

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Windsor Clive Primary School
Headteacher:	Cherri Clee
RRSA coordinator:	Hettie Lewis
Local authority:	Cardiff
School context:	Windsor Clive Primary School has 449 pupils on roll, of which, 76% are eligible for free school meals, 17% have been identified as having additional needs and 31% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Head, Assistant Head, RRSA Lead
Number of children and young people spoken with:	15 pupils in Rights Group 15 pupils from across Year Groups Selection of pupils during School Tour
Adults spoken with:	Family Engagement Officer, Teacher, Language Support TA, Parent Governor, Parent
Key RRSA accreditations:	Registered for RRSA: 31 st July 2018 Bronze achieved: 18 th January 2023 Silver achieved: 23 rd November 2023
Assessor:	Stuart Whiffin
Date:	11 th November 2025

ACCREDITATION OUTCOME

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

Windsor Clive Primary has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor 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:

- Pupils who can confidently discuss a range of rights and explain why they are important and relevant to their lives.
- Rights learning that is embedded across the curriculum, including the early years and children with additional needs, using a wide range of age appropriate, creative resources.
- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report, ensuring that the RRSA journey is sustainable and meaningful for all.
- A nurturing family atmosphere with strong relationships with parents/carers who also value and engage with the school's Rights Respecting work.
- Pupil participation that is valued highly with a range of pupil participation groups giving opportunities for all young people to put their suggestions forward and for these to be acted upon.

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:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice, distributing the leadership of the Rights Respecting practice further throughout the school. Consider engaging a range of staff with [RRSA training courses](#) and using the [RRSA Spotlight](#) staff CPD resources included in your membership.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives and policies are related back to rights so that children and young people are able to articulate that everything they experience in school is underpinned by the UNCRC and their rights.
- Continue to develop an ethos of inclusion and non-discrimination, providing further opportunities to engage children and young people in celebrating the diversity of the community in all its forms, including race, gender, ability, beliefs, sexuality and different kinds of families so that all people feel valued and included. You might find the [Global Dimension calendar](#) a helpful resource.
- Continue to develop strategies to empower pupils 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 UNICEF UK's [Youth Advocacy Toolkit](#) and the [UN Global Goals for Sustainable Development](#) as a framework for this.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Children spoke confidently of several articles they have been learning about and were able to link these to real-life experiences. They were confident of the unconditional, universal, inherent, inalienable and indivisible nature of rights. <i>"...they are for all children in every country,"</i> said one pupil. <i>"They are for children, everyone under 18, they can't be taken away from us,"</i> said another. Children explained that although all children should have rights, they have been learning about situations where children may not be able to enjoy all their given rights. <i>"In Jamaica, there was flooding and a hurricane, so children can't go to school or have shelter,"</i> explained one pupil. Children discussed several ways they are supporting local campaigns and charities so that all children can access their rights. The school develops knowledge of rights through their Concept Curriculum, as well as school assemblies, class assemblies, newsletters and the child-led School Government blog. The RRSA lead discussed how the curriculum has <i>"...been driven with rights at its heart, it is the vehicle we use to drive all of our concepts."</i> The deputy head spoke of the impact they are seeing from being part of this work. <i>"Exploring the concepts of dignity and equity has really shown our pupils how they all need different things and how they are supported to help each other thrive, children will come to us knowing that we can give them what they need."</i> Staff training has been thorough, with regular INSET sessions held for all staff, including midday supervisors. <i>"This has ensured that the adults across the school understand their role as duty bearers and are committed to respecting children's rights."</i> Parents are kept informed via regular communications such as newsletters, reading the pupils blog, whole school events and formal and informal meetings with staff.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the CRC.</p>	<p>Children discussed how they have developed knowledge of rights holders and duty bearers, stating that the duty bearers must, <i>"make sure that your rights are being followed."</i> Children said that class charters help to develop this way of working, as they <i>"...show us how we respect rights for everyone, even the grownups."</i> The school's work on equity has helped children who in the past may have challenged why certain children were receiving different interventions. <i>"We no longer hear this, now all children understand that everyone has different needs and ways to learn,"</i> said a member of staff.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Relationships have continued to develop at Windsor Clive. The schools Positive Behaviour Policy is underpinned by articles from the UNCRC and has a restorative approach centred on building trust and respect. One of the whole school concepts is 'consequences' with staff discussing how, <i>"This teaches our children how to manage conflict, how to make good choices, and the impact of their choices, which could link to their own relationships to climate change or the importance of sustainability."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>All children were confident that if they had an issue or problem, they would have a trusted adult they could speak with or confide in. Children spoke of the many ways in which the school upholds their right to safety. <i>"We have practices like fire drills and lockdown drills, so we know what to do if there is a problem"</i> said one pupil. Others spoke of external visitors such as the police or fire service who visit the school.</p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>The school employs a school engagement officer who supports pupils with social or emotional issues. Staff discussed how. <i>"Our School Engagement Officer engages families through a wide range of events, schemes and opportunities such as 'community market', Family Thrive courses, Money Matters courses and Families Learning Together."</i> Staff discussed the importance of whole family mental health and wellbeing, noting how children who are supported at home are more engaged and happier at school. A 'Wellbeing Newsletter' has been created and will be sent to parents/carers monthly, with the intention of highlighting the importance of wellbeing.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Children discussed how they have explored diversity and equality through their concepts work and how this makes sure they, <i>"...have respect for everyone, always."</i> the school notes how curricular projects such as the, 'Humanæ Photograph Project' for learners in Year 6 celebrated humanity’s true colours, further promoting the universal nature of rights.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Staff spoke of the whole school approach to developing enhanced provision for pupils across all ages, not just in the early years. Children have been at the heart of this process. <i>"...children take responsibility for planning this provision, and often gather the resources for them, linking their previous learning to future activities to ensure they are purposeful."</i> Other children discussed how they are asked questions at the start of a topic, and how the <i>"teachers use them to plan fun activities."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>There are several opportunities for children to have their voice heard at both classroom level and as part of the strategic vision for the school. The Pupil Government has several pupil voice groups, with children elected via democratic approaches. All children spoken with agreed that this process is fair. The children spoke of how their School Government Blog has developed. <i>"Our friends can put questions on there for the Government to answer, we look at them in our meetings and get time to write back to tell them how we changed things."</i> Staff discussed how. <i>"This participation from children has led to improvements being made such as fulfilling requests to cut the trees above the MUGA to stop footballs getting stuck, providing a scoreboard for ball sports at playtimes and asking to improve school dinner options."</i> The pupil government has elected leaders (Lead and Deputy Pupils) who are selected through an election process. <i>"We had to write a manifesto saying why we were the right people for the job."</i> explained one lead pupil. <i>"Then there was a vote, so it was fair."</i></p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children have taken part in several campaigns to ensure that children locally and globally are enjoying all their rights. These campaigns form part of the curriculum offer, examples of these were given such as a Year 4 vaping campaign, Year 3 plastic campaign, Year 3 conflict resolution campaign and Year 2 recycling campaign. Staff commented how, because of the raised awareness of denial of rights, <i>"Children are empowered to drive the change they want to see in the community and wider afield. They can see the difference their actions can make."</i> The school notes how, <i>"These campaigns have encouraged the children to think about how to make a difference to their school community, and have seen them making posters, holding assemblies for children and parents, creating videos, writing letters to the government and raising awareness."</i> The school plans to widen their campaign work to include more global action in the coming academic year.</p>