



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This has been a virtual accreditation.

<b>School</b>	Teign School
<b>Local Authority</b>	Devon
<b>Number of pupils on roll</b>	863 (not including 6 <sup>th</sup> form)
<b>Headteacher</b>	Mrs Suzannah Wharf
<b>RRSA Coordinator</b>	Lucie Wagner
<b>RRSA Assessor</b>	Jilly Hillier
<b>Date of visit</b>	15/12/2020
<b>Attendees at SLT meeting</b>	Headteacher and RRSA Lead
<b>Number of pupils interviewed</b>	10
<b>Number of adults interviewed</b>	7
<b>Evidence provided</b>	Digital evidence, student and adult focus groups
<b>Date registered for RRSA</b>	10/12/2019
<b>Bronze achieved</b>	14/01/2020

### ACCREDITATION OUTCOME

Teign 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.

- There is a commitment across the Multi Academy Trust to place the Convention on the Rights of the Child (CRC) at the heart of policy and practice and Teign School has embraced this commitment. Structures have been put in place by senior and middle leaders to ensure that students have many opportunities to learn about the CRC and understand how it impacts on their lives. Students interviewed talked confidently and articulately about a wide range of rights they were familiar with and the positive difference a rights approach was making to their learning, their lives in school and beyond the school gates.
- They understood that rights are universal and unconditional and that current issues such as climate change, natural disasters, the refugee crisis and Covid-19 all impact on young people's access to their rights around the world. Students talked about when and how they learn about rights and this included assemblies, tutor time, in specific lessons e.g. English when issues such as racism and sexism in *Of Mice and Men* were discussed in the context of rights. Human rights were also explored in the context of Black Lives Matter discussions and Teign's anti-racist stance was clearly explained to parents in newsletters. Unicef's Article of the Week has been adapted by the RRSA Lead and used as part of online learning during lockdown. Several staff described how the depth of discussions have increased because of learning about rights and how it made teachers "*rethink the language we use.*"
- The RRSA Lead provides guidance and support for staff including whole staff training. Curriculum development work includes reference to the CRC across a range of subjects including Beliefs, Values and Citizenship and English. The Modern Foreign Languages teacher also described how students were now introducing rights into discussions in Spanish, for example when learning about child soldiers in El Salvador. The librarian described how the CRC was now a framework for discussions in Book Club. Displays, student and staff handbooks and the Home School Agreement all includes reference to RRSA and the CRC. Parents are kept informed and one student commented that her parents didn't know much about the CRC before, but now they "*were much more aware.*"

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

- Ensure that there is a clear plan for the development of RRSA going forward. This could include attending Achieving Gold training.
- Consider involving the 6<sup>th</sup> form in the development of RRSA and in raising awareness of the CRC.
- Continue to support all staff and students to deepen their knowledge and understanding of the CRC, including that rights are inherent, inalienable, indivisible,



universal and unconditional and the role of rights holders and duty bearers. Consider using Unicef UK's free resource, The ABCDE of Rights.

- Continue to engage parents, governors and the wider community in the rights respecting journey.
- Continue to support students to develop their understanding of global citizenship and sustainable development. Consider exploring the UN Global Goals (e.g. through the free World's Largest Lesson resources) and how they impact on children's rights and the wellbeing of people and 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.

- The headteacher described how RRSA had given them “*a defined school ethos*” and “*a platform to draw things together*” helping the school to “*grow and develop.*” The CRC is included in the School Improvement Plan, in policies such as Safeguarding and in key areas of school development such as the curriculum review and behaviour for learning.
- Staff and students agree that learning about rights is helping to create a more respectful learning environment and positive relationships. The Celebration of Success and Behaviour Policy states, ‘For the school to achieve a positive rights respecting ethos it is essential that all members of the school community work alongside each other and develop positive relationships.’ One teacher described how students now have a “*greater amount of tolerance*” and that discussions around rights were providing a different perspective to “*normal*” experiences and viewpoints for some students. A student described how learning about rights was helping them have more “*empathy and a sense of perspective.*”
- Students feel safe and described how support was “*readily available*” if needed. This includes talking to heads of year, form tutors or anti-bullying ambassadors. Students have been involved in organising activities and leading assemblies for anti-bullying week.
- Students feel included and described how no one should be discriminated against. They felt that teachers teach in a way that is inclusive and events in school such as Diversity Week and celebrating Rainbow Laces Day make sure that everyone feels welcome and included. Every child's right to education and Articles 28 and 29 underpin the Ready to Learn programme which has been modified in collaboration with students so that it has more inclusive language. The Reflection Sheet and Personal Support Plans have been modified to include reference the CRC.
- As part of the RRSA journey, a new Enrichment Day was introduced that focusses on PSHEE topics such as health, wellbeing, relationships and living in the wider world. This was an area identified through student surveys that the school wanted to develop.
- Students interviewed clearly valued their right to education.



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

- Consider involving students in the review and development of the School Improvement Plan so that they understand and are involved in how the school continues to improve.
- Keep the Behaviour Policy under review to ensure it reflects a rights respecting approach.
- Create opportunities to explore the concepts of fairness and equity and ensure students understand how school promotes these concepts.
- Explore with staff and students the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school.

### 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 headteacher described how RRSA had been a key driver for increasing student leadership and for strengthening the school council. Students described the range of opportunities that enabled them to be involved in decision making and school improvement. One student explained, “*We have more of a voice now*” with “*lots of student leadership roles.*” This includes being part of the school council, discussions in tutor time, mental health ambassadors, students leading assemblies, teaching and learning reps, sports leaders, anti-bullying ambassadors, transition buddies and being part of the Amnesty International Group. This group campaigns on human rights issues and encourages students to become engaged in such initiatives as ‘Write a Letter, Change a Life.’ Changes in school brought about by students include a change to the school uniform and improved recycling. The Classrooms to Care Homes Christmas initiative helped students to connect with the local community and was linked to Article 29 and respect for human rights.
- The RRSA Lead described how one of the biggest impacts of RRSA was that students were now “*less apathetic about human rights*” and had a real sense that “*this is wrong, and we will stand up*” for rights. The Charity Week was linked to Article 27 and supported the local food bank that works with the homeless and those in crisis in Teignbridge. Students have also been involved in donating maths books to a school in the Philippines.

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

- Continue to provide opportunities for students to be at the heart of decision making.
- Support students to engage in a range of advocacy and campaigning activities that promote young people’s rights locally and globally.
- Enhance ambassadorial activity by encouraging students and staff to promote the CRC and RRSA with other schools.