

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Les Landes School
Headteacher:	Vicki Charlesworth
RRSA coordinator:	Claire McMenamain
Local authority:	Government of Jersey
School context:	There are 164 pupils on roll of whom 8% are eligible for Pupil Premium Funding. 9% of children have an EHCP and 9% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher and RRSA Lead
Number of children and young people spoken with:	24 children from Y2-Y6 School tour with visit to Y1 class
Adults spoken with:	10 adults including teaching staff and parents
Key RRSA accreditations:	Registered for RRSA: March 2015 Bronze achieved: February 2019 Silver achieved: December 2019 Gold: June 2021
Assessor:	Sarah Hodgkinson
Date:	16 th October 2024

REACCREDITATION OUTCOME

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

Les Landes 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 an in-person 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:

- Very articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the concept of rights.
- Natural links to relevant articles made across the curriculum in a way that enriches the learning of rights for all pupils.
- Continued commitment and creativity by the whole school in placing the CRC at the heart of policy and practice.
- Confident, articulate pupils who know that they have a voice and who are engaged in school improvement and campaigning at a local and global level.
- Pupils who are actively engaged in raising awareness of children's rights in their community and supporting other children globally to access their rights.

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:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice. Consider attending the [RRSA training courses](#) and using the [RRSA Spotlight](#) staff training resources included in your membership.
- Continue the excellent practice around rights that has become embedded across the school and ensure that all new initiatives are related back to rights.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included. You might find the [Global Dimension calendar](#) a helpful resource.
- Continue to support children and young people in their engagement with current affairs and curriculum activities, to challenge stereotypes and discrimination in all its forms.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority and other schools. Explore opportunities to make children's rights a focus as part of transition to secondary school.

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’s rights continue to be at the very heart of school life at Les Landes. Pupils have an excellent understanding of their rights and confidently discuss articles from the CRC. Children have a sound understanding of the principles underpinning the Convention. One pupil explained, <i>“Rights are for everyone around the world,”</i> and another added, <i>“They start when you are born.”</i> Rights are explored through lessons, assemblies and children are involved in ensuring rights remain a focus on the School Development Plan (SDP). Pupils learn about situations around the world where some children are not able to access their rights. One child explained that, <i>“Some children in Ukraine don’t have their right to be safe,”</i> and another child added, <i>“In Ghana, some children don’t have their right to an education.”</i> Since the previous Gold accreditation, staff feel that the school has gone from strength to strength in embedding rights throughout school life. The headteacher explained, <i>“It’s in our culture; it’s everywhere. It’s who we are, and the children are proud of it.”</i> One new member of staff explained that, <i>“...rights are second nature to everyone here”</i> and how the children in her class explained to her, <i>“...you are a duty bearer.”</i> The development of knowledge and understanding about rights has evolved to include the Global Goals and staff explained how learning about rights is, <i>“...embedded and natural, but also intentional.”</i> Parents spoke positively about the impact that a rights-based approach is having on their children. One parent spoke about how their children feel empowered to make a difference. She explained, <i>“They realise they can make an impact. They think about what they can do for others who don’t have their rights.”</i> Another parent added, <i>“It’s like a fight they’ve got in them; they’ve got the power to make something different.”</i> Parents also shared how the right to privacy has helped frame conversations with older children and how rights are, <i>“...a valuable resource as a parent.”</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, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and</p>	<p>Rights are the driving force for all actions and decisions affecting children. This contributes to a school culture where pupils understand and enjoy their rights enshrined in the CRC and are treated fairly and with dignity. Children understand the difference between equality and equity and could articulate how this is reflected in how pupils are treated in the school. Staff talked proudly about pupils’ acceptance of others with needs different to their own and inclusion has naturally become a strength of the school. Les Landes has been accredited with the Inclusion Quality Mark and, as part of their training, staff have been reflecting on unconscious and benevolent bias and its impact. Children and staff shared how the whole school community has been learning Makaton to better support and include a pupil with communication difficulties. This has had a profoundly positive impact on the whole school community and one class proudly shared a song that they have learnt to sing and sign along to. The Y4 children won the ‘DIFERA Young Hero of the Year Award’ and Parish Youth Award for ‘Team of the Year’ for their inclusive spirit. Staff explained that children understand, <i>“...the right to learn looks different for different people.”</i> Diversity is celebrated and promoted as part of everyday school life and Philosophy For Children (P4C) is one of the ways through which</p>

<p>learners and promotes wellbeing</p>	<p>this is explored. Children learn to develop healthy lifestyles and social and emotional wellbeing is a priority. Pupils acknowledged different ways in which duty bearers support wellbeing including the role of the Pastoral Lead, the Safeguarding team, Mental Health Ambassadors and a 'Time To Talk' box. One pupil explained that the Pastoral Lead, "...can help you not just physically, but mentally, too." Pupils all agreed that they feel safe at school, and they explained that, "Duty bearers must take care of you." Children and staff have been exploring Maslow's 'Hierarchy of Needs' and one pupil explained that it is important for children to learn about rights because, "...it makes you feel safer and if you feel safer, you learn more." Children value education and are involved in making decisions about their learning. They are invited to collaborate on the SDP and there are different pupil leadership groups that directly contribute and measure their progress on their action plans. This is regularly revisited and shared with pupils during assemblies, and this helps to foster a school community where everyone feels involved. The headteacher explained that involving pupils in the SDP means staff, "...thread their [pupils] comments through the SDP and they shape it. They feel very involved in school life." One pupil commented that the best thing about Les Landes is, "...that the teachers don't make all the decisions," and there are, "...roles for kids and adults."</p>
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STRAND C	Highlights and comments
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<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>Pupils at Les Landes are articulate advocates for their rights and the rights of others around the world. They are confident to use their voices to share ideas and know to trust and expect that duty bearers will listen. Children shared several examples of changes and improvements that they have brought to school. These include the introduction of a therapy dog, lunchtime clubs suggested by, and ran by, pupils and the decision to paint a space mural in the shared hall area. There are several pupil leadership groups that contribute to school improvement including Rights Respecting Champions, School Council, Eco Team and Digital Leaders. These groups all complete their own action plans that feed into the SDP and they have budgets to purchase resources to support their next steps. The School Business Manager explained how she regularly, "...helps children to shop for their resources and work within their budgets." Children understand that adults should listen to their ideas because, "...we have the right to a voice," and, "We might have a brilliant idea that could help the environment."</p> <p>Pupils have worked on projects such as OutRight and the Just One Tree appeal to advocate and promote the rights of others both locally and globally. Children have written letters to decision makers about the importance of protecting marine life which is an area of concern in Jersey. Children have also explored democracy through participating in a debate in the States Chamber and have been involved in the creation of a video exploring the benefits of a rights approach to education which has been shared widely as part of RRSA training in Jersey. Staff gave several examples of how RRSA has enhanced school life. They explained that learning about rights helps to, "...make them [children] stronger thinkers...It gives them the tools and the confidence to voice their opinions and to listen respectfully to others." Another member of staff added that a rights approach, "...gives a greater depth to the conversations that you have."</p>
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