



RRSA RE-ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Lydgate Junior School
Local Authority	Sheffield
Number of pupils on roll	484
Headteacher	Stuart Jones
RRSA Coordinator	Steph Holden and Alix Wall
RRSA Assessor	Kathy Allan
Date of visit	8 June 2021
Attendees at SLT meeting	Headteacher and RRSA Coordinators
Number of pupils interviewed	8 children from the RRS Council and 6 others in a focus group
Number of adults interviewed	2
Evidence provided	Silver Evaluation form, electronic evidence, focus groups
Date registered for RRSA	May 2014
Bronze achieved	December 2014
Previous Silver achieved	December 2015

ACCREDITATION OUTCOME

Lydgate Junior 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



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.

- The children met during the visit to Lydgate were familiar with a range of articles and were able to talk about these in relation to their own lives and the lives of others. They understand that rights are universal and unconditional saying “*we all have rights, all the time.*”
- Opportunities to learn about rights are embedded through assemblies, the new SRE curriculum and increasingly across other subjects. For example articles 24 and 27 are linked to healthy eating lessons and article 24 to a water topic which provides the opportunity to explore why and where some children may not be able to access clean water. Each classroom has a copy of the CRC and a rights based charter highlighting chosen articles. As a child explained “*it helps remind us of our rights and includes actions for adults and children.*” Children are particularly proud of their class charters explaining how each one is different and reflects the class through its imagery.
- Children have an awareness that not everyone can access their rights. Examples provided include, “*a lack of access to clean water in deserts,*” “*poverty means some people don’t have enough food or a safe place to live,*” “*if we are not being respected*” and “*if we drop litter then we don’t have a clean environment.*”
- A recent priority has been staff training ensuring that there is consistency across the school in the approach to embedding rights and developing rights language. Rights are also being communicated to the wider school community through newsletters and the school’s website. Work has gone into ensuring that the school’s website reflects Lydgate’s rights respecting ethos with an RRS section, reference made in policies, images and references to rights in year group blogs.

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 develop across the whole school community a clear understanding of the concepts of ‘rights holders’ and ‘duty bearers.’
- Support children and young people 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.

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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 confidently shared how the school facilitates their enjoyment of rights including: *“teachers give us the opportunity to ask questions,” “they listen and take suggestions seriously”* and *“we give star of the week – it’s about getting rights noticed.”* It was clear that there is a strong focus on celebrating rights respecting actions.
- Staff and pupils report positive mutually respectful relationships. *“We know our rights and we know other people’s rights so we know how to respect everyone”* explained a pupil. While a member of staff described how *“we now have conversations about what and why, we explain and don’t just tell. It’s the way they (children) relate to one another and staff, it’s mutual respect, children are working with adults as duty bearers.”*
- The children spoken to during the visit have a high level of trust in adults to support them, keep them safe and help them feel included. *“Staff are on duty to help,” “if someone has special needs or a disability they can access the Hub or a different space when they need it”* and *“if someone breaks their arm then they will still learn but use the computer for their work”* explained the children.
- Health and wellbeing is a key priority at Lydgate. A member of staff described how *“the CRC is a brilliant tool to discuss any topic and support social and emotional wellbeing.”* Children also explained how they have been learning about the brain to help understand feelings and how they can take part in mindfulness colouring or at the end of each day they have the opportunity to talk about emotions or a, treats, mindfulness colouring”
- Lydgate Junior provides an inclusive community where children feel valued and respected. The headteacher explained how the UNCRC is supporting inclusion through helping the school to *“recognise how every child matters, we understand their different interests and ensure there is better representation - through responding to and acknowledging the diverse community.”* Display and special weeks provide opportunities to celebrate difference and specifically the differing cultures and languages of children attending the school.

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

- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.
- 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.
- Consider how children are involved in developing systems and policies to ensure they feel safe and included in school. Ensure that all children and adults understand these procedures and that these are based on respect for children’s dignity and 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.

- There are many opportunities at Lydgate for children to express their opinions including the RRS Council. Representatives are voted into their roles from each class and two children explained how “*we try to improve things in school*” and “*we help everyone express their right to an opinion.*” Voice boxes in every class were suggested by pupils during lockdown and now offer children the opportunity to make suggestions which are reviewed and discussed by the RRS Council. The headteacher explained how children know how to get involved and can use their rights to be “*positively assertive.*”
- Children at Lydgate engage with the World’s Largest Lesson and the Global Goals every year. They have recently developed a link with a school in Gambia. Children in Yr6 have sent several emails and are developing a relationship with the school through which children will share experiences and learning to expand their understanding of build positive relationships.
- A global citizen was defined by one pupil as someone “*who respects our world and everyone in it.*” Children across the whole school are actively involved in campaigning to reduce single use plastic and become a ‘Plastic Clever’ school. This is an ongoing campaign which started before the first lockdown when a whole school march raised awareness of the issue, “*single use plastic is damaging the planet, by doing this campaign again we are showing we are still determined to make a change*” explained a member of the RRS Council. Currently each year group is taking action in their own way and as explained by a pupil “*we learn lessons that we can use in real life*” and “*we make a clean environment at the end of the day so it is safe for everyone.*”

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

- Develop wider opportunities for children 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 support children and young people to engage in a range of advocacy and campaigning that promote children’s rights locally and globally perhaps linking with UNICEF UK’s Outright Campaign.
- Continue to develop children’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.
- 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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