

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Dore Primary School
Headteacher:	Lynette Glossop
RRSA coordinator:	Kathryn Davis
Local authority:	Sheffield
School context:	Dore Primary School has 473 pupils of which 6% are eligible for Pupil Premium funding, 10% have an education health care plan and 5% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator, Curriculum Lead and Yr4 teacher
Number of children and young people spoken with:	13 children during first visit and 18 during second visit
Adults spoken with:	7 staff from across the school
Key RRSA accreditations:	Registered for RRSA: April 2012 Previous Gold achieved: November 2018
Assessors:	Steven Kidd & Kathy Allan
Date:	22 November 2021 and 29 November 2022

REACCREDITATION OUTCOME

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

Dore Primary 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 a virtual reaccréditation visit and a follow up in person visit. 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 both visits, 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:

- A clear commitment to children's rights and to RRSA from leaders which is now tied into the vision and values of the school and staff who talk positively about impact embedding rights into practice.
- Articulate children who demonstrated good knowledge of rights and are confident in the concepts of rights.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.
- Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes.

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:

- Continue to explore how the CRC and your commitment to RRSA is promoted across all areas of school and through the language used to communicate who and what you are as a school.
- Continue to support staff and pupils to refer to rights and respect while also developing awareness with families. You might consider opportunities such as changing stickers to say 'I respect rights. Ask me why?' and/or developing homework around your mascot eg: Reny has a right to a name, take him home and discuss where your name comes from.
- Develop pupil voice further to allow children to take the lead in a wider range of opportunities such as teaching and learning, and campaigning based on Article 12.
- Build on children's passion for the wider world and support them to challenge injustice. Consider using the UN [Global Goals](#) for Sustainable Development as a framework for this and the UNICEF UK [Youth Advocacy Toolkit](#).

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 at Dore have a good understanding of their rights and are able to make links to their own experiences and those of others. This comes about because staff have worked hard to embed articles explicitly across the curriculum and to help everyone understand the concepts of rights. Staff shared how <i>"children are bringing rights to their learning"</i> and how they are mindful of rights when planning. <i>"rights are the backbone, it gives importance and voice, to children, as they grow."</i> Comprehensive coverage of articles can be seen, in the evidence, as a pupil progresses through school. Pupils shared examples of learning about the slave trade and the right to have a voice, be safe and to be treated fairly and how through forest school opportunities they learn about the climate and take part in recycling Christmas trees, also in a Yr4 topic on the Amazon they learnt about the impact of forest fires. Pupils on the return visit shared their enthusiasm to talk to their families about children's rights and raise awareness with them of issues they feel important like the environment and the conflict in Ukraine. Dore Democrats were also involved in developing new displays in the entrance to the school to highlight the most important rights in school.</p> <p>Pupils confidently shared how they know that all children have rights until they are 18 from as soon as they are born, <i>"you always have all the rights even if you aren't being very nice, they can't be taken away."</i> The headteacher shared how they are constantly revamping the curriculum to reflect children's experiences and current affairs, and this is supporting awareness of the barriers to claiming rights. Examples provided include: <i>"In Uganda children are suffering because their right to an education is taken away from them,"</i>; <i>"Some children don't get any water because of climate change,"</i>; <i>"If children have to walk a long way for water, they might miss their right to education"</i> and <i>"If you have a disability, dyslexia or autism they might not cope so well in a group or learn well at school."</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</p>	<p>The CRC is described as a strong driver in school and along with wellbeing underpins the school's priorities. As the RRSA Coordinator explained <i>"We all have the rights at the heart of everything we are doing for the children"</i> and this is now more explicit so that children are living and breathing rights in school. The language of rights is influencing relationships positively and children identify themselves as rights holders and staff as duty bearers <i>"we have duty bearers who make sure we are safe."</i> A member of staff shared that, <i>"Rights govern how we interact with children and helps focus on what we come to school for, which is driven by the rights."</i> The principles of equality, equity and dignity are an important focus for the school and the language of rights is supporting children's understanding. For example, a child shared their understanding of dignity... <i>"It means pride and feeling good about yourself and other people."</i> A restorative approach in school ensures all voices are heard and decisions are made with children. Policies are being updated to reflect connections with the CRC, for example a new uniform policy links to</p>

<p>both educators and learners and promotes wellbeing</p>	<p>articles 26 and 27 giving more choice to pupils and parents ensuring that all children can access affordable uniform.</p> <p>Pupils met with all shared that they feel safe and protected at Dore Primary saying, <i>"We have things all round school about rights, knowing about rights keeps us safe"</i> and <i>"We can talk to teachers, and they will help."</i> Wellbeing also plays a big part with the deputy head explaining that, <i>"Covid has allowed us to understand children's home lives better and how to support pupils."</i> They talked of the opportunities to support their health and wellbeing through P4C saying, <i>"We do lots of learning that keeps you happy."</i> Also sharing that <i>"When we get our lunch there is a fruit option,"</i>; <i>"We get lots of playtime and outdoor learning"</i> and <i>"Without food and drink we wouldn't be able to live."</i> Senior leaders have ensured that all children are included and valued specifically strengthening the SEN offer, residential offer and accessibility of events such as World Book Day. A review of the schools separated parents policy has ensured that the child is at the centre and reference is made to Article 18 to support understanding of families. The library has also been updated so that books reflect children's diverse experiences and children can see themselves reflected in the literature. Pupils are engaged in their learning and participate in regular subject reflections. Staff shared how they aren't afraid to share their opinions, debate and discuss.</p>
STRAND C	Highlights and comments
<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>There are a wide range of opportunities for children to participate in decision making and take on responsibility across the school through TEAM Dore. There is a strong emphasis of pupil to pupil support with teams such as Young Leaders, Rocket Reading programme and Lunch Bunch Team. <i>"We make sure everyone knows the rights of the child. It is a right to know about the rights"</i> explained a member of the Dore Democrats. Another child explained that <i>"They ensure that children are given a voice every day to make the school a better place."</i> The Dore Democrats deliver assemblies and instigate campaigns. For example, they wrote to school caterers, Taylor Shaw, to explain changes children would like to the menu. Pupils asked for different portions to reduce food waste and met with representatives to discuss their ideas and shape the menus. A child explained that <i>"They have been in our class asking what we would like for lunch."</i> With another member of Dore Democrats adding, <i>"When we go back to the classes, we give detailed feedback to make sure everyone knows about what we talk about."</i></p> <p>Children understand their place in the world and are confident they can make an impact. They are informed about the wider world and supported to be critical thinkers who can challenge discrimination and injustice. Children talked passionately about discrimination in Qatar and how this has come to the fore because of the World Cup. They shared how they have planted trees, recycle and ensure they also raise awareness outside school to make the world a better place. During One World Week children took part in OutRight and exploring health systems around the world. Pupils are now also choosing a local, national and global charity to support every year to support rights explaining <i>"we know our rights, so we are treated fairly, we can help others too."</i></p>