



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	<b>Sarisbury Church of England Junior School</b>
<b>Local Authority</b>	Hampshire
<b>Number of pupils on roll</b>	367
<b>Headteacher</b>	Andrew Stockton
<b>RRSA Coordinator</b>	Amy Young
<b>RRSA Assessor</b>	Paul Harris
<b>Date of visit</b>	9th October 2018
<b>Attendees at SLT meeting</b>	Headteacher and RRSA Coordinator.
<b>Number of pupils interviewed</b>	53 (learning walk, focus group and year 5 class).
<b>Number of adults interviewed</b>	7 (4 teachers, 1 support staff and 2 parent governors).
<b>Evidence provided</b>	Pupil focus group discussion, meetings, class visit, learning walk and written evidence.
<b>Date registered for RRSA</b>	September 2017
<b>Bronze achieved</b>	November 2017

### ACCREDITATION OUTCOME

Sarisbury Church of England Junior 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 of the UN Convention on the Rights of the Child (CRC). Part of the school's vision is being 'a community, built on our core Christian values of Love, Hope and Forgiveness, where individuals are valued, respected, encouraged and given every opportunity to be the best that they can be'. The Headteacher explained how the school's Rights Respecting work has supported school life in a variety of ways including developing pupil voice, strengthening relationships with the wider community and that the 'children understand we all have a right to learn'.
- Pupils were able to give examples of several rights. These included the right to an education, to be safe, to have healthy food and clean water, to relax and play, to be listened to and to give views, to be able to practise one's own religion and to have access to medical care. They understand that rights are universal, unconditional, inalienable and inherent. Pupils are also aware that for many children in the world their rights are being denied because of issues such as the lack of clean water, conflict and homelessness. Pupils have learnt about rights through assemblies, displays and school charity events. Links between particular topics and rights are also made, as appropriate. For example, these have included the use of various texts in literacy, a topic about the Titanic (year 4) and a comparative study of the river Hamble and The Ganges (year 5).
- Staff are confident about how Rights Respecting work links to the everyday life of the school with a teacher commenting that 'it's what we do, who we are'. Governors are also fully supportive. There is information about RRSA and the Convention on the school's website, a 'right of the fortnight' and up-dates via Twitter.

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

- Embed a clear understanding of 'Rights Holders' and 'Duty Bearers'.
- Work towards deepening and widening the knowledge and understanding of CRC articles across the whole school community - appropriate to age and ability – including an understanding of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. The resources 'ABCDE of rights' and 'Myths and Misconceptions about the Convention' will help with this.
- Embed a focus on the planned learning about children's rights throughout most aspects of the curriculum, referencing this in relevant planning documentation and displays.
- Enable pupils to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider engagement with the Sustainable Development Goals through The World's Largest Lesson.



## 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.

- Respect is an integral part of the school's ethos and was very evident throughout the accreditation visit. During the focus group discussion, pupils listened carefully to the contribution of their peers. A pupil explained how every 'year 6 buddy' helps to 'look out for one person in year 3 in particular'. Class charters also help to promote a rights respecting environment.
- When asked, pupils said they felt safe at school and were able to give examples of this including learning about internet safety. A pupil 'Peace Team' was created in the previous academic year to help resolve issues at play time. A pupil commented how this helps everyone to be 'happy and feel safe' on the playground. Staff have received training in 'restorative justice' practice and the school's learning behaviours for pupils include reflection and cooperation which also help to promote mutual respect. Pupil's emotional and social well-being is also supported through the PDL curriculum and the school's ELSA.
- Pupils understand the importance of healthy eating and exercise. They were able to give examples of nutritious food types and explained the school's provision of twice weekly PE lessons and a range of sports activities that are available. They were also able to describe how they played an active part in their learning. Examples included having 'talk partners', peer assessment and opportunities to engage with open-ended project work.

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

- Ensure that children and young people are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Consider developing the school's strategic 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.
- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Ensure that children and adults are kept informed on the schools provision to support their physical and mental health and well-being, and that information is accessible to all.
- Continue to embed the Unicef RRSA Charter Guidance.
- Further explore the role pupils play in engaging in their right to learn. Consider, with them how this can be further enhanced.



## 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.

- Pupils understand that they have a right to be heard. There is a school council with pupil representatives from each class who have been elected by their peers. The council have led on developments such as the introduction of 'manners mentors' and new resources at lunchtime. This initiative has been well received by the school community. The 'Rights Respecting Team' has pupil members from years 3 to 6. With the support of the coordinator, they have played a key role in supporting the school's RRSA work which has included giving a presentation to governors, producing a video, delivering an assembly and helping to create specific lessons about rights.
- Pupils' understanding of the wider world is developed in a variety of ways. For example, the school has taken part in Unicef's 'Soccer Aid' which the 'Rights Respecting Team' organised and has also supported a range of other charities including 'Jeans for Genes Day', Children in Need and 'Basics Bank', a local charity. Pupils have access to an allotment area and environmental awareness is also promoted through participation in activities such as 'Walktober'.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of pupils to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Further build opportunities for children and young people to be involved in pupil led groups, and ensure that children can articulate the impact that these groups have on the school and/or its community.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues.
- Facilitate more opportunities for pupils to initiate powerful advocacy and campaigning work, particularly with regard to children's rights. Consider joining in with [Unicef UK's OutRight Campaign](#).
- Aim to participate in [RRSA training](#) to support your journey Gold.