



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Woodside Academy
Local Authority	Croydon
Number of pupils on roll	668
Headteacher	Claire Howarth
RRSA Coordinator	Kate Reed
RRSA Assessor	Wendy Watts
Date of visit	4th July 2019
Attendees at SLT meeting	Headteacher
Number of pupils interviewed	70
Number of adults interviewed	10
Evidence provided	Learning walk, class visits and written evidence
Date registered for RRSA	14/06/2017
Bronze achieved	09/03/2018

ACCREDITATION OUTCOME

Woodside Academy 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 knew a range of rights and how they applied to their own situations. Articles cited by the children included 'the right to relax and play,' 'the right to practice your own religion,' 'the right to an education,' and 'the right to develop your own talents.' They collectively explained that children '*Don't earn rights,*' and they are '*For everyone;*' a pupil went on to explain that '*No one can take rights away, not a teacher, a doctor or your little brother.*'
- Multiple opportunities are used to refer to rights in curriculum planning clearly referencing articles in each year group. A teacher explained that rights have been linked to the PSHE curriculum; they have celebrated difference and also had a school focus on Diwali. Throughout the school there were creative displays on the homework that children have produced focusing on rights, it was clearly evident that children enjoyed the freedom to produce their own interpretations of how they wanted to display their work. Further opportunities to learn about rights are provided through assemblies and the Article of the Month focus
- Pupils knew that children in different parts of the world did not get access to their rights and understood some of the reasons why this happened. This included situations such as children having to walk for miles to be able to get to a school, girls not getting access to education and children in countries where there is war.
- Staff recently received training on rights to recap on the Rights Respecting Schools Award (RRSA), to support the development of the use of language and training has been provided to lunchtime support assistants.
- Parents agreed that the newsletters, homework, displays and leaflets had helped them to learn about rights and that their children were 'very vocal about rights.' A parent explained that her son came home from school telling her that he was learning about rights she said, '*He started, I continued.*'

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

- Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability - develop awareness of rights being inherent, inalienable, indivisible, universal and unconditional, including appropriate CPD and staff induction. Consider using the ABCDE of Rights
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission and purpose, drawing upon on the school context and environment/ rich cultural heritage of the school.
- Enable the children/young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through The World's Largest Lesson.



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.

- There was a positive and clear agreement between children when asked if learning about rights had helped them to get on better. It was evident that there were good relationships between children throughout the school, children listened to others attentively in focus group and class discussions.
- All children in the focus group agreed that they felt safe. They know that staff are visible at break and lunchtimes if they need to talk to them and that there are different members of staff that they can go to. A child explained that '*Teachers are supportive they don't want anything bad to happen to children.*' Another child stated that '*Children are more responsible, and teachers know what to do to help us, even if we are scared of something.*'
- There are many effective systems to support children's emotional wellbeing; this included the Year 6 Neuro Headway project, an evidence-based research intervention that addresses mental health, wellbeing and life skills development. A Year 4 teacher also spoke about CUES Ed. a mental health and wellbeing project underway, that pupils are benefitting from by learning to investigate issues and not jumping to conclusions. Social wellbeing is supported through raising the aspirations of pupils that are specifically targeted due to disadvantage, have benefited from enrichment opportunities such as theatre trips, visiting mere cats and trips into London.
- The headteacher explained that '*Children are aware that they need to exercise,*' there are multiple after school clubs on offer, children participate in the daily mile, Quad Kids and the local swimming gala.
- Opportunities for children to make choices about their learning have been created in each lesson so children get to choose their own level of challenge for independent activities.

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

- Continue to embed the UNICEF RRSA Charter Guidance and focus on the language of 'respect for rights'. When charters are next reviewed, endeavour to include actions for duty bearers as well as for children. (Various outcomes)
- Ensure that children and young people are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Look at ways of helping pupils to feel confident in using the language of rights to resolve disagreements and address complex situations. For example, explore/discuss made up 'scenarios', use of role play, hot seating, P4C approaches and debates. (Outcome 3)



- Consider how children and young people are involved in developing systems and policies to ensure they feel safe and included in school. (Outcome 4)

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.

- The views of children are valued and taken seriously; the headteacher said '*Children are aware they can have an effect on others.*' This was further supported through pupil responses describing how the toilet charter had been developed because children were unhappy with how they were being used.
- Pupil leadership roles include the school council, RRS steering group, Eco Committee, Playground Leaders and Playground Ambassadors. These groups have supported children to access their rights, by for example, having a clean environment through litter picks, clearing the pond, having the right to play and join groups.
- Children clearly understood they had created change within their school; children knew that the reward for attendance was changed because they considered it to be unfair. Children shared about how they thought too much plastic was used in school packed lunches and know that has now been reduced. Year 5 children also wrote to their local MP about the amount of single use plastic available, asking for more plastic bins to be provided; all children received an individual response from her.
- The rights of children have been supported through a range of fundraising activities for charities including UNICEF, Great Ormond Street Hospital, Sports Relief and Save the Children.

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

- Consider pupil involvement in aspects of strategic review and development, policy review processes and improvement planning. (Outcome 8)
- Enhance ambassadorial activity by enabling children and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community. (Outcome 9)
- Embed a systematic approach to providing access to relevant current news media for all pupils, consistent with their evolving capacities, and facilitate their critical reflection, in response, so that their awareness may provide stimulus for campaigning or other action. (Outcome 9)