

RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	YGG Llwynderw
Headteacher:	Mrs Indeg Griffiths
RRSA coordinator:	Mrs Rachel Lewis
Local authority:	Swansea
School context	YGG Llwynderw, a Welsh medium school, with 368 pupils on roll, of whom, 2.9% are eligible for Free School Meals. 21.26% of pupils have an either an IEP, EHCP or SEN Support. No children speak English as an additional language.
Attendees at SLT meeting	Headteacher, RRSA Lead Teacher, Y5/6 Teacher
Number of children and young people interviewed	10 children from Y2-4 8 children from Y5-6
Number of adults interviewed	Deputy Headteacher/parent, Nursery Teacher, RRSA Lead and Headteacher.
RRSA accreditations	Registered for RRSA: 03.07.2014 Silver achieved: 23.05.2016 Gold Achieved: 11.11.2016
Assessor(s):	Martin Russell and Stuart Whiffin
Date:	15.12.2021

REACCREDITATION OUTCOME

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

YGG Llwynderw has met the standard for the UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. The assessors would like to thank the children, the Senior Leadership Team, and staff for their warm virtual 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 reaccreditation 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 concept of rights and how rights work.
- Highly effective leadership of the rights related work at all levels, including from the children themselves.
- How the school has adapted and developed their rights practice in line with the current outcomes after transition from the Level 1 and 2 model.
- How the school has ensured that rights are explicitly linked to the curriculum, activities and events throughout the school year in line with developing the Curriculum for Wales 2022.

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:

- Further widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Continue to embed the Unicef RRSA [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 deepen Knowledge of the UN Global Goals Sustainable Development as a framework for learning and as a stimulus for campaigning. Consider using the [UNICEF UK Youth Advocacy toolkit](#).
- Continue to support children to develop and lead campaigns from a rights perspective. Consider further participation in UNICEF UK's annual [OutRight campaign](#).

2. VISIT HIGHLIGHTS

STRAND A	Highlights/Comments
<p>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</p>	<p>Children at Ysgol Llwynderw had a secure knowledge of a range of articles and could describe the nature of rights in a mature way. <i>“Everyone under the age of 18 have rights, they are for all children in every country of the world.”</i> Children could give examples of where rights are denied, stating, <i>“In some parts of Africa children cannot access clean water and, in some countries, children are not given as many freedoms as they are entitled to.”</i> Staff described how they are currently developing a new curriculum and how the approach has further strengthened their child rights based approach. <i>“We have always had a strong rights ethos within the school, it underpins all that we do. When the new curriculum was launched, we didn’t have to make big changes as we have historically put children’s rights at the heart of everything we do.”</i> Parents are kept informed about rights through social media and weekly newsletters which are emailed to parents. Newsletters include the right of the month and also highlight any events taking place in school linked to rights. The Rights Ambassadors and School Council have presented to the Governing body, keeping them up to date with rights developments within the school.</p>
STRAND B	Highlights/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>Staff and children discussed how the school facilitates their rights in school. <i>“Polly the Parrot is our rights mascot that was designed by a pupil. You can see Polly around the school and Foundation Phase children have a cuddly toy version which is used as a talking point to discuss rights with younger children.”</i> The nursery teacher detailed how parents are informed about Children’s rights from the moment children start school, with information being sent as part of the school welcome pack. Children had a good understanding of fairness and equity. <i>“Someone in my class needs some extra help with their learning so they have some time out of class with a special teacher, it helps them to be the best they can be.”</i> All children agreed that this was fair.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children agreed that relationships were good in the school and could give examples of where this is seen. <i>“If there is a problem in class, the teacher will take you somewhere private to discuss it and not sort it out in front of the whole class, they will always listen to both sides of the story.”</i> All staff are trained in Restorative Practice, as well as a group of KS2 children. Staff listen to children’s opinions, thoughts and feelings in a dignified way. The school reports that feedback from pupils show that they appreciated teachers dealing with issues outside of the classroom which upheld their right to privacy.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children agreed that they felt safe in school and could name a multitude of ways in which the school achieves this. One said, <i>“One day there was a tree in the yard which looked like it may fall down so we could not play football in that area, although we were disappointed, we understood that the teachers were making sure we had the right to be safe.”</i> Children discussed what they would do if they were to feel unsafe. <i>“If you are worried about something you can speak to a teacher that you trust, we also check- in every morning and talk</i></p>

	<i>about how we are feeling. The teachers will have a chat with you if they notice that you are feeling sad or worried."</i>
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children could identify that their wellbeing is supported by the school both physically and emotionally. <i>"Twice a week we do PE to keep us healthy and fit and classes take turns to go swimming every week. We learn about healthy food and why we should have a balanced diet."</i> One child discussed the importance of mental health. <i>"We do a lot of work to help our minds stay healthy, like meditation or mindful colouring. We also have worry boxes. We can write what we are sad about on a piece of paper and put it in the worry box. Some classes have worry monsters, we know that teachers will see our worries and help us deal with them."</i>
6. Children and young people are included and are valued as individuals.	Pupils have played an active role in sharing their voice in planning the new Curriculum for Wales. Children have been given a significant role in planning for the 'Four Purposes' by designing a new mascot which has been used as the main character in a book. All children have been included in the creation of illustrations for the book. The Governing body has paid for all pupils to receive a copy of the book to take home and share their work with parents.
7. Children value education and are involved in making decisions about their education.	At the beginning of each school term, children are asked to contribute to teachers planning and share ideas on what they would like to learn. Ideas are added as the term progresses. <i>"When we have a new topic, the teachers let us choose which tasks we would like to do. By doing it that way, you get to enjoy learning about things, it's not always just what the teacher thinks we should learn. We get to choose our own independent tasks."</i>
STRAND C	Highlights/Comments
8. Children and young people know that their views are taken seriously.	Children are able to join a wide range of pupil voice groups, such as the School Council, Rights Respecting Steering Group, Eco Committee and Digital Wizards. Children discussed how they are elected to each of the groups and said that they felt the system was fair. <i>"We have to write a speech about why we want to be part of that group and then there is a vote to decide who would be best for the job."</i> The school discussed the many ways in which children's ideas have driven change such as the introduction of lockers, new sports kits and new playground equipment for use at breaktimes. <i>"We have a School Council suggestion box so anyone can give us an idea which we will talk about in our meetings. We then go back and talk to our classes about what has been discussed."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children have been engaged in a number of campaigns and events to promote not only their rights, but the rights of all children locally and globally. During the pandemic families have been collecting food for a local foodbank. <i>"We have a foodbank by the door to help people in the community who don't have access to food, this makes sure they have the right to healthy food."</i> Staff and children discussed global partnerships. <i>"A few of our teachers went to Siavonga and we have been helping the children there to learn about their rights."</i> A member of staff who had visited the town discussed how the work had, <i>"opened the eyes of pupils to how some children across the world live. The project has helped pupils see things from a global perspective"</i> . Children decorated t-shirts to send to children in Siavonga and staff and pupils walked 1km in the local area to raise money to pay for blinds for the windows of the partner school as it had been identified that the sunlight has been impacting on the children's learning.