



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Bransgore Church of England Primary School
Local Authority	Hampshire
Number of pupils on roll	348
Headteacher	Paul Brown
RRSA Coordinator	Deborah Craddock
RRSA Assessor	Paul Harris
Date of visit	18th May 2018
Attendees at SLT meeting	Headteacher, Deputy Headteacher and the RRSA coordinator.
Number of pupils interviewed	Approximately 81 pupils (including focus group of 26 pupils [years 2 to 6], class visit [years 3/4] and during part of learning walk & lunchtime).
Number of adults interviewed	3 teaching staff, 2 support staff, 2 parents and 2 parent governors (either during learning walk or at a meeting).
Evidence provided	Pupil focus group discussion, meetings, class visit, assembly, learning walk and written evidence.
Date registered for RRSA	April 2016
Bronze achieved	December 2016

ACCREDITATION OUTCOME

Bransgore Church of England Primary 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.

- School leaders are committed to the principles and values of the United Nations Convention on the Rights of the Child (CRC). The school's mission statement is underpinned by its values of being a 'loving school' and as the website explains 'our Christian values are based upon being a "Loving School" and RRS supports these values absolutely'. The headteacher described how this "holistic approach" is being used to develop children's well-being and potential. Inclusion is also an integral part of the school's ethos where it is recognised that 'everyone is unique and we value this daily'.
- Pupils were able to give examples of several rights. These included the right to an education, to be safe, to shelter, to have healthy food and clean water, to be able to practise one's own religion, to be listened to and to give views, to have access to health care and the right to relax and play. Pupils understand that rights are universal (for "children all around the world"), inherent, unconditional and inalienable. They are also aware that many children around the world do not enjoy their rights because of issues such as the conflict in Syria. Pupils learn about rights through assembly themes, displays, class charters, aspects of the curriculum such as PSHCE and the half termly focus upon a particular right from the Convention such as Articles 31, 12, 24, 28 and 29.
- Staff (both teaching and support) have received training and up-dates from the RRSA coordinator about the school's Rights Respecting work. Curriculum planning time has also been provided to identify links between topics and specific Articles from the Convention. The school's improvement plan includes working towards RRSA silver accreditation. Several policies include reference to specific Articles from the Convention such as the RE (Articles 14 and 30) and the Special Educational Needs and Disability (Articles 12 and 23) policies. There is information on the school website about RRSA and the Convention. Parents had the opportunity to attend an RRS workshop last year and more recently an information up-date session. They are also kept informed through school emails and 'twitter' comments. Information has also been presented to governors and they are fully supportive of the school's Rights Respecting work.

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

- Work towards deepening and widening the knowledge and understanding of Articles from the CRC across the whole school community including developing an awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. Alongside this, also embed a clear understanding of 'Rights Holders' and 'Duty Bearers'. To help support the aforementioned, include appropriate CPD and staff induction as required.
- Embed a focus on the planned learning about children's rights throughout most aspects of the curriculum, referencing this in relevant planning documentation and in displays.



- Enable pupils to look at global issues, as appropriate, from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through [The World's Largest Lesson](#) and themes such as fair trade.

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.

- Each week the school has a 'V.I.P assembly' where over the course of the school year every child is randomly chosen to be a 'V.I.P'. This provides an opportunity to celebrate each individual pupil for who they are and is an excellent example of how the school nurtures an inclusive and supportive ethos. At the assembly observed by the assessor, the headteacher described how the school community is "one big team" and how "each and everyone is different and we fit to be one whole team".
- When asked, pupils said they felt safe at school. They were able to give examples of how the school keeps them safe including how "adults [are] in every single place", "there is always an adult you can go to" and the presence of school gates. Pupils can also use 'speech bubbles' if they have a worry or concern and which they would like to bring to the attention of a member of staff. There are pupil 'morning, playtime and lunchtime buddies' who also help to support their peers. Health and wellbeing is promoted through the school's PSHCE programme and other curriculum work. Pupils gave examples of healthy food and understood the importance of the right to clean water as with unclean water "you could get really sick from the germs". A year 4 pupil described learning about balanced diets.
- Pupils understand that they have a right to learn. The school uses a 'growth mindset' approach to learning and as a pupil explained this meant "I can't do this yet" rather than "I can't do it at all". Partner work in class enables pupils to "share each other's ideas" and pupils explained that there are also opportunities at the start of a new topic to say what they already knew and what they would like to find out. As part of assessment for learning, a 'traffic light' system is used for pupil feedback and self and peer assessment are also used.

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

- Ensure that pupils are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights. Further embed the RRSA charter guidance with its focus on 'rights respecting actions' rather than 'responsibilities'.
- Using the CRC as a 'framework' for the school's work, further develop the school's strategic planning & documentation to link to and reflect relevant Articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC. Explore ways to reference correlation between improved outcomes for pupils and the implementation of a rights-based approach across the school.



- Continue to ensure that pupils and adults are kept informed of the school's provision to support pupils' physical and mental health and well-being, and that information is accessible to all, as appropriate.
- Continue to develop the use of the language of rights and respect to strengthen school systems for resolving conflict (such as linking the use of restorative practice with rights) and the promotion of positive attitudes and actions for rights.

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 'rights respecting school council' is made up of eleven pupils and has been very active in promoting the school's Rights Respecting work. This has included the preparation and delivery of several assembly themes linked to specific rights such as 'World Water Day' and Article 24. The council has taken a leading role in actively promoting the sale of newspaper bags to support street children in India. In connection with this they have designed posters, operated a stall at the school fair and involved the local community. 'Pupil voice' is also reflected in pupils being able to contribute ideas to the development of the playground and older pupils being involved with staff interviews. The school council also works alongside pupil global ambassadors and the eco council in organising theme days.
- Pupil's awareness of the wider world is being developed in a variety of ways. For example, the harvest festival collection is given to the local foodbank and a link has been established with a school in Rwanda. In connection with the latter, funds are being raised for a classroom, 'maths sets' have been sent to the school and Bransgore pupils have also sent presentations about school life. A recent school event connected with 'Share a Pencil Day' highlighted to pupils the right to an education. Pupils are also learning about the importance of protecting the environment and a 'wildlife area' is being monitored for biodiversity.

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

- Continue to strive for further creative and significant opportunities for the participation and decision making of pupils to influence and shape the life and work of the school, as appropriate, for example through the evaluation of learning and teaching. Celebrate the impact of this work through displays and newsletters.
- Enhance the school's RRSA ambassadorial activity by enabling pupils and staff, as appropriate, to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Build on activities such as charity based work in the school by enabling and empowering pupils, as appropriate, to become advocates and campaigners for the rights of all children and young people, locally and globally.
- Aim to participate in [RRSA training](#) to support your journey to Gold.