

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Coed Glas School
Headteacher:	Kevin Hart
RRSA coordinator:	Stephanie Gillies
Local authority:	The City of Cardiff Council
School context:	Coed Glas has 508 pupils on roll. 32% are eligible for Pupil Premium, 10% have an IEP and with 12 different languages spoken, 24% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, deputy Headteacher, RRSA Lead
Number of children and young people spoken with:	14
Adults spoken with:	Teachers, support assistants, parents, governors
Key RRSA accreditations:	Registered for RRSA: July 2018 Bronze achieved: August 2018 Silver achieved: June 2019
Assessor(s):	Steven Kidd & Jenny Price
Date:	26 November 2021

ACCREDITATION OUTCOME

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

Coed Glas Primary School has met 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 accreditation 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 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concepts of rights.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- The school embrace diversity and inclusion is strong. The caring and nurturing ethos of the school means that the values of dignity and respect are lived and valued by children and staff.
- Children feel empowered and are confident that they are able to affect change, locally and globally.
- The enthusiasm and passion which was evident during the visit revealed an authenticity to the school's rights-based approach.

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 be creative in finding further opportunities for children and staff to learn about rights in greater depth with explicit links to learning, including the origins and wider context of children's rights.
- Continue to further develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, for example reviewing the School Improvement Plan (a child friendly version) and evaluating teaching and learning.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UN Global Goals for Sustainable Development as a framework for this and/or the UNICEF UK [Youth Advocacy toolkit](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools, perhaps through working with local primary and secondary schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere	Children shared good knowledge of their rights saying, <i>"They're for all children under 18," ... "For everyone all over the world," ... "You have them straight away."</i> They understand that <i>"some children don't have access to rights,"</i> and outlined where rights may not met: <i>"If people looking after children treat them badly," ... "If they are in a country with no clean water or food," ... "the war in Afghanistan," ... "the world's climate change."</i> A child explained <i>"We focus on a different right of the month."</i> This right is linked to assemblies and events such as Black History Month, sports week, Antibullying week, World Earth Day. A Right of the Year is linked to a fundraising focus. Mid-term plans link to awareness days, children's rights, Global Goals and there are links across many Areas of Learning & Experience. The Headteacher pointed out, <i>"Our work on rights and Global Goals has developed different skills relating to independence, influence and choice."</i> The Headteacher described staff INSET days saying, <i>"rights feature very strongly in those conversations"</i> and <i>"all school improvement priorities reflect rights."</i> Rights learning is shared with parents via Twitter, YouTube and weekly newsletters. The Headteacher said, <i>"parents are really on board with it, and we get positive feedback from them."</i>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Children understand that teachers, parents and supervisors fulfil the role of duty bearers. A child explained, <i>"a duty bearer makes sure that children get their rights."</i> One child stated, <i>"everyone is healthy, ready to learn, and everyone wants to come into school."</i> Children agreed that it's not fair that not all children have access to their rights, with one saying, <i>"gender equality is nice, to be fair, no matter what gender you are."</i> The Headteacher added, <i>"Children are aware that everyone has these rights, and they are treated equally but for some children to access their rights some children need more support than others."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights	Children explained, <i>"The charter is to make sure rights are respected. We have promises and we follow those promises"</i> and, <i>"we customise the boards around the classroom as you want, to fit class rights, needs and global goals."</i> The RRSA Lead acknowledged, <i>"The children have an increased respect and empathy for each other through learning about their rights."</i> When talking about dignity, children described it as <i>"being respectful to other people,"</i> and <i>"making sure you are kind, and that people are not mean to others."</i>
4. Children and young people are safe and protected and know what to do if they need support.	Children understand that they have a right to <i>"be protected from getting hurt."</i> They acknowledged that, <i>"trained first aiders help with serious injuries,"</i> and <i>"we have a fence so if people want to come in, they have to go through the school office,"</i> and <i>"lots of teachers who can help with anger issues... to keep us safe."</i> Staff also pointed out that they raised money for a defibrillator.
5. Children's social and emotional wellbeing is a	With two trained staff the school adopts the Thrive Approach. Children referenced worry boxes in classes, pet club, breakout rooms and chill out areas saying, <i>"the wellbeing we do helps with our mental health... the breakout rooms help if we want a more calm learning environment... Some children</i>

priority. They learn to develop healthy lifestyles.	<i>have stress toys to deal with stress and anxiety.</i> The Headteacher emphasised, <i>"Any conversation with me is going to be based around the needs of children and what's best for them."</i> Children acknowledged the chill area, <i>"it has a sandpit, we cook there, there's lots of stress relief type things there to help with anger issues or anything else really."</i> A child described the pet club saying, <i>"if we are feeling sad, we go to play with the animals to help us feel better."</i>
6. Children and young people are included and are valued as individuals.	Children mentioned the sign language club, support for children with disabilities or English as an Additional Language and different clubs. The Headteacher asserted <i>"as a group of staff and children we wanted to eradicate inequality within our school... the acceptance of others and listening to others is the real power and magic in our school."</i> A child pointed out that, <i>"we support hearing impaired children... it's really good because we have a much wider view of other people's views of life."</i> Another added, <i>"Children with disabilities should be treated equally and our hearing group is really important for this."</i> One child shared, <i>"My brother is autistic. He has the right to special help."</i> Another said, <i>"Article 2 says that everybody has these rights because no matter who you are should be treated equally."</i>
7. Children and young people value education and are involved in making decisions about their education.	Children understand education to be a right saying, <i>"we do what we want to do for 'Independence Day', choosing activities to complete in any order we want to, like reading, art or talks to help with our wellbeing."</i> Another explained, <i>"with chilli challenge we build from chilli one up to chilli three."</i> A child added, <i>"If you get stuck, teachers ask us if they can teach it differently,"</i> and <i>"teachers sometimes say how our work is using green or pink pen if we need to improve on anything."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The Senedd (RRS group) explained, <i>"our job is to share ideas with our class"</i> and another said, <i>"article 12 says we should be listened to, and I believe that all children should be able to put their ideas forward."</i> The RRS Lead explained, <i>"the range of children going for roles has changed dramatically. Through teaching about rights, they feel they have a voice and a place within these groups - it's the inclusivity of rights."</i> The Headteacher added, <i>"pupils' trust has built year on year, they have a voice and we do listen."</i> Children shared examples of change they have influenced: edible playground (plants and greenhouse) looked after by the gardening club; 180 solar panels on the roof; plastic free ways to celebrate 'green' Diwali (<i>"so it's not bad for the environment"</i>); designing the multi-use games area (MUGA) and playground; and, designing the new 'learning cube' building.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children talked about advocating for rights locally and globally, mentioning COP26, foodbank collections; recycling; and shoe collections. A child said, <i>"This month we have done a shoe collection emphasising one of the articles for having shoes and donating to a charity."</i> Another shared, <i>"we've also been donating to the Cardiff food bank and that food goes to families who don't have enough food."</i> And one said, <i>"at school we recycle things to make school better."</i> The Headteacher referred to children as <i>"Climate change makers."</i> Children referred to COP 26 event they were part of as <i>"a massive gathering of children who were protesting about plastic and we brought signs."</i> The RRS Lead added, <i>"children are starting to campaign off their own backs to take action"</i> with a child describing his efforts for the northern meadows campaign to prevent a new hospital being built on that site, <i>"we are saying yes to the hospital [being renovated] but no to the meadows [being destroyed]."</i>