

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Bourne Elsea Park Church of England Primary Academy
<b>Executive Headteacher: Head of School:</b>	Sarah Moore Peter Bellamy
<b>RRSA coordinator:</b>	Stephanie Davey
<b>Local authority:</b>	Lincolnshire
<b>School context:</b>	The school currently has 299 pupils on roll. 15% of pupils are eligible for FSM, 2% have a EHCP and a further 9% receive additional SEND support. 15% of pupils speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Acting Head of School and RRSA coordinator plus the Executive Headteacher for the feedback discussion
<b>Number of children and young people spoken with:</b>	15 children from pupil leadership groups 15 children from Y1 to Y6
<b>Adults spoken with:</b>	Teachers, support assistants, parent governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: September 2015 Silver achieved: June 2016 Gold achieved: October 2017
<b>Assessor(s):</b>	Jilly Hillier and Hilary Alcock
<b>Date:</b>	14 <sup>th</sup> October 2021

### ACCREDITATION OUTCOME

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

**Bourne Elsea Park Church of England Primary Academy has met the standard for UNICEF UK’s Rights Respecting Schools Award at Gold: Rights Respecting.**

## 1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. 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 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:

- Children's breadth of knowledge about their rights, how they can claim them for themselves and their commitment to affect change to enable others to enjoy them locally, nationally and globally.
- A continued strategic approach of senior leaders and the RRSA lead to embed a rights-based approach across the whole Trust resulting in it being at the core of the school's ethos.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- Confident, articulate children who know that they have a voice, and who are engaged in school improvement and campaigning at a local and global level.
- Children are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.

### 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:

- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights e.g., explicitly referring to the CRC in the excellent E-safety video.
- Consider how the school's partnership with Nyansakia school in Kenya can be strengthened, particularly exploring how a rights lens and the Global Goals can help pupils develop greater empathy and understanding of the lived experiences of children around the world. Consider using resources from the British Council's Connecting Classrooms Through Global Learning so that pupils are supported to become critical thinkers and challenge discrimination and stereotypical attitudes.
- Continue to act as ambassadors for rights and the RRSA through your local Trust collaboration and perhaps through working with local secondary schools.

## 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 and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>All children in the focus groups spoke about a wide range of articles and knew that their rights are universal, unconditional, inherent, inalienable and indivisible. One Y1 pupil commented that, <i>"Article 12 is really important because children need to have their voices heard."</i> Children are aware that some children locally and globally are denied their rights, with one child explaining that, <i>"They might not have clean water, health care or a clean environment or they might be orphans and not get Article 31 because they have to work."</i> Pupils understand that homelessness is associated with a denial of rights. They are also aware of the impact of the Covid 19 pandemic with one child stating that, <i>"Some people might have lost jobs due to Covid and then children's rights might not be being met because they haven't got food and shelter, or they might not be able to get to school or go to clubs."</i> The Reception class teacher described how a range of articles are displayed and referred to within indoor and outdoor learning areas and how the CRC is incorporated into topics and themes. Other staff commented, <i>"We now see the links more clearly between our Eco work and the Global Goals."</i> One parent commented that, <i>"My daughter has learnt a huge amount about her rights and the rights of others. I feel it helps children grow into grounded, respectful and caring children who will always think of others."</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children explained that a duty bearer is, <i>"Any trusted adult who looks after you and makes sure that you get your rights."</i> They consider that the school treats children fairly commenting that, <i>"Adults give everyone the help that they need."</i> Children said they would feel confident to tell another adult at school or home if they considered their rights were not being met. The acting head of school explained that <i>"You see children's rights being championed everywhere in the school day from starter packs for new families, staff induction, collective worship, displays, PSHE lessons as well as articles being threaded throughout the whole curriculum. Children live and breathe their rights; they are a fundamental part of what makes our school a special place."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children spoke very positively about relationships within the school. One commented that, <i>"We are really good at playing with each other and know that we can resolve disagreements and be friends again. We have peer mediators who are trained to help solve difficulties. If they can't help, then we can always ask a teacher."</i> Another explained, <i>"If someone is being a bit rough then we can say to them that we all have the right to be safe, and if they keep on doing it then we can tell the wellbeing mentor."</i> Children said that their charters, <i>"Help to make sure that we are getting our rights...that our voices are heard and how we want the classroom to be run."</i> Children explained that adults always speak with pupils, <i>"To one side or out of the classroom if there is something private, they need to say to them."</i></p>
<p>4. Children and young people are safe and</p>	<p>Children spoke about a range of safety measures in place including feeling emotionally safe to be able to make mistakes because they are confident that they will get help and support. The E-safety Champions talked about their</p>

protected and know what to do if they need support.	prize winning video that they made to remind children about being safe online. Children spoke about the annual Friendship week (as opposed to anti bullying) when, as one pupil described, <i>"Discuss ways to be a good friend and how to help."</i>
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children were confident in their understanding of the importance of physical and mental health and how school supports them with this. Children described their class based 'feeling pegs' check in charts which include the facility to request to talk to someone. They emphasised that during Covid lockdowns, <i>"The teachers encouraged us if we were stuck with online learning; they sent us information and still found ways to do our 5 Ways for mental health, Mindful Mondays and sent us texts and sent us motivational messages."</i>
6. Children and young people are included and are valued as individuals.	Children were clear; <i>"Everyone is included, feels important and is valued and respected whoever you are...teachers treat everyone fairly... they take turns in giving everyone special jobs and choose different people to answer questions; they don't have favourites."</i> They explained that, <i>"Some people need more help from the teachers because it takes them a bit longer to process ideas... there are different groups for different levels of support to make it fair for everyone."</i> Another commented that, <i>"Equality is being treated the same, but some people need harder challenges."</i>
7. Children and young people value education and are involved in making decisions about their education.	Many pupils identified the right to education as important for them and other children commenting that, <i>"We get help with our maths, English and writing and learn how to improve so that we can get a good job."</i> They also understand that education provides other important life skills e.g. <i>"People can try to scam you and so education gives you the skills and knowledge to know how to recognise and deal with this."</i> They described how they can make some choices within their topics and learning targets.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	Children feel listened to, and staff commented on how pupil voice groups now have, <i>"A big part in the day to day running of the school."</i> The School Council described how they take children's ideas and, <i>"Turn them into real life, like making a wildlife area, a buddy bench and an outside learning area."</i> On Democracy Day children elect the School Council using polling stations and voting cards. Children described how UNICEF Ambassadors, <i>"Lead collective worship and make sure that all children have a good understanding about their rights and Eco Warriors help everyone to think about the environment by turning the lights off and recycling."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children had a good understanding of the impact of climate change on a range of children's rights and the need to reduce our carbon footprint. Children are confident to speak up and have written to the Prime Minister about Covid issues and climate change. The Eco Warriors group designed and implemented a Transport Travel Tracker as part of the Unicef 2020 Outright campaign. One pupil explained how, <i>"The tracker helps to motivate you to ask your parents not to take the car or to use Park and Stride so at least it reduces some petrol."</i> A parent commented that, <i>"I regularly witness the impact that being part of a Rights Respecting School has on my daughter as a global citizen. There's a difference between teaching something and then doing what this school does which is to demonstrate this in their everyday lives."</i>