



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This has been a virtual accreditation.

<b>School</b>	Faith Primary School
<b>Local Authority</b>	Liverpool City Council
<b>Number of pupils on roll</b>	199
<b>Headteacher</b>	Sarah Williams
<b>RRSA Coordinator</b>	Danielle FOx
<b>RRSA Assessor</b>	Gerry McMurtrie
<b>Date of visit</b>	17 March 2022
<b>Attendees at SLT meeting</b>	Depute Headteacher/RRSA Lead
<b>Number of pupils interviewed</b>	16
<b>Number of adults interviewed</b>	4
<b>Evidence provided</b>	Silver Evaluation, PowerPoint, digital images
<b>Date registered for RRSA</b>	11 July 2019
<b>Bronze achieved</b>	10 January 2020

### ACCREDITATION OUTCOME

Faith 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 spoken with were familiar with a range of articles from the CRC and understood that they were for every child around the world. One said, *“No matter what, everyone should be treated the same and get all the rights. We need to be safe and protected.”* Another child said, *“If you didn’t know about your rights then you wouldn’t know what you are able to do. Having rights means you are safe and can speak up and be listened to.”* Children spoke about their concerns for children in Ukraine and how they learn about global issues watching Newsround, during class conversations, and through lessons and assemblies.
- The deputy headteacher and RRSA lead shared, *“Rights intertwines with everything we do. It fits in with our inclusion agenda, it gives power to the child’s voice. It’s implemented throughout the curriculum. It’s part of our Philosophy for Children agenda. The children mapped rights through topics...It’s in everything we do and allows the children to see how articles link to their daily life.”*

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

- 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 widen the range of articles that the whole school community are familiar with, appropriate to children and young people’s age and ability.
- 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.
- 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.
- Continue to support parents/governors/families/the wider community to learn about and understand the CRC and engage with the school’s rights respecting journey. This could include support and information on the website/school newsletter and home school learning activities.

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## 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 spoken with reported feeling safe in school and understood that they had a right to support. Children shared that they could talk to any member of staff in school if they had a worry or concern. They shared that they knew what to do if there was a fire alarm and understood that the school would lockdown if there was any danger in the playground. They agreed that class charters supported everyone to learn in a calm, relaxed environment.
- Children and staff reported that relationships are positive and built on mutual respect. A staff member said, *“We have a calm and loving atmosphere. We play calming music across the school. They know they can trust the adults to support them, but also, they trust and support each other. It’s very much a family here.”* Staff also shared that their RRSA work complimented their work on mental health and wellbeing, particularly their engagement with Zones of Regulation.
- The school are one of a small number of schools to have achieved Flagship status for Inclusion as part of the Inclusion Quality Mark award. The RRSA lead advised that inclusion had been a real area of strength, with children much more aware of the wider world they live in, and the different families and cultures across the school community. She said, *“Children have more empathy, they realise not every child has their needs met, and they want to help.”*

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

- Ensure that children and young people are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights.
- Continue to create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- 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.
- 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.
- Continue to support children to feel confident in using the language of rights to resolve disagreements and address complex situations. For example, during peer mediation training, use of role play, hot seating, P4C approaches, and debates underpinned by rights.
- Ensure that children 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.

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## 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's voice is encouraged and supported. One child said, "*We get together to talk about things we want to make better, and then we vote. We speak to the teachers, and we change things and make them better.*" Children decided they wanted to bring in Play Leaders, children who support other children in the playground to develop friendships and encourage safe play. They presented their ideas to SLT and were delighted that this was encouraged and implemented. One said, "*The Play Leaders help to sort out friendships and get people to play together. If they don't have someone to talk to, we help them so everyone can join in. They also come up with ideas for new games to play, so it's really fun.*"
- Children spoke about helping in the community and supporting various charities and annual celebration events. Children spoke proudly of their work to collect and distribute Shoeboxes full of essential items as part of their annual Samaritan's campaign. They spoke about organising bake sales to support the local hospice, and how the community had collected food to support the local foodbank. Children are also currently taking part in CAFOD's Walk Against Hunger challenge.

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

- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- 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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