

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Wildern School
Headteacher:	Ceri Oakley
RRSA coordinator:	Rebecca Burden
Local authority:	Hampshire
School context:	Wildern school has 1,869 students aged between 11 and 16 on roll. 16.95% of students are eligible for Pupil Premium funding, 10.13% of students have an EHCP and 39.13% of students speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher (Curriculum Lead), Assistant Headteacher (Culture, Behaviour and Ethos), Assistant Headteacher (Attendance and Inclusion), RRSA Lead
Number of children and young people spoken with:	9 members of Right Respecting Community Group (Years 8-11) 25 Year 10 students 120 students during tour of school with 2 x Head Pupils
Adults spoken with:	10 adults including teachers, parents and a governor
Key RRSA accreditations:	Registered for RRSA: July 2008 Silver achieved: June 2009 Gold achieved: January 2011 Gold reaccreditation: January 2016, November 2019
Assessors:	Helen Trivers and Brenda France
Date:	7th June 2024

REACCREDITATION OUTCOME

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

Wildern School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 range 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:

- Confident children who clearly know they have rights and are committed to helping to realise these for other children locally and globally.
- Senior Leaders who demonstrate clear commitment to a child rights approach, putting it at the core of the school's work, and working with students to evolve and adapt approaches to involve and engage all members of the school community.
- Children feel listened to, that their views matter and that they could make a positive difference within their school.
- The school has a strong culture of inclusivity where all children feel valued and supported to be the best they can be.
- There is a real focus on arts and culture for all students, and this creative and nurturing approach promotes the values of dignity and equity across the school community.

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:

- Create further opportunities for students to learn about rights in greater depth and to widen the range of articles that the whole school are familiar with.
- Seek ways of making the Convention and your commitment to RRSA more explicit in school communications, school policies and strategic documentation such as medium-term planning.
- 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. Seek to make links more explicit between the school's charity work and the realisation of children's rights.
- Continue to act as ambassadors for rights and the RRSA through your Trust network and your primary feeder schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Children across all year groups spoke confidently about their rights and how the CRC belongs to all children locally and globally, <i>"In geography, we talk about how rights are not met across the world and in history we have learned how rights were created," "We've looked at the war in Gaza and how rights have been impacted."</i> The RRSA Ambassadors explained how the whole school community were involved in reviewing the school charter, <i>"We are taught about rights in our Education4Life lessons. We voted for our top 5 rights. That got people involved in thinking about rights."</i> <i>"We did a video about the ABCDE of rights that was shown during tutor time."</i> There is a sustained and clear commitment to children's rights from all members of the Senior Leadership Team. The headteacher described the school's focus on rights as being, <i>"The golden thread that ties everything together,"</i> and said, <i>"We talk about how proud we are of being a rights respecting school."</i> The RRSA Lead spoke about induction for students and for staff, <i>"Year 7 have tutor sessions on the CRC during their first few weeks. We talk about rights at induction sessions."</i> <i>"There have been lots of staff changes but we invest in training for staff. We use the UNICEF Spotlight resource."</i> Staff and parents spoke positively about how children's rights underpin the school's day to day practice, <i>"We live and breathe rights in our curriculum, it's part and parcel of their learning," "Y7 are looking at displaced people through their drama lessons."</i> A parent highlighted how students have an opportunity to have their voice heard during tutor time. Parents also find the school's social media a very helpful source of information about rights learning.
STRAND B	Highlights and comments
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	All children spoken with felt strongly that their rights are respected at school. There is a strong focus on safety and wellbeing. Children felt that generally everyone worked well together, they were treated fairly and staff made students feel included. An Antibullying Ambassador spoke clearly about how the school supports their wellbeing, <i>"We stamp out bullying. We do assemblies about different types of bullying and we created a student friendly charter on anti-bullying."</i> Senior staff spoke about how the school's approach to behaviour is trauma informed, <i>"Connecting before correcting."</i> The school is developing a new Wellbeing Hub for students which will bring together different teams and strategies to further support student wellbeing. The school is involved in a national wellbeing project which is focusing on Y8 and Y10 students, <i>"The #Beewell project supports us to think about how we can make changes early on to support wellbeing. It picked up that our students need to do more sports, so we are doing the Blue Peter badge with them."</i> Students spoke about the range of ways they can access support from different staff, <i>"We have QR codes in our planners so we can report things online if we don't feel safe. This is for things outside school, any home issues too."</i> <i>"There is a slide at the end of our Education4Life sessions about</i>

	<i>safeguarding, so we know who to speak to.” “Student services run sessions to help with anxiety.”</i> The assistant headteacher explained that identity is an important issue for students; this has supported work on inclusion and non-discrimination, <i>“Prejudicial language is not tolerated.”</i> RRSA Ambassadors spoke confidently about how the school listened to them and they felt valued as individuals. <i>“At Wildern we are not judged; you can become who you want to be, develop your own skills.”</i> Students spoke about concepts such as dignity, equality and equity in the context of learning and support in school, saying, <i>“Thinking of equity, we have 5 minute passes for children with neurodiversity to leave lessons early.” “The learning support team gives some children extra-help.”</i> The Ambassadors also explained how the school charter would be changed as new Y7 children started: <i>“Our charter will change again because it’s important to listen to new students and include their views.”</i> The school has worked with students to develop the school’s artistic and cultural opportunities for students, promoting diversity and inclusion through its approach. RRSA Ambassadors talked confidently about how these activities build student confidence and involvement. <i>“We pride ourselves on students being able to do extra-curricular activities.” “We can express ourselves and be who we want to be.”</i> Commenting on the school’s recently reviewed charter, the headteacher said, <i>“I was proud that pupils chose A31. We’ve been pushing our extra-curricular offer post covid. We feel the arts are very important.”</i> The deputy headteacher added, <i>“Our disadvantaged students have been on more trips. We think about equity in the classroom, but we also think about this for extra-curricular activities.”</i>
STRAND C	Highlights and comments
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 children experience their rights.	Students were clear that they are listened to and their views always get a response. <i>“Our school listens to us and this allows us to express ourselves.” “Our uniform rules have relaxed so we can express ourselves and others can see who you are.” “We raised issues about the uniform. We know they have listened to us.”</i> The deputy headteacher shared how the school has changed the way they seek the views of students, <i>“There is a Wildern Ideas Form that anyone can submit electronically, and they get a response.” “Our #talktous form is being increasingly well used.”</i> There are also focus groups which students from all year groups can choose to join and these groups empower children to take action. For example, the Eco Group has been involved with ‘The Big Clean’ with local volunteers, the Rights Respecting Community Group has led the OutRight campaign on Climate Action with a whole school vote deciding to focus on Wildlife and Biodiversity. The RRSA lead explained, <i>“Students are sending postcards to parliament. Everyone voted on what to do. They understand how this links with rights.”</i> Students could explain how their charity work also supports children’s rights both locally and globally, <i>“There are people in our community and across the world who don’t have their rights met.”</i> Students were proud of collecting 3 minibus loads of items to send to children and families in Ukraine, donating over 3,400 items to the local Southampton foodbank and over 400 Easter eggs to a local appeal. One student explained, <i>“I know there are children across the world who I have helped. It’s nice knowing you have helped.”</i>