

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Bourne Elsea Park Church of England Primary Academy
Headteacher:	Louise Jordan
RRSA coordinator:	Stephanie Davey
Local authority:	Lincolnshire County Council
School context:	Bourne Elsea Park Church of England Primary Academy has 270 pupils on roll, 19% of whom are eligible for pupil premium, 9% requiring extra educational support and 13% speaking English as an additional language.
Attendees at SLT meeting:	Headteacher, Assistant Head of School, Director of Church Distinctiveness, SENDCo and RRSA Coordinator
Number of children and young people spoken with:	27 children from Year 2-6 including a variety of school role holders
Adults spoken with:	Assistant Headteacher, Teaching Assistant, Teacher, Office Manager, Parent/Teaching Assistant, Parent/Governor, Parent/PTFA chair
Key RRSA accreditations:	Registered for RRSA: 9 th September 2015 Silver achieved: 27 th June 2016 Gold achieved: 4 th October 2017 and 14 th October 2021
Assessor:	Katelyn Farrenson
Date:	4 th November 2024

REACCREDITATION OUTCOME

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

Bourne Elsea Park Church of England Primary Academy continues to meet 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 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 range 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 understand how their rights are connected to school life, to the school's Christian values, and to their local and global community.
- A clear strategic approach to, and enthusiasm for, embedding children's rights in school life that has been guided by recommendations from the previous Gold report.
- The excellent use of charters across the school which are developed with pupils and are regularly revisited to support respect for children's rights across the school.
- Relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way.
- Pupil voice that is valued highly with a large range of pupil voice 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:

- Continue to revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support pupils.
- Continue to support parents/carers and families to learn even more about and understand the [UNCRC](#) and engage further with the school's Rights Respecting journey.
- Continue to strengthen the impact of pupil voice, particularly with new cohorts of children, placing more emphasis on Bourne Elsea Park's 'You said, We did together' approach, reminding the whole school community how the voice of pupils has brought about meaningful change.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority and other schools, in particular with your two feeder secondary schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>The children interviewed named, and explained, a wide range of rights that they linked to their lives and learning in school. They had a clear understanding that all children across the globe have all of these rights and were knowledgeable about children whose rights might not be met. Pupils gave examples of, <i>"Children who don't go to Rights Respecting Schools," "Children in Israel and Gaza because of the war,"</i> and <i>"Children in World War Two who couldn't get access to their rights because of the bombing."</i> There was also a clear sense that children were keen to make a difference, with one pupil saying, <i>"We help people in Ukraine by raising charity."</i></p> <p>The Bourne Elsea Park School Community learn about rights through creative displays; the whole school curriculum; collective worships; special weeks linked to articles of the UNCRC; school initiatives and activities; the school's 3 Rs of <i>"Respect and take care of ourselves, Respect and take care of others, Respect and take care of the environment and the world in which we live";</i> parent/school Seesaw platform; the Abbey Academies Trust School News newsletters; school policies; the school website; regularly revisited class charters and morning staff briefings.</p> <p>One pupil asserted that, <i>"Our school tell us about our rights."</i> And another explained, <i>"If you forget a right, you can ask a teacher or look in a class because wherever you look there are rights."</i> One parent in the focus group stated, <i>"Rights come home. They are part of the school ethos."</i> One TA said of the rights, <i>"It's just part of school life"</i> and another said, <i>"I'd never want to work in a non-Rights Respecting school."</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>Pupils at Bourne Elsea Park Church of England Primary Academy were emphatic that all their rights are met, with one pupil saying, <i>"Our duty bearers take care of us and make sure we don't get left out."</i> A number of pupils asserted that having their rights met is the best thing about their school, saying, <i>"We have rights," "We get all of our rights regardless"</i> and <i>"This is a Rights Respecting School."</i></p> <p>The head of school said, <i>"The UNCRC and Rights Respecting School's resources strengthen our commitment as duty bearers, inspiring us to advocate for, and protect the rights of, every child in our care and beyond."</i></p> <p>Class charters are an important part of life at the school because <i>"...every child in the class will sign to say that they will respect everyone's rights,"</i> explained a pupil. Rights language forms the basis of restorative conversations, with a pupil describing the process where a teacher will <i>"...say to remember your rights."</i> One teacher interviewed noted that the children are <i>"...more aware of rights... and... can relate to the language of rights when we use that language."</i></p> <p>All pupils interviewed agreed that they feel safe in school, with one child explaining very articulately that, <i>"Article 19, that every child is protected from harm, is used very well in our school. If you are hurt or worried, you can go to a teacher and they will do something about it."</i> One of the assistant headteachers talked about how, <i>"The year 6 playleaders go to the KS1</i></p>

	<p><i>playground and are treating the children with dignity.</i> "The senior administrator described how, <i>"The health and safety walks are led by the children; they take me and the governors on the walks and tell me about their rights."</i></p> <p>Wellbeing and inclusion are priorities for the school, with mindfulness Mondays, many clubs, including gardening and yoga, as well as a sunshine room used for soft starts and throughout the school day. One pupil asserted that for them, <i>"How our teachers support our self-esteem and support us if it's low,"</i> is the most important part of their school life.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>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 children experience their rights.</p>	<p>Pupil voice is very strong at Bourne Elsea Park Church of England Primary Academy with a large number of pupil leadership roles, including the peer mediators, play leaders, student council, mindfullers, UNICEF ambassadors, equality ambassadors, sports ambassadors, tour guides, eco warriors, collective worship representatives, reading ambassadors, mini police, art ambassadors, curriculum team representatives, e-safety champions and DT ambassadors. Many of these roles are voted for on the school's democracy day and minutes of their meetings are published on the school website. One pupil is quoted as saying, <i>"I really wanted to be a student councillor to respect others' rights and to help keep my friends safe. I like being able to share my friends' ideas to make our school better."</i></p> <p>As well as having a strong voice within the school, pupils also have a keen sense of advocating for the rights of other children outside the school. One pupil explained, <i>"Learning about our rights means you understand what your rights are so you can help children around the world have rights."</i> Another said, <i>"It is important to be a global citizen so you can help other people ... who don't access their rights and so you can look after the world and make it a better place."</i> The school have been awarded a distinction in their 4th Green Flag Eco Schools Award for their sustainability work.</p> <p>The school's volunteering club is a great vehicle for pupils to participate in campaigning and contributing to the improvement of their community. As agents of change, the pupils have taken part in litter picking in their community and worked with the local police to be part of a campaign to use speed cameras to slow down traffic in their local area. They also take part in the OutRight campaign and have interviewed family members about their rights.</p> <p>The school have had a long relationship with Nyansakia School in Kenya where both pupil cohorts share their experiences as well as Bourne Elsea Park fundraising for them to enjoy their rights. The pupils and staff at Nyansakia School are supporting Bourne Elsea Park pupils to grow sustainable crops in the wellbeing garden that the student council and eco warriors planned.</p> <p>The school community have also raised money for, and awareness of, Soccer Aid, Fairtrade, Hello Yellow Day, World Water Day, Red Nose Day, Sport Relief, Operation Christmas Child, Don't Lose Hope and local foodbanks as well as creating inspiring posters for a local hospital, working with a local elderly people's home, welcoming in the local MP and setting up a toy museum in the school.</p>