

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Blanford Mere Primary School
<b>Headteacher:</b>	Nikki J Millar
<b>RRSA coordinator:</b>	Jennifer Cartwright
<b>Local authority:</b>	Dudley
<b>Assessor(s):</b>	Stella Man
<b>Date:</b>	21st June 2019

### 1. INTRODUCTION

The assessor would like to thank the children, the Senior Leadership Team, staff, and governors 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 assessment visit, the school completed a comprehensive School Evaluation: Gold form.

It was evident that children’s rights are embedded across the school and underpin every facet of school life.

Particular strengths of the school include:

- The Rights Respecting Coordinator has developed an integrated approach using lots of creative ideas to support children and adults in the school community to become confident in and knowledgeable about the United Nations Convention on the Rights of a Child (CRC).
- The ability of Key Stage 2 children to use rights to discuss and develop conversations on both personal and international issues: from explaining *'that due to Article 12 children in school are more involved in their learning'* and *'the teacher does not focus just on the most able children but also on the less confident to push them forward'* to *'we didn't know before about children across the world who don't have the same advantages as us'*.
- The opportunities the school has provided to empower the children to participate in actions that could impact on the local community including supporting the Brownies to gain their Rights Respecting badge, doing a display at the local public library on clean air and beginning to campaign for a safer world globally.

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

## 2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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:

- Provide more opportunities for child-led campaigns and home-school activities so that the confidence of the whole school community grows and through participation, children and adults become strong ambassadors for the CRC, which will extend the children's leadership abilities.
- Continue to develop global citizenship - share good practice with other Gold schools locally and explore the Global Goals (Sustainable Development Goals) including using resources from the World's Largest Lesson <http://worldslargestlesson.globalgoals.org/>
- Continue to deepen children and staff's knowledge and understanding of the CRC. Consider using the ABCDE of Rights. Provide more links and opportunities to explicitly promote the CRC to the whole school community and to the wider community including, as identified by the school, the local secondary schools.
- Consider having a question that refers to the UNCRC as part of the interview process for new staff.

## 3. ACCREDITATION INFORMATION

<b>School context</b>	This is a smaller than average-sized primary school with 255 on the role. The vast majority of pupils are from White British backgrounds. A few pupils are from a variety of minority ethnic backgrounds. 1% have English as an additional language. 15% are SEN/EHC/IEP. 14% are eligible for the pupil premium/FSM. The short inspection by Ofsted in January 2018 rated the school as Good.
<b>Attendees at SLT meeting</b>	Governor / RRSA coordinator / deputy headteacher
<b>Number of children and young people interviewed</b>	39 children in focus groups, 4 children on the learning walk and 15 children in class visits
<b>Number of adults interviewed</b>	3 teaching staff, 1 support staff, 2 parent/carers, 1 governor
<b>Evidence provided</b>	Learning walk, focus groups, written evidence, class visits
<b>Registered for RRSA: December 2014</b>	<b>Silver achieved: 24th April 2016</b>

**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 development.

**Strand A has been achieved**

Most children from Y1 to Y6 are familiar with a wide range of articles from the United Nations Convention on the Rights of the Child (CRC). They talked about how children's rights are not always met and illustrating this with a discussion on current wars, World War Two and how Anne Frank was denied her rights. They also knew they belonged to all children from birth, were all important and could not be taken away. The RRSA Coordinator said the change in language recommended by Unicef from responsibilities to rights respecting actions had ensured there was no confusion. Children engaged in discussions about the need for a clean environment and sustainable development through their involvement in the Outright campaign they talked about their participation in Walk to School week and writing to Dudley Council about plastic waste in the local park.

Parents and children learn about the CRC through assemblies, newsletters, displays, Home-School Agreements and homework activities. The parent and the carer interviewed explained they had also learnt a lot from their children who talked about rights in very many contexts at home, from their interpretation of the news to the support they received in school. In addition, the RRSA Coordinator had developed a Take-Home Task activity which had captured the imagination of almost every family in school; the Paddington Bear suitcase to be made with rights inside and the duty bearers actions on the outside of the suitcase. Over 200 homemade suitcases filled with rights came into school and were displayed. Children talked about learning about Articles in lessons; a Key Stage 2 child gave the example of Article 24 being linked to learning about Rivers Around the World, *'they are the lungs, cleaning the dirty air'*. In addition, the RRSA Coordinator has supported children to learn through having the full CRC in their planners and on classroom charters. She had provided training for all adults in school including the support staff, kitchen staff and caretaker.

The Deputy Headteacher explained that committing to the RRSA was not just a tag on. *'It's part of everyday life in the school, it is embedded.'*, *'...preparing children for adulthood.'* and *'Since beginning the RR journey the value children placed on their education has increased, they feel safer evidenced by pupil surveys, and they have a deeper understanding about other children across the world'*. The School Aims on the website include: *'respect their own rights and those of others so that everyone feels valued and secure in our school and wider community'*. Ofsted reported, *'Pupils know they have a right to an education and value this right. The UNICEF principles underpin the behaviour policy and each class has their own charter. Blanford Mere is a caring and inclusive school'*.

**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.

**Strand B has been achieved**

Reception and Key Stage 1 children in the focus groups listed rights that impact their life in school including *'the right to have an opinion', 'the right to have a name', 'clean environment', 'clean water', 'nutritious food', 'rest and play', 'shelter', and 'the right to have an education'*. Key Stage 2 children in the focus group listed article numbers and were able to explain how their rights were being met through school actions, for example, *'Article 17 is our right to have reliable information we learn through teachers, books, computers, media and each other', and 'Article 16 our right to privacy which is on the toilet doors'*. Children understood that the duty bearers were teachers, parents, carers and *'adults'*.

Children described how relationships had improved since learning about rights, *'people are kinder', 'we help each other out', 'we make sure no one is left out'*. They talked about how there had been further improvement since developing the playground charter, *'there's been a big change, before doing the rights some children were unfairly treated and were upset'*. A Lunch Time supervisor explained that children now reflect on their actions, and there had been a massive difference to behaviour in breaks since they and the children all use rights respecting actions to support children to resolve disputes using the playground charter and the rights tags on their lanyards. The school has had no exclusions for three years since embarking on the RRSAs Gold. They have a behaviour system in place, which was built using pupil voice and the children think it is a fair system that encourages positive behaviour. They were able to discuss the concept of dignity explaining it was *'respect', and 'knowing you have rights', 'that can't be taken away'*.

Children said they feel safe in school, and this was backed up by the pupil survey where 98% had said they felt safe in school. Children knew what to do if they felt unsafe from asking friends, peer supporters, family members, teachers, lunchtime supervisors to Childline. A Y1 child talked about the right to privacy being on the bathroom door to keep them safe. Children cited the playground as an area where they occasionally felt less safe, but they described how the playground charter, which refers directly to Articles 12, 15, 24, 29 and 31, helped children settle disputes through rights respecting actions. The school adopts the 'STOP' system to encourage children to understand what bullying is and what they can do if they were being bullied, there are workshops to help support their understanding of this – Bully 4 U, Helping Hands, My Mate Fancies You, friendship puppet show, internet safety week, anti-bullying week. The school has had no cases of bullying reported and 99% of the children agreed in the pupil questionnaire that they are encouraged to help and respect others and that the RRSAs charters help them to do this.

Children explained how the school provided them with information to support their learning and a range of activities to develop their talents. If they felt sad or worried, they described how they were confident to resolve it themselves, go to a friend, or seek out a peer supporter, lunch time supervisor, teacher, parent, sibling or other family member. They linked the provision of new playground equipment and walking initiatives to supporting them to have more exercise. Teachers outlined a range of specialists coming into school from PE, football, cricket coaches, to outside support agencies for children in need of additional mental, social or emotional needs. There were a number of after-school clubs. The school kitchen has a 'healthy school menu'. Children have opportunities to learn about healthy recipes and cook healthy food on a termly basis, the food is sent home with the recipes for the children to cook with their adult.

The Governor explained that their work on the CRC had contributed significantly to a culture of inclusion by *'encouraging the children to look outward rather than inward'*. A foster carer explained that it had made a clear difference to her traumatised children, *'by knowing they had rights has empowered them - given them a voice - it has transformed them'*. A child in the focus group explained how he had struggled at his previous school but because *'every child has these rights the teachers do not just focus on the very able but on everyone, they have helped me a lot, I now feel confident to speak, when I first came I couldn't speak at all'*. A teacher observed that *'the right to say what you feel has made a significant difference to those children with additional needs whose contribution in school has significantly improved'*. A parent expanded saying she saw that learning about the CRC had *'empowered the children, giving them a voice', and had taught them a lot about life. You want your child to be thoughtful, helpful, passionate, but you want that for all other children too, learning about the CRC achieves that'*.

Most children who were interviewed indicated their commitment to supporting the right of others and themselves to learn. *'We have suggestion boxes and opinion boards as part of Article 12...'*, *'and we are able to choose what sort of writing to do'*. Another Y5/6 child spoke about Article 29 and how it helped them respect the rules, and how the class charters helped them know their rights but also to sign up to them *'so we can learn'*. *'Knowing our rights helps us know how we can help people whose rights are not met.'* a Y5 child confided.

**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.

**Strand C has been achieved**

Suggestion boxes and opinion boards linked to Article 12 are used in class to encourage all children to contribute their ideas. Pupil voice, the RRSA champions and school councillors described how they have helped develop areas of the school that needed improvement. They explained how children's ideas were listened to and discussed with them, and where the ideas became actions, the children were involved in the decision making, including budgeting and purchasing. Play at breaks was one area that had been identified by the children as an area for improvement. They had been instrumental in the creation of play leaders and having more play activities, including the outdoor gym equipment, and micro-scooters which the children raised the money to purchase. In addition, the children have suggested new water fountains and pegs for the back of toilet doors. On the learning walk a Y6 child stopped the RRSA Coordinator to request a meeting as she had had a good idea for school improvement she wished to discuss.

The whole school has been involved in campaigning for a safer world as part of the OutRight campaign, including writing postcards to Michael Gove MP to express their opinion on air pollution. It has led to the school participating in the 'Walk to School Week'. Y2 did a survey of their local park and then wrote to Dudley Council to point out that it was not a clean environment with plastic, paper and dog waste scattered everywhere. Some children have met with the local MP Michael Wood to share their views about a safer world. Others valued the opportunity to be listened to when they took their views to the Houses of Parliament. Children have created a display for the local public library, which had the double effect of introducing children and parents to the library facility and the other library users to information on how to campaign for cleaner air. In addition, children had been

## UNITED KINGDOM

ambassadors by supported the children at Brownies to achieve their Rights Respecting badge. The school had participated in Soccer Aid.

Children are using Global Learning Journey Books which they will develop throughout their life in the school to showcase their campaign work for a Safer World and work on the Global Goals. The Deputy Headteacher felt that children now had *'a deeper understanding about children across the world where some do not have their rights met, but then they appreciate they have their rights met. Providing them with a better understanding and respect for the education they have'*.