



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Pen y Bont Primary
Local Authority	Bridgend
Number of pupils on roll	354
Headteacher	Robbie Owen
RRSA Coordinator	Rachel Mulcahy
RRSA Assessor	Stuart Whiffin
Date of visit	05.04.2022
Attendees at SLT meeting	Head Teacher and RRSA Lead
Number of pupils interviewed	10 pupils
Number of adults interviewed	5 members of staff, 2 parents, 2 Governors.
Evidence provided	Virtual Visit / Evidence Portfolio
Date registered for RRSA	25.11.2020
Bronze achieved	21.05.2021

ACCREDITATION OUTCOME

Pen Y Bont Primary has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

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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.

- Pupils at Pen Y Bont Primary had a good understanding of rights and were able to list a range of articles such as the rights to identity, education, and protection from harm. Pupils understood that rights are universal and that they do not have to do anything to earn them. They were able to give examples of where rights are withheld from children, such as instances of war within a country or children living in poverty.
- Rights can be found across the curriculum in a multitude of ways, through both discrete sessions, whole school initiatives and topic work. The RRSA lead has ensured that all members of staff are upskilled, and rights are included in the headteachers induction when new members of staff join the school. The school has adjusted its medium term plan template to include links to rights to enable teachers to develop how articles can be delivered across phases. This work will develop as the new Curriculum for Wales is implemented.
- The school was the first in Wales to join the Votes for school's programme, where topical issues are used as stimulus for democratic votes, exploring the idea of democracy within society. Results of votes that take place are sent to parliament, the school notes how this process has given children a greater understanding of the democratic process and makes them feel connected to other children across the country, becoming global citizens. The head teacher commented that teaching a rights based approach has *"given the pupils experiences that are opening their eyes to the wider world."*
- Parents are kept informed via the schools own app. Rights can be found across the news feed, links, messaging, and within policies. When a new right of the fortnight is launched, information is sent out on the app with activities for families.

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

- Work towards deepening and widening the knowledge and understanding of articles across the whole school community, appropriate to age and ability.
- 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](#).
- Ensure the school community have a clear understanding of the concepts of **'rights holders'** and **'duty bearers'**. There are legal terms but can be powerful when used with children. Discuss with pupils that they are 'rights holders' and how all staff in the school are 'Duty Bearers' who have a responsibility for upholding rights for children. (Anyone working for the Government is a duty bearer so explore with them how the police, fire service, doctors, lollypop crossing patrol are also duty bearers)

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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 described how they learn about their rights in school. Children discussed their class charters which are made collaboratively at the beginning of each academic year. The school motto, Penybont CARES (Community, Attitude, Responsibility, Environment, Standards) encourages children to think about their rights and how they can respect the rights of others.
- Staff and children reported that relationships across the school are positive and founded on dignity and a mutual respect for rights. Children commented that everyone gets on well, but if there are incidents of conflict these are resolved in a respectful manner ensuring both sides of the story are listened to. The school has plans to introduce playground peacemakers in the summer term.
- Children spoken with reported that they felt safe in school and could give several examples of how this is achieved. Ideas shared included having locked gates, security cameras, attending learning programs such as 'Crucial Crew' and having visiting fire and police officers deliver lessons. All children agreed that they could discuss their issues with staff if they felt unsafe and they would be resolved in an appropriate manner.
- The school places children's social and emotional wellbeing high on their agenda. Children discussed how both their physical and mental health are supported. The school provided examples of how this is achieved such as Extravaganza/Enrichment days which educate children about their health, social and emotional needs (linked to Article 31) and individualised support programmes such as Thrive, ELSA, the Baxter Project and Play Therapy sessions.
- Children are given opportunities to have choice within their learning, especially as the new curriculum develops. The school notes how children have become 'Curriculum Designers' and have been involved in planning their learning based on the 4 core purposes of the new curriculum.

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.
- Continue to embed the Unicef RRSA [Charter Guidance](#) and continue to focus on the language of 'respect for rights' so that relationships continue to be seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.
- 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.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.

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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.

- Children spoken with felt confident that they had a voice in school, and that their views are taken seriously. Children are able to join a wide range of pupil voice groups with pupils being elected via democratic process. All children agreed that this is fair. Children discussed how they gather ideas from all pupils and discussed the changes that have been implemented in response. Examples were given such as new playground equipment, additional PE equipment and a varied selection of board games which can be used during indoor playtimes due to bad weather.
- Children have been engaged in a number of campaigns and events to promote not only their rights, but the rights of all children globally. Children in the Rights Steering Group and School Council fundraise to uphold the rights of others by supporting charities such as Children in Need. They have set up a donation station after learning about the war in Ukraine which has been very successful in bringing together the local community. Children at Penybont were involved in the 'Tree of Promise' as part of COP26, raising awareness for climate change. These ideas were relayed to the local MP, ensuring children's voices are heard by local decision makers.

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

- Continue to provide 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.
- 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 involvement with the [Soccer Aid for Unicef Playground Challenge](#) (Outcome 9)
- 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. (Outcome 9)

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