

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Les Landes School
Headteacher:	Vicki Charlesworth
RRSA coordinator:	Claire McMenamin
Local authority:	Jersey
Assessor(s):	Gerry McMurtrie and Frances Bestley, with Jorge Cabrejas
Date:	15 June 2021

1. INTRODUCTION

This is a Gold virtual accreditation report. The assessors 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 collection of evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Particular strengths of the school include:

- Very articulate and confident children with a strong knowledge of rights; children used rights vocabulary very effectively.
- An up-to-date, clear and ambassadorial website.
- The anti-bullying reps and the school's restorative practice are very well regarded by pupils and staff.
- A strong commitment to the Convention on Children's Rights from SLT

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

2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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:

- Maintain and widen curriculum links to the CRC.
- Review strategies for pupil voice based on actions pre- and post-pandemic.
- Close the feedback circle; perhaps a ‘We said You did’ approach particularly around work on the SDP.
- 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](#).
- Consider getting involved with Jersey wide opportunities for participation.

3. ACCREDITATION INFORMATION

School context	Les Landes is a primary school in Jersey with 181 pupils on roll. 9% of pupils are eligible for FSM, 9% have a SEN statement and 6% speak English as an Additional Language.
Attendees at SLT meeting	Headteacher / RRSA coordinator
Number of children and young people interviewed	18 children in 5 focus groups
Number of adults interviewed	Year 1 and 3 teachers, also a parent and school secretary
Evidence provided	Gold Evaluation Form, digital portfolio of evidence, school website focus groups
Registered for RRSA: March 2015	Silver achieved: December 2019

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 development.

Strand A has been achieved

Children were familiar with a wide range of articles from the Convention and how they impacted on their lives. They frequently cited the right to know their rights and the importance of non-discrimination. Their understanding of rights concepts and the way in which they could discuss them confidently was impressive. *"You get them as soon as you are born; they are inalienable, and no one can take them away" ... "They are very important, and they are all equally important, indivisible."* They explained that they learned about rights in lessons, *"We try to link the rights to as many lessons as we can."* School staff corroborated this, explaining that they incorporated more articles into the work that they do. *"We've put a lot of articles in our planning. I know how to fit them in as a planned thing and ad hoc too,"* stated a teacher. Data and identity, work on water and families were all examples given that linked explicitly to rights. The PowerPoint evidenced the prominence of rights on display, such as rights posters, a Rights Respecting Notice Board, articles scattered around the school, and Rocco the owl, the Rights Respecting Mascot, designed by children. Children explained that they had a World Children's Day competition organised by the school council to create posters promoting articles and the winning poster was put up on Right Respecting board and shown in the newsletter. They were clear that display was important, *"So everyone knows about rights."*

Children understood that local and global issues are linked to rights. *"Every child should have their rights but not all children do,"* explained a child. They gave examples of children in Uganda where parents are poor, might have to work or join the army and that wars in the world with lots of violence and bombs can stop children's rights to be safe. They were also aware that *"some adults don't treat children right; they leave them for too long and don't give them proper food or give them quality healthcare – stopping children from living a healthy life."* Children displayed a strong understanding of justice. *"Isolation has made me think about what it must be like for children in wars. Some people are in tiny flats with no garden ... It makes me think how hard it is. Social services should help ... It's not right."*

All adults spoken with showed commitment to the CRC. The headteacher explained that through lockdown they tried to keep things going, focused on the school and tying lots of rights into safety measures throughout the pandemic; they are now starting to look outwards. She described that since achieving Silver the RRSA work is *"More sharply focused, it's part of everything that we do."* RRSA is part of the School Development Plan, part of staff meetings; *"The RRSA coordinator takes every opportunity to remind people of links between books, learning etc.,"* stated the headteacher. Planning showed links to rights in many curriculum areas and good practice is shared in staff meetings. The headteacher explained: *"We can see it in planning – the most powerful evidence is from pupil consultations and pupils can make links between their learning and the articles."* The coordinator and headteacher agreed that they mixed a 'drip feed' approach to work on rights *"holding it at the forefront of people's minds"* with focus weeks. The website makes clear reference to articles 28 and 29 and references up to date information about RRSA. The school handbook, policies and newsletter items are linked to articles. The headteacher explained that parents are very supportive, lots of rights activities are shared on Facebook and tweeted about to keep the momentum going and to have a shared understanding of *"This is what we do here."* A parent was involved in the school RRSA group and parent representatives are involved in sharing practice. The headteacher shared that, *"being a rights respecting school is about entitlement. Every child should have the opportunity to engage with this. They will have the knowledge about rights for the rest of their lives. They will be better global citizens and rights gives them a strong moral compass."*

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.

Strand B has been achieved

Children agreed that they are able to enjoy all of their rights in school, and understood that staff, as duty bearers, have the responsibility to ensure that all of their rights are being met. *“We’ve been talking about rights that are important to us 28, 29, 24, 31, 12”* explained a child. *“All the adults are duty bearers.”* ... *“Teachers make sure you enjoy your rights,”* added others. Learning charters are created collaboratively and are on display in each classroom. The teachers explained that they and the pupils refer to them regularly. *“Charters are definitely better than rules,”* identified one of the focus groups explaining that they had agreed what was there. A school charter has just been developed collaborating with children in their Class Councils describing the actions of a rights respecting community. Children knew that duty bearers would act on concerns about their rights not being met. The headteacher corroborated this, *“I think the children hold us to account on this – children challenge when their rights are not being met”* and provided a concrete example of a teaching concern which had been identified by children and addressed.

Throughout the virtual visit, there was evidence that relationships across the school are positive and founded on dignity and a mutual respect for rights. Children are taught explicitly about having respect for each other and respect for the environment and what respect means and looks like. Philosophy for Children helps children to learn how to respect the ideas of others. Older children could talk about dignity, *“Dignity means that you are treated with respect”*, and all agreed people were treated with respect in Les Landes School. Rights respecting certificates are presented to children who uphold the rights of others and make links between the UNCRC and their learning which reinforce and exemplify respectful behaviours. These are currently nominated by teachers, but staff want to move towards children nominating each other.

Children spoken with reported that they felt safe in school and could give a number of ways in which the school facilitates this, such as *“gates so we’re kept safe inside and outside school; hand sanitisers, classes are in bubbles, the hall is sanitised, teachers help us distance on school trips.”* Staff worked with the School Council to link safety measures to rights. Children understood about being safe online. External speakers visit to talk about things such as FGM, alcohol and drugs and the NSPCC Pants video is used. Restorative practice was introduced in September 2020. All teachers and antibullying reps are trained and the reps explained their role in assembly, making links to the right to be safe. The antibullying approach was talked about extremely positively by children who were clear that the aim is to have things in place to support relationships and address worries before they escalate. Children explained: *“The antibullying box is for things before you get to bullying ... Antibullying reps support friendship ... our antibullying reps are very respectful and are respectful for our rights.”* A Counter Bullying Policy has been developed with a focus group and a child stated, *“I don’t think anyone is bullying anyone in this school.”* An antibullying rep explained that if something were serious, *“We would talk to a teacher a trusted adult and someone would sort it out, but we can really do quite a lot.”*

Children’s social and emotional wellbeing is a high priority, and this is evidenced in both the school development and School Council action plans. The SLT has identified that children are displaying



more anxiety coming to school, separation from parents is harder and staff have worked hard to encourage children to feel comfortable. The headteacher explained wellbeing is *“about relationships and engagement.”* Children recognised this *describing “mindfulness in assemblies ... food to be healthy ... caps and sun-screen”* as some of the things in place. The evaluation form provides very positive comments about the impact of mindfulness. Nurture groups are provided to support children. A wellbeing week encourages everybody to focus on being healthy.

The school has a very strong culture of inclusion and staff and children recognised that this is underpinned by article 2, non-discrimination. The school holds the ‘Educate and Celebrate award’ and children could talk confidently about people being ‘All different, All Equal.’ Children stated, *“No-one should be treated differently”* and explained that one of the best things about their school is that *“Everyone’s listening to others and respecting each other.”* Les Landes School piloted Jersey’s DIFERA (Diversity, Inclusion, Fairness, Equality, Respect and Acceptance) accreditation scheme, becoming the first school in Jersey to be accredited. Each concept was discussed in Philosophy for Children lessons. *“Our children talk about concepts such as fairness, equality and difference,”* explained the coordinator. Staff were trained, policies rewritten, and the curriculum and resources audited. The headteacher emphasised that the DIFERA work *“tied into the work we’ve done on the CRC and Educate and Celebrate.”*

“Our right to an education is very important ... [we could] become a world leader and stop problems in later life,” explained children when asked about the value of education. They explained how they played a role in their learning by choosing their own challenge level in learning in each lesson, selecting the support required and reviewing their targets at the end of lessons or topics. They described how a knowledge organiser is created from questions about what they want to learn, and it is discussed at the end of the topic. Children talked about *“working stations and stand up desks to help people with their learning”* and that sometimes people needed extra help. The headteacher holds regular consultations with children at ‘afternoon tea’ so they can share their views on learning.

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.

Strand C has been achieved

Children spoken with felt confident that they had a voice in school, and that their views are taken seriously. Timetabled Class Councils have been established so even though classes are ‘in bubbles’ children can still contribute their views. Pre Covid, there were a number of groups that children were elected or volunteered to be part of as Rights Champions for specific rights. These included the School Council championing articles 12 and 13, the Eco Team 24 and 29, Antibullying Reps 19 and 12. The School Council create an action plan linked to the SDP so as the coordinator explained in the evaluation form, ‘we are all working towards the same goals and sharing the same journey.’ Agendas linked to rights were seen from both at Class and School Councils. Children confidently explained the aims of the groups and how views were collected and taken forward: *“We’ve been talking about rights and Eco in school groups and how to make our school better... Our class would tell us what they want and then we share it at the school council ... We have suggestion boxes.”* Examples of change were dominated by the new playground equipment that had just arrived. All staff spoken with identified, *“Children’s confidence has grown about talking to adults,*



they feel empowered saying “I have an idea” [I’m] sharing with the headteacher... I think they have much more of a voice. They know they are being listened to.”

Although children have been engaged in actions to promote not only their rights, but the rights of all children globally, the headteacher and coordinator both identified campaigning as an area where further work is needed. Active fundraising has included support for Children in Need, a Shoebox appeal, Save the Children, Durrell and Water Aid. The charities suggested for support are selected by the house captains, presented at Class Council meetings and all children in the school voted on which to support. All charities are linked to the CRC and the UN Global Goals. Children were enthusiastic about their work to support the Kafungo Project. Les Landes School (through a Jersey wide project) has a direct link to an orphanage and school in Uganda. Children understood how the money they raised promoted the rights of children in Kafunjo. *“We raise money in different ways to see what difference we can make ... it’s linked to the right to an education, a safe environment and a roof over their heads.”* The school receives pictures of the orphanage and school and of bunkbeds, mosquito nets and so on so the support is tangible. Children were aware of the limitations of fundraising with one child stating, *“You could ask the government to help them.”*

The Eco Team has carried out litter picking linked to article 24 and holds regular meetings to give ideas about what we can do to help the environment and see what we can do about it. Year 1 plan to write a letter to the Constable of the Parish to complain about dog mess. The school takes part in Fairtrade Fortnight and is at the early stages of becoming a Fairtrade school. Topics in persuasive writing encourage children to write to David Attenborough and children learn about Malala Yousafzai and actions she has taken. Children have also written to Jersey’s Children’s Commissioner to request support from her to update posters and create a digital mascot for rights.