

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Le Rondin School
Headteacher:	Mrs Paula Sullivan
RRSA coordinator:	Rachel O'Brien
Local authority:	States of Guernsey
School context:	There are 115 pupils on roll and 24% are eligible for additional funding. All pupils have SEND and 16% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher, Assistant Deputy Headteacher and RRSA Lead
Number of children and young people spoken with:	7 children from the Steering Group (Y5 and Y6) 11 children from Y3 and Y4
Adults spoken with:	1 Class Teacher, 1 Learning Support Assistant and 2 parents
Key RRSA accreditations:	Registered for RRSA: October 2018 Bronze achieved: May 2019 Silver achieved: January 2021
Assessor:	Sarah Hodgkinson
Date:	29 th February 2024

ACCREDITATION OUTCOME

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

Le Rondin School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 collection 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:

- Children demonstrated a good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- Rights are explicitly linked to all areas of the school's work. Le Rondin displays Widgit versions of the articles around all areas of the school to support the communication needs of the children. Children's rights are prominent on the website and school communications.
- A caring and inclusive ethos where staff and pupils ensure that everyone, particularly those with learning differences or a disability, feels supported and fully involved in school life.
- A rights respecting steering group, the Rights Respecting Champions, who are increasingly taking ownership for reaching out to their community to share their knowledge of children's rights. This includes designing leaflets for parents and carers and creating a video to share about 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:

- Continue to ensure that rights are explicitly linked to the curriculum, activities and events throughout the school year.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight](#) campaign.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefit of a child rights-based approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Children confidently discussed a range of rights and why they are important and relevant to their lives. One pupil explained that children, <i>"...get rights as soon as they are born,"</i> and another child added, <i>"Rights are for all."</i> Children learn about rights in weekly 'Wing Assemblies', lessons such as History and R.E., and the Reception Class enjoy singing a song that is linked to their Class Charter. All adults are passionate about the rights respecting work of the school and the impact this is having on outcomes for the children in their setting. The headteacher commented, <i>"Our children are vulnerable. It is really important that they realise they have rights just like everybody else."</i> Another member of staff added, <i>"Our children know that they have these rights here and wherever they go."</i> Rights are explicitly linked to all areas of the school's work. Widgit symbol versions of different articles are visible on displays throughout school and are very prominent on the website and school communications. Staff work hard to engage with parents and carers to share their work on children's rights and parents spoke highly about the positive impact that learning about rights has on their children. One parent shared how learning about children's rights, <i>"...helped me to make the decision that was best for my child."</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children and staff at Le Rondin understand how the school supports them to enjoy their rights. A member of staff explained, <i>"The children are at the centre of everything that we do, so why would we not make them aware of their rights."</i> The school meets the needs of the individual children to ensure that they are accessing their rights. Children can access sensory rooms, swimming lessons on-site and the school has a total communication environment approach which incorporates symbols, Signalong and Core 4 symbol boards amongst other strategies. One pupil shared how they learn about rights and that this is important, <i>"...so that we can bring it on and tell other children about rights."</i> Staff shared how the Rights Champions are, <i>"...so keen because they know they are making a difference."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>There is an excellent use of charters across the school which are developed each year with pupils, and this helps to build positive relationships. One pupil talked about the 'Rights Rockets' on their Class Charter and how they collaborated with other children and staff on its creation. School policies and action plans reference rights and this helps to ensure consistency for staff and helps to build a mutual respect for rights. Staff shared that they now felt more confident to have restorative conversations and how this had strengthened relationships. Parents shared how they felt staff value the dignity of children in the school.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children understand the procedures in place to ensure their safety. One child explained, <i>"I feel really safe because everyone knows me,"</i> and another child added, <i>"I've got the trust of the school."</i> One member of staff explained, <i>"We are working with vulnerable children. We want them to know how to keep themselves safe and know that adults should also be keeping them safe."</i> Staff have worked closely with Speech and Language Therapists to create a set of communication symbols linked to core words for consent. Staff also shared how learning about rights has supported some of the children understand why certain interventions might need to happen, such as foster care, to keep a child safe.</p>

5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The school’s work on health and wellbeing, in particular the consideration of mental health and emotions is a strength. Staff work hard to teach children about how they, and others, might feel when they are dysregulated and what they can do to help. Restorative practice is promoted which uses scripts based on rights respecting language. One pupil commented, <i>“A teacher tries their best to keep you happy,”</i> and added that if they felt unhappy or worried that they would, <i>“...talk to a teacher.”</i>
6. Children and young people are included and are valued as individuals.	The recent focus on developing the ‘Reading Spine’ in school is supporting children to use books to celebrate diversity within society. Le Rondin has recently taken part in the Spirited Away Arts Festival with the theme, <i>‘We have more in common than that which divides us,’</i> and encouraged children to celebrate our similarities and differences. The headteacher commented, <i>“We see ourselves as an inclusive school and we want to give them the skills they need.”</i> Staff also spoke about the desire to increase participation in sports for children with additional needs. A member of staff explained, <i>“It is important that they have equal access, the same as anyone else on the island.”</i>
7. Children and young people value education and are involved in making decisions about their education.	Children from Y2 onwards are invited to annual review meetings to contribute to their education plan. A member of staff commented, <i>“It is important that they hear that their contribution is valid from an early age.”</i> Pupils shared examples of how they had been involved in their own learning. One child explained how they told a member of staff, <i>“...an idea about dressing up as dalmatians for World Book Day and we did!”</i> A parent of a non-verbal child shared how Le Rondin supports their child to make choices throughout their day by using visual prompts. Through the Seesaw app, a parent explained how, <i>“...we can see that he’s been given that choice.”</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children at Le Rondin know that their views are taken seriously. One pupil proudly shared how he wanted to make a model aeroplane and staff supported him to design and make the plane which was then displayed in the entrance hall once finished. Pupils also shared how they have been involved in choosing new playground equipment. Pupils are involved in interviewing new staff and one member of staff commented that children, <i>“...felt so important and knew that they’d been listened to.”</i> The headteacher also spoke passionately about her desire for children to, <i>“...have a voice in everything they possibly can.”</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children are increasingly able to see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes. One parent spoke about how learning about rights has helped some of the children learn that, <i>“...there are children outside of Guernsey that share their rights.”</i> Newsround is used to engage children in discussions about global citizenship issues and children have campaigned for Comic Relief and supported local hospices and charities during Harvest. A member of staff shared how the school had taken part in the Shoebox Appeal to help send toys to children in the Ukraine and that children had linked this to rights because, <i>“...sending toys to play with is their right.”</i>