

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Marner Primary School
Headteacher:	Janice Long (Acting Head Teacher)
RRSA coordinator:	Yasmina Bibi
Local authority:	Tower Hamlets
Number of pupils on roll:	700
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	10
Adults spoken with:	Assistant headteacher, 3 teachers, 1 Shine School tutor
RRSA key accreditations:	Date registered: 14 th June 2017 Bronze achieved: 20 th May 2019
Assessor(s):	Alwyn Bathan
Date of visit:	27 th May 2022

ACCREDITATION OUTCOME

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

Marner Primary 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.

- After the significant turmoil of the Covid pandemic, Marner Primary’s SLT has specifically chosen RRSA and a rights-based education as the foundation for their recovery curriculum. Their rights respecting journey is to, *“tie all the work we do for children together,”* (RRSA Lead), to *“allow access for all children to an improved language of respect and social justice,”* (Headteacher) and *“to make all children feel nurtured and valued,”* (Assistant headteacher).
- Staff CPD has focused on the CRC and the language of rights, delivered through Articles of the Week, assemblies, and a reshaped PSHE curriculum with rights as a key theme. Planning links closely to articles and Global Goals and the school’s commitment to developing global citizenship is ably supported by the 24 staff who have achieved Global Teacher status.
- Pupils were knowledgeable and confident in discussing their rights, able to name many, including the right to an identity, to protection from harm, to non-discrimination and to freedom of expression. They were unanimous in their understanding that all children have rights from birth, rights cannot be taken away and are not conditional in anyway.
- The school’s linked provision for pupils with ASD is equally involved in the rights respecting journey, as are the children who attend SHINE school (creative learning in literacy, maths, science and technology, delivered by Marner staff) held on Saturdays.
- Families and the wider school community have benefitted from rights respecting events (pre-pandemic lockdowns) and from written guidance about how and when RR language could be used at home. The school’s website acts as an effective showcase of their RR work to the outside world.

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

- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.
- Support parents/governors/families/the wider community to learn about and understand the CRC and engage with the school’s rights respecting journey. This could include support and information on the school newsletter and home school learning activities.

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.

- Pupils at Marner Primary agree that staff facilitate their rights. They think they are treated fairly and kept safe. They cited examples of lunchtime supervisors, *“to help you at lunchtime”*, and classroom worry boxes to deal with bothersome issues.
- School’s key policies and strategic documentation all feature their commitment to the CRC. The Behaviour Policy featured Article 28 as significant in the classroom, Article 24 in the dining room and Article 2 in the local community. The school SEF makes clear the CRC is its guiding force.
- Staff and pupils believe that knowledge of rights has changed relationships in school. A Y6 pupil said, *“We sort out disagreements ourselves- we negotiate about our rights.”* Pupil Lunchtime Ambassadors support the play of younger children and model the language of rights on the playground. Staff have used the language of rights to facilitate the discussion of previously ‘tricky’ topics and believe this has promoted greater openness and tolerance within the wider community allowing *“a wider perspective”* to be gained.
- Charters are referred to regularly in the classroom and there are actions identified as the ways in which pupils will respect their own rights. *“They remind us of which rights are important to us,”* a Y5 pupil said.
- The mental health and wellbeing of the children is paramount to Marner’s staff. A recent Wellbeing Week had a focus on combatting loneliness (child and adult) and has forged links to local care homes to help older people.

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

- Create opportunities to explore the concepts of equity, equality and dignity and ensure children and young people can describe how school promotes these concepts.
- Continue to embed the UNICEF RRSR [Charter Guidance](#) and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.
- Develop the role children and young people have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.

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.

- Pupils enjoy a variety of ways in which they can be heard and influence change. The School Council take suggestions from their classes to the SLT and are confident they will be acted upon. As well as influencing changes to the playground and increasing the number of recycling bins around school, they hold the SLT to account on environmental perspectives, challenging the number of paper copies generated, promoting the school's gardening club and preparing to take their produce to a nearby market for sale. During recent interviews for a new headteacher, the School Council held their own panel with challenging questions to candidates.
- Pupils' awareness of environmental issues includes working with TfL on sustainable and cleaner journeys to school, using bikes and scooters safely, and learning about air quality through a project called Greener Marners. *"Because the school's on a busy road, we have some air quality monitors in the classrooms where pollution is highest,"* a Y6 pupil explained. They also participated in the OutRight campaign to highlight air quality.
- During a recent local authority Safeguarding Audit, pupils explained to visiting adults their knowledge of rights, especially Article 19, and conveyed their belief that this awareness was protecting them from harm.
- Shine School creates significant opportunities for Marners' pupils to model their RR language and understanding to children from other schools who also attend. Their tutor recounted, *"When they want a new tournament or league set up, they express this to me through their rights: to play, to be healthy, or not to be discriminated against. The other kids involved ask, 'What do you mean, about your rights?'"*

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.
- Continue to provide opportunities for more children to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights, which may provide stimulus for child led campaigning/action.
- Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity.