RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Halley Primary School
Headteacher:	Shoshannah Thompson
RRSA coordinator:	Bethan Mason
Local authority:	London Borough of Tower Hamlets
Number of pupils on roll:	208
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	5 members of the Communication Team and 9 pupils from Years 2-6
Adults spoken with:	One Teacher/Staff Governor and one Parent/Governor
RRSA key accreditations:	Date registered: 24th February 2023 Bronze achieved: 20th April 2023
Assessor:	Katelyn Farrenson
Date of visit:	27th June 2023

ACCREDITATION OUTCOME

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

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

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 range of rights and demonstrated awareness of the inherent and unconditional nature of child rights. One said, *"All children have rights until 18 but not all their rights are upheld."* Pupils and the wider community at Halley Primary School regularly learn about rights through weekly rights assemblies, lessons, website information, staff training, displays, whole school and class charters, communication with parents (through newsletters and pupil-created leaflets on rights), policies, whole school priorities' documentation and year 6 led talking circles assemblies. Children can link rights to what is happening around the world, with one pupil listing a number of situations in which children might not be able to access their rights, explaining how, *"…through war, children are suffering and don't have protection."*
- The RRSA lead said of the rights, *"It's just part of what we do."* A member of staff described how the rights are *"…used throughout the school and on displays."* They also mentioned the "extended conversations about rights" that they hear around the school, whilst a parent governor talked about how, in conversation with her daughter, it is *"…amazing how much she knows about rights."*

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.
- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children's age and ability.
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.
- 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.

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.

- All pupils spoken to agreed that they are safe in school and listed a number of ways that they are kept safe, including describing the function of the safeguarding team. A parent explained how their child *"…feels very safe to approach any teacher and express how she feels."* When asked what they might do if they weren't feeling sure about something, one pupil said without hesitation, *"We can go to a teacher."* However, pupils then explained ways in which they would take action themselves before needing to get a member of staff involved. They talked about how they would *"ask someone to play with them and help them."* They described in detail how they have been *"…learning how to sort out disagreements and talk about emotions."* *"We talk to each other and say what we are happy with and not happy with. If we need to, then we go and tell a teacher and they sort it out."* Another pupil described how the teacher would *"…talk inside so no one else hears and refer to the charter or our rights."* A member of staff proudly recalled how the children use rights in their everyday conversations, *"talking about how rights can be met."* They described how the "…charter has evolved and is focussed on articles the kids have chosen."
- A parent described how their child *"…talks about rights a lot…"* and *"…reminds her friends and cousins about rights."* One impact that was highlighted was the empathy that has been engendered by learning about rights. The parent went on to describe how pupils have *"…learnt how to respect one another without making anyone feel different."*

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

- Ensure that children are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights.
- Create opportunities to explore the concepts of dignity, fairness and equity and ensure children can describe how Halley Primary School promotes these concepts.
- Develop the role children have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination, providing further opportunities to explore and celebrate diversity in a range of ways.

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.

- Pupil voice is strong at Halley Primary School with the headteacher asserting, *"At Halley, everyone is a member of the School Council."* One member of the Communication Team, a pupil-voted body who coordinate the School Council, said of their *"job"* that, *"People can ask for things and we can make them happen."* Any pupil with an idea can apply to the Communication Team and set up an action group, link it with a right and get a staff sponsor to support them before realising their idea. One pupil described how they set up a birdwatching group to "…see what birds there are." The publicly displayed progress board draws attention to what projects and activities, linked to rights, are happening, which pupil is taking the lead, and how the projects are progressing. Halley Primary School has empowered the Communication Team to meet with the headteacher to review current policies and write a child friendly, rights linked, school development plan.
- Picture News resources are a basis for talking circle assemblies where year 6 pupils guide groups of pupils from all year groups in topical and rights-based conversations. The headteacher described the tangible impact of a news story about the Welsh male football team agreeing to a wage reduction to remove the gender pay gap, leading to a pupil-led action team improving equitable football experiences for all pupils in the playground and support for Soccer Aid.
- Pupils choose what causes to support in the year and recent successes have been a Global Day of Action, a visit from the local MP and fundraising for UNICEF.

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

- 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.
- Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity.
- Support children 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.
- 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.