

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Ysgol Gynradd Groes-Wen
Headteacher:	Richard Carbis
RRSA coordinator:	Catrina Rhisiart
Local authority:	Cardiff Council
Number of pupils on roll:	139
Attendees at SLT meeting:	Headteacher, RRSA Coordinator
Number of children and young people spoken with:	12
Adults spoken with:	Teacher, TA, Parent, Parent/Governor
RRSA key accreditations:	Date registered: 01/07/2024 Bronze achieved: 07/07/2024
Assessor(s):	Robin Bonar-Law, Cai Maxwell
Date of visit:	4th of July, 2025

ACCREDITATION OUTCOME

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

Ysgol Gynradd Groes-Wen 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.

- Groes-Wen is a relatively new school with its eldest pupils being in year 3. Pupils spoken with were confident and well informed able to share good range of articles and understood the rights are universal and unconditional. They were able to link this to rights-based practise in the school such as assemblies, workshops, and class charters.
- The school's global work -supported by governors- has educated children of situations where rights may be denied. Pupils were able to give specific examples of this "*Some children around the world don't have clean water*", this point was echoed by parents who discussed the impact the school has had on the children as global citizens.
- The Headteacher spoke of how rights have been central to policy and practice from day one "*Education must be built around rights; it's the only way. All our policies are framed by the rights. We want a school where children feel respected by adults, where they feel at home and safe, where the voice and needs of the pupil are modelled in action. Relationships are founded upon respect and conversations are shaped by rights.*" The RRSA coordinator added "*It's such an inclusive environment; the children treat everyone as equals.*"
- The school community of Groes-wen is very strong, staff are informed of work through the schools' newsletters, which explicitly mention relevant rights, and Seesaw. Parents spoke about how Governors are kept informed with the work of the school and actively support the school with advocacy and pupil voice activities such as staff interviews.

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

- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource ABCDE of Rights.
- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects/topics and in their daily interactions with children and young people.
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, consider staff CDP at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this.

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.

- At the beginning of each year children choose rights that are important to them and use them to shape a "pethau pwsig" tree charter with leaves containing actions for the children. *"We think about the rights, like the right to be safe and the right to have a voice, and put them on the leaves"*. Another child added, *"we also learn about rights in assemblies on Mondays and Fridays"*.
- Children reported feeling safe at school and provided several examples of how this is ensured, such as *"when the fire alarm goes off the teacher takes the register to make sure we are all safe"*. Another added *"Adults keep an eye on us in the playground in case we hurt ourselves."* Pupils also valued visits from external agencies, such as the children's commissioner for Wales' team, which enhanced their understanding of safety as a right. All children agreed that they feel safe in school and can talk to trusted staff members if needed. Relationships built upon respect and trust was a key theme of conversations across SLT, staff and parents, one governor explained *"The teachers are so involved in each individual's learning – if somethings not right they know. They're so caring and very inclusive about families as a whole unit - that also brings the community together"*.
- Children discussed how the school supports them with their health, social and emotional needs. *"There's a corner over there where we can relax if we feel stressed or need time to think."* One pupil added *"We also have lots of healthy food and can join lots of clubs and play outside"*. The RRSA coordinator spoke of the Swedish tradition of 'Fika' the school has adopted – classes sit down every day to eat healthy snack and have a chat which serves as an emotional check-in.
- Many children spoke positively of school and of their learning, and attendance figures reflect this. The majority of children at Groes-wen are in nursery where the school has adopted Froebel's Approach directly linked to the CRC and supporting children to shape their education through curiosity, exploration and adult observation.

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 and ensure children and young people can describe how school promotes these concepts. (Outcome 2)
- 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. (Outcome 3)
- Explore with staff, children and young people the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome 3)

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.

- Children are given opportunities to support the rights of others locally and globally through campaigns and fundraising. One pupil shared, *"We were worried about vehicles going too fast past our school, so we made posters and put them up outside the school - we have a right to be safe."* Pupils also shared their interest in *"clean water for the whole globe"*, this was a topic chosen by the school Senedd. They had a visitor that discussed clean water, they learnt about water aid and organised a fundraising activity.
- Children at Groes-wen feel confident that their voices are heard and taken seriously. All pupils, in year 1-3 are involved in the school Senedd and a variety of pupil voice subgroups. Recently, the Senedd have been involved in interviewing new members of staff, pupils agreed that it felt good and important to be involved in decisions. One parent governor said *"They helped write questions and did a mini-interview for each candidate with support from two governors, they were involved in the process from the beginning to the end including feedback on final decisions. They were really quite chuffed. They valued being involved - it's their school after all."*

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

- Continue to provide opportunities for children and young people 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. (Outcome 8)
- 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. This may provide stimulus for child led campaigning or other action. (Outcome 9)
- 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. (Outcome 9)