parents. The deputy explained, <i>"Governors are heavily involved. All our policies are connected to rights. Rights run through everything."</i> The governor explained, <i>"We make sure that rights are being enacted in the school... I hear children talk about articles... they know which rights affect them and other children in the world"</i> and, <i>"We ratify all school policies with relevant articles at the top."</i> Parents are informed about rights and RRSA through newsletters, the school's website and social media with a parent commenting, <i>"He talks a lot about rights at home... I did my own research too, but I know I can approach school to ask for more information."</i></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,</p>	<p>Children agreed that they enjoy their rights in school, particularly in relation to their wellbeing, having a say and feeling safe. They explained, <i>"We have extra rights to protect us,"</i> and, <i>"Duty bearers are all adults... parents, teachers... trusted adults."</i> The RRS Lead pointed out, <i>"Children know their rights and see how they apply to their everyday life."</i> Children acknowledged lessons about keeping safe, saying, <i>"We have learned online safety through police officers talking to us... we have smoothwall sites to protect us when we are using the school's iPads"</i> and, <i>"We do road safety, bike safety and swimming helps with water safety."</i> Children discussed the concept of equality and equity saying, <i>"We get treated the same in terms of our rights to education to</i></p>

<p>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</p>	<p><i>help us have success, but differently because of our skill level... we might need more help for some things."</i></p> <p>The school prioritises children's wellbeing, with the RRS lead explaining, <i>"We have a pastoral team to support children who need self-esteem work, who help them with friendships, worries and sharing their ideas if they're not in committee groups."</i> The pastoral teaching assistant explained, <i>"We use rights when I am doing interventions for self-esteem, friendships, or social groups. In one-to-one sessions, we talk about their rights... it's a common language."</i> Children explained, <i>"We have the right to use our voice to talk about our feelings if we are sad or worried."</i> Some children spoke about a sensory room, <i>"It's for anybody... if someone feels worried or needs to talk about it"</i> with others referencing mental health walks in the nearby forest and a reading area, <i>"to calm down."</i></p> <p>Children pointed out, <i>"We shouldn't judge people based on the colour of their skin, or what they wear, or where they come from... it's about non-discrimination"</i> and, <i>"We have learned about different religions, about different people and their cultures... it helps reduce racism."</i> A teacher explained, <i>"We have children with different religions, so we celebrate different cultures, we talk about rights all the time."</i> Other staff added, <i>"They can be very opinionated, so we encourage conversations explaining that they won't always agree with each other."</i> The Y2 teacher spoke of the role of Reading Ambassadors led and the work around auditing the library's reading books to ensure diverse representation saying, <i>"We researched for books suitable for all age groups, including nursery, that reflected the needs of children, and the different cultures, to celebrate diversity."</i></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STRAND C	Highlights and comments
-----------------	--------------------------------

<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>Staff clearly value pupil voice in shaping the school, with a hybrid approach to gathering their views through specific pupil led groups (such as RRG, Eco, Sports Council, Reading Ambassadors and Student Council); group discussions with subject leads; regular surveys for all children; and suggestion boxes for each group. There are two representatives elected from each class for each pupil led group. The deputy explained how each group has a rights focus and, <i>"Each group reports to the governors, sharing their views and updates of how they impact the school"</i> adding, <i>"Children are proud of what they have done in their groups... it's building their confidence to feel free to express their views and opinions."</i> A child explained, <i>"If we have any ideas, we can speak out at assemblies."</i> Children from the RRG explained their role saying, <i>"It's to promote rights in our school. We do assemblies and posters so that people can learn about them."</i> The governor pointed out that, <i>"They tell us about their events, assemblies and fundraising, and it all relates to articles."</i> The governor explained how the student council were involved in the recruitment process to appoint the new headteacher, saying, <i>"Children could ask them whatever they wanted during an assembly... we were looking for someone who understood the RRS agenda."</i></p> <p>Children talked about ways in which they can help others access their rights through fundraising, saying, <i>"The money goes to the charities to help children get better if they're ill."</i> Others added, <i>"We wrote to our MP and governors to help spread the word that people need help... to help children in poverty-stricken countries, unable to get a good education due to disasters or poverty, to get them help so they can learn."</i></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------