

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Wadebridge Secondary School
Headteacher:	Tina Yardley
RRSA coordinator:	Sion Williams
Local authority:	Cornwall County Council
Number of pupils on roll:	1,070
Attendees at SLT meeting:	Deputy Headteacher and RRSA lead
Number of children and young people spoken with:	8 students from Year 7 and Year 10
Adults spoken with:	RRSA lead, teacher, HLTA, Senior Mental health and Wellbeing lead, Geography lead.
RRSA key dates:	Registered: November 2022 Bronze achieved: September 2023
Assessor(s):	Jane Sargent
Date of visit:	5 th June 2024

ACCREDITATION OUTCOME

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

Wadebridge Secondary 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.

- Students demonstrated a good knowledge and understanding of rights. They knew a range of articles and were confident in the concept of rights. One student explained, *"Every child has rights, but some children don't have access to these."* Another student went on to say that, *"Every child has a right to a home and shelter, but because of the war in Gaza and Ukraine these children are not having their rights met."*
- The deputy headteacher, RRSA lead, staff and students described how children's rights are integrated into assemblies and are beginning to become embedded throughout the curriculum. The school introduced a new Year 7 unit on 'The Rights of the Child,' which has provided valuable opportunities for students to learn about and discuss their rights. Additionally, the school has implemented 'DNA' and 'Sum it Up' activities at the start and end of each lesson, linking the focus of learning to specific rights. According to the RRSA lead, these initiatives have successfully ensured that discussions about rights are beginning to permeate the curriculum. For instance, the Science department has connected certain articles to lessons about drugs. The RRSA lead went on to say that, *"We can now begin to see the shift with our students where the conversations are more rights explicit."*

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

- Continue to ensure that all staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional. Consider using the RRSA resource [ABCDE of Rights](#) and [Myths and Misconceptions](#).
- Continue to widen the range of articles that the whole school community are familiar with. Consider using the [Article of the Week](#) learning activities. Encourage teachers to make explicit reference to rights in their planning of a widening range of subjects / topics and in their daily interactions with young people.
- Look for ways to incorporate an explicit commitment to rights and education for global citizenship and sustainable development into the heart of the school's mission and purpose. Consider further CPD through engagement with the Sustainable Development Goals and [The World's Largest Lesson](#) to help develop an understanding of global issues and how they impact on children's rights and the wellbeing of the planet.

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.

- The school's ethos and values are intertwined with children's rights, fostering a culture where students recognise that rights are inherent and unconditional for all. There is a common language of rights, which is becoming increasingly used across the school. This supports students being able to explore and discuss things that really matter to them.
- The school has implemented a comprehensive set of measures to ensure that all students understand and can access their rights. One significant initiative, introduced in response to student voice, is Plan B. This programme provides students with access to personal hygiene products. One of the students explained, *"We have lots of lockers around the school. You can just go and ask for a key and then take the things that you need."* Another student highlighted that Plan B is about maintaining, *"self-respect and dignity and ensuring that everyone can access their rights."* They went on to say that, *"If you don't have deodorant you don't want to feel judged or less than others for something that isn't your fault."*
- All students spoken to stated that they felt safe in school and spoke about the strong and caring relationships within the school. One student stated, *"We have a lot of teachers who help out. If you feel overwhelmed or have a lot going on you can go and speak to them. It's the same for SLT. They're always around and if you have an issue they will sort it out."* Another student went on to say that, *"There is also the pastoral team. If you've had a fall out at lunchtime or don't feel safe you can go to a club with a smaller environment with people you trust."*
- All of the students spoken to felt that they were valued as individuals and had opportunities to have a say in their learning. The school has put in place a range of approaches to ensure that all students can access their learning. These include Forest School, Skills Academy and Vocational Pathway.

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, ensuring that children can describe how the school promotes these concepts.
- Explore with staff, and young people the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school.
- Develop the role of children 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.

- The school places a great deal of importance around student wellbeing. As a result of student voice, they have recently introduced Student Mental Health Champions. The school's Mental Health lead explained that, *"As a result of the RHSE curriculum and student voice, we now have two Year 10 students who are 'Mental Health Leaders.'"* The Mental Health lead explained that there are already other students who have expressed a real passion for becoming involved in this too.
- All of the students spoken to felt that their voice was heard. The school has a range of ways for students to be involved. These include form captains, eco representatives, sports leaders, student councillors, Head boy, Head girl and prefects. One of the students explained that, as a result of student voice, a free breakfast club has been introduced. They went on to say, *"Some students don't have access to breakfast before school. We now have a free breakfast club so that everyone has the right start to the day."*
- This year, all students took part in Make Your Mark. This gave them the opportunity to have a say in things that matter to them and be involved in a democratic process. One student went on to say, *"Being in a rights respecting school is great because you get a better understanding of all the rights, why you need them, and to know they are being met."* Another student stated that, *"I'm now more aware of when someone's rights are not being met."*
- Students talked about their fundraising and the importance of this. In response to a real need within their community, they have actively engaged in a range of fundraising activities, such as Food Bank Friday.

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. Ensure that they understand how this links to Article 12 and participation. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- Continue to support children to explore a range of local and global issues from a perspective of rights, allowing time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Support children 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](#).