

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Brindishe Manor Primary School
Headteacher:	Kate Porter
RRSA coordinator:	Laura Sparkes and Julie Hockham
Local authority:	Lewisham
Assessor(s):	Martin Russell and Helen Trivers
Date:	28 th June 2021

1. INTRODUCTION

This is a Gold virtual accreditation report. The assessors would like to thank the children, the Senior Leadership Team, and staff for their warm virtual 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.

Particular strengths of the school include:

- An embedded culture of diversity and inclusion built on children's rights. The children spoke spontaneously about dignity and equity.
- Excellent knowledge and understanding of rights which children spoke about very naturally.
- A real sense of mutual respect was evident. There is a culture of learning together, and when someone does something wrong, the children see this as a learning opportunity for all.
- Strong leadership at all levels across the school which puts rights at the centre and builds a culture of mutual respect for rights.

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:

- Continue to build on the really good understanding of campaigning to systemise a campaigning culture, ensuring that everyone has the experience of this.
- Be ambassadors for children's rights within the school federation and across the borough.
- Keep revisiting pupil voice to ensure that the school exploits opportunities for voices to be amplified in terms of learning and teaching.
- Communicate the school's focus on rights through messaging on the website, and in speaking of your vision and values.

3. ACCREDITATION INFORMATION

School context	Brindishe Manor Primary School has 450 pupils on roll, 77 of which are eligible for Pupil Premium funding. 20 children have an EHCP and 136 pupils speak English as an Additional Language.
Attendees at SLT meeting	Headteacher, two RRSA coordinators
Number of children and young people interviewed	9 children from the RR steering group, 7 pupils from Y6 and 8 from Y4.
Number of adults interviewed	Y6 teacher, Nursery teacher, parent, staff governor
Evidence provided	Gold Evaluation form, detailed digital evidence and focus group discussions.
Registered for RRSA: 7th August 2013	Silver achieved: 28th January 2015

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

Children spoken with were able to confidently talk about a wide range of articles of the UNCRC. Children understood that rights were unconditional, universal and inalienable with one Y6 child saying, *"All children have the right to have rights and they can't be taken away."* They understood that rights did not need to be earned and that no one right is more important than the other. They also understood the concept of duty bearers with one Y4 child saying, *"The government has to make sure everyone has them,"* and a Y6 child adding, *"All adults should try to make sure that children have their rights."*

Children have been learning about rights through assemblies, PSHME lessons and within other curriculum subjects where appropriate. Each week, a particular article or Global Goal is included in the school newsletter to support discussions at home. A teacher explained that they also watch Newsround and that, *"...exploring the CRC articles supports children to engage in discussions about current affairs."* Children agreed that rights are for children everywhere but were able to name a range of situations, both locally and globally, where children's rights are not met, for example, *"In some countries children are forced to do labour because they have smaller hands than adults and they can do things that adults can't do, like in Pakistan the children tie the knots in carpets."* They were also aware of the impact of this saying, *"They are missing out on the right to play and rest; they shouldn't have to work, but be protected from harmful labour."* Children said that they listen to stories from all across the world linking to rights and that this, *"...gives us an insight into other people's cultures."* They also said that there are displays all around the school that show, *"...the rights children have and what we can do to help."*

There was real passion and commitment to a child rights-based approach shown across the school community at all levels. The headteacher said, *"The journey for us has been such a positive one... It's threaded through much of what we do."* *"We're reviewing our curriculum looking at threading Black Lives Matters and the UN sustainable development goals throughout."* The RRS lead explained that the use of a shared vocabulary has been impactful, *"Children feel empowered by rights... They know they have the power to change things and this makes a real difference."* The headteacher explained that Y6 have been researching and delivering presentations on diversity saying, *"It's all comes back to rights respecting and how rights have evolved. I don't know what we'd do if we didn't have it as it underpins everything."*

The headteacher explained that governors are very supportive of the approach. They have a virtual learning platform where they can see what is going on in school and have met with the Children's Team responsible for rights. A parent commented that there are links to rights in newsletters which have enabled conversations at home. A parent of a Y6 child said they are, *"Developing a really critical way of thinking about things. They have done lots of work on homophobia, transphobia, diversity etc..."* The parent also explained that, *"...she talks about unconscious bias – she is really passionate about it."* Parents agreed that it is a welcoming and inclusive school with caring members of staff and that the focus on rights is, *"Not a token - it's ingrained."*

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

Children agreed they are able to enjoy all of their rights in school. They talked about their class charters that they help to create each year and also their playground charters. They understood that if they had any concerns, they would speak with a duty bearer. They understood the concepts of fairness and equity with some speaking about how it is fair that children with different needs get different help. One child said, *"If we were all treated the same then some people would struggle more and that's not fair on them."* A Rights Ambassador said, *"If someone has a disability they will be treated with equity. They are supported but still feel like they are like everyone else."*

Both children and staff agreed that relationships are mutually respectful across the school with one child saying that at school, *"...we treat people with respect."* The headteacher talked about their *Promoting Good Relationships* policy which focuses on positives and praise saying that they are, *"Looking for children who do the right thing and supporting children."* She explained that they use, *"Rights and the language of respecting others,"* and that, *"We want children to learn because they want to do it and RRS have supported us with this."* Children talked eloquently about the concept of dignity and how it informs life at school, giving concrete examples of where considering someone's dignity has impacted on actions. School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults. A Y6 child said, *"Teachers do a really good job of resolving issues. Children do try to resolve it themselves but if they can't, the teachers help."* There was a real sense from children that if something did happen, that it was important for everyone to learn from this without anyone feeling singled out. *"If something did happen the teachers would talk to them, it could be the parent or carer at home because racism is learned, they'd talk to the class, without singling them out, about how we treat people."* And another child said, *"Instead of telling someone off, you would explain to them what is the right way to treat someone."*

Children spoken with reported that they felt safe in school and were able to give a number of ways that their right to be safe is supported by the school including being supervised by adults at all times and having access to first aid if they need it. They recognised that they have wet play, *"...so no one falls over and hurts themselves,"* and also found it important that, *"We're never forced to do anything we don't want to."* There was a strong sense that they would help each other out if they had any problems and were clear that they would tell an adult if there was a problem because, *"Duty bearers help us."* The role of adults in protecting them came across strongly with one Y6 child saying, *"The school has a group of people and [if] anything that makes you feel unsafe, you can talk to them."* Children also said that they have worry boxes in classrooms and although they aren't used a great deal, were confident that teachers check them regularly. Children are taught how to stay safe as part of the curriculum, including how to stay safe online in ICT and what to do if they are being bullied as part of PSHME. Relationships with families are strong and this enables the school to deal with any issues related to keeping children safe quickly.

The school places children's physical, social and emotional wellbeing high on their agenda and works to integrate actions to support this into daily practices. Children talked about having healthy lunches at school and learning how to make healthy salads in DT, and they said their PE lessons support their physical health. One child added, *"This is a different kind of healthy, but we look after each other and*

make sure everyone is ok. I'm talking about our health like our feelings." Children also talked about mindfulness lessons where they listen to music and relax, and told us that if they had any anxieties, the duty bearers would help them to sort things out. During lockdowns, children were supported through a mixture of online, telephone and in-person learning with a continued focus on wellbeing. Children have access to an emotional health and well-being therapist who works with children to support them when needed as well as the 'It's Good to Talk' system set up by the inclusion lead, which children can use if they need a safe space to talk about their worries or concerns.

Children felt valued and included in the life of the school and it was clear that the school actively promotes a culture of inclusion. The school has received a Gold Best Practice Award from 'Educate and Celebrate' for their work on an LGBTQ+ inclusive curriculum which included the creation of postcards to promote the 9 protected characteristics from the Equalities Act 2010, to support children and families to understand them. Children spoke about their work around diversity saying, *"When someone did a presentation on LGBTQ+ we had a long talk about what the words mean – it was very interesting."* Another child said, *"We've been reading a book called Black and British and it talks about black history in Britain - in Tudor times there were black people in Britain and people don't know this."* Children clearly valued and celebrated differences saying, *"One boy likes to wear dresses, and everyone is really supportive of that. We don't really care about differences. My skin colour and braids... no one really cares about it."*

Children spoken with agreed that they were supported to play an active role in their own learning, with classroom staff providing 'in the moment' feedback to enable children to identify their next steps. Child-led learning is embedded from early years through to KS1 and children are encouraged to take responsibility for their learning as they move up through the school. Children listened carefully to each other during the session and were very reflective, adding to each other's points. They explained that they help each other if they are stuck and mark each other's work saying, *"They would never tell you the answer - they will give you steps to get there yourself."* A child explained that they choose their level of challenge in their work and have targets for learning. The school encourages cross-age learning where children support younger children with their learning.

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

Children spoken with felt confident that they had a voice in school, and that their views are taken seriously. They can join 'Children's Teams' linked to different subject areas such as the digital safety team and the science team, and then have the opportunity to share their ideas to make improvements across the school, lead assemblies and work with younger children. *"In year 4, when I was a Science Leader, we wanted to teach the Y1s so we came up with ideas and created a game. When we do science week it's the Science Leaders that are the judges."* Members of the RR team explained that they are elected by their classmates after giving speeches about why they want to get involved and that their role is linked to Article 12. The headteacher said, *"The children have the power to speak in front of their class because they feel respected and listened to and they know the articles are important."* Another team, the Young Interpreters, support children who join the school at early stages

of speaking English. The RRS lead explained that the school pairs up children who speak the same language to work together. The RRS lead also explained that children, “...do have a driving force with what we do in our School Development Plan. We have a child friendly SDP, it’s important to work with the children to do that.” One Rights Ambassador said, “Teachers ask children what they can do to improve playtime and, within reason, go out and buy more equipment. Someone asked for more skipping ropes, so the adults bought them and shared them in the playground.”

Children have been engaged in a number of campaigns and events to promote not only their rights, but the rights of all children globally and see themselves as active global citizens. One child said, “The school encourages campaigning. It’s about asking people to heed your cry.” Children talked about sending letters to their MP outlining their concerns about climate change that she subsequently read out in parliament during the reading of the Environment Bill. They also talked about making posters to raise awareness of climate change and online safety. Another child said teachers had supported their classmate to write to Coca Cola asking them what they were doing to reduce their environmental impact, and the company replied with details about how they are making changes. Children said that the teachers had encouraged them to choose the issues they were concerned about and supported them to explore ways of taking action. Children are also involved in making changes linked to rights closer to home with one child saying, “I’m excited to raise money for the playground.”