

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

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| School: | Bourne Abbey Church of England Primary Academy |
| Executive Headteacher: Head of School: | Sarah Moore Peter Bellamy |
| RRSA coordinator: | Maxine Anderson |
| Local authority: | Lincolnshire – The school is part of the Abbey Academies Trust |
| School context: | Of the 614 children on roll, 26% are eligible for support through the Pupil Premium. Around 10% of the pupils are identified as requiring additional support with their learning and 2.8% have an EHCP. 14% of pupils speak English and an additional language. |
| Attendees at SLT meeting: | Executive headteacher, head of school, two deputy headteachers and the RRSA coordinator. |
| Number of children and young people spoken with: | 22 Y1-6 children spoken with in extended focus group, including some RRSA Ambassadors. Other children were spoken with around school. |
| Adults spoken with: | 2 teachers, a member of support staff, 2 parents one of whom is a trustee. |
| Key RRSA accreditations: | Registered for RRSA: July 2011 Silver achieved: June 2012 Gold achieved: June 2016 First Gold reaccreditation: June 2019 |
| Assessor: | Martin Russell |
| Date: | 4 th October 2022 |

REACCREDITATION OUTCOME

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

Bourne Abbey 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

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:

- Very articulate and confident children who demonstrated a secure knowledge and understanding of rights and the related concepts.
- Rights are explicitly linked to all areas of the school's work - visible on displays, linked across the curriculum and very prominent on the website and in school communications.
- A strong and sustained commitment to children's rights and to RRSA from leaders at all levels, tied into the vision and values of the school. Quality training and support for staff has been maintained.
- A common language of rights which is used across the school supports and underpins children's global awareness and their desire to be 'Agents of Change'.

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 refresh and revisit rights knowledge, creating further opportunities for pupils and staff to learn about rights in greater depth, including the origins of the CRC and the wider context of human rights.
- Build upon your strong culture of pupil voice to explore innovative opportunities for children to be even more at the heart of school improvement in areas such as learning and teaching and other strategic priorities. Seek ways to close the 'feedback loop'.
- Build on the work begun with your nursery to explore rights with children and their families, appropriate to their age and evolving capacity.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Trust and other local schools, especially secondary partners.

2. VISIT HIGHLIGHTS

| STRAND A | Highlights and comments |
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| <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>An explicit focus on children's rights, underpinning all the school's work, remains a clear priority at Bourne Abbey Primary Academy. The continued commitment by the whole school to place the CRC at the heart of policy and practice means that pupils and staff are knowledgeable about children's rights and engaged in understanding how rights impact on their lives and the lives of others. As one pupil explained, <i>"You get your rights the second you are born and nobody can take them away."</i> Another added, <i>"Some children don't know or realise that they have rights...you really need to know them; they are there for you to have the best possible life...and it helps you to respect the rights of others."</i> The conversation reflected their detailed knowledge of the characteristics of rights including them being indivisible and unconditional. The pupils' global knowledge, linked to the universality of rights, was impressive. In addition to discussing the impact on children of the current war in Ukraine, they also spoke of weak and corrupt governments, mentioning that <i>"Unfortunately, some people just don't believe that children should have rights."</i> One pupil explained that <i>"Living in poverty may mean that some children can't access clean water or nutritious food."</i> Another reflected on the fact that too many children don't have their voice properly heard, adding, <i>"Having your voice heard by duty bearers can change your life."</i></p> <p>The articles of the CRC are highly visible in all areas of the school and are promoted consistently through worship, assemblies and in special days and celebrations. In their constantly evolving curriculum, staff ensure that children's rights are explicitly referenced wherever their inclusion would enhance children's learning and understanding. In history, for example, the study of WWII evacuees is explored in the context of rights, and for the youngest children, some traditional fairy tales give rise to discussion about how duty bearers might act to improve the lives of certain characters. The PSHE curriculum map has multiple references to learning related to a wide range of rights.</p> <p>At strategic level, the Academy Improvement Plan uses rights-respecting language throughout and the school continues to reference the core outcomes of 'Every Child Matters', strengthened by linking each one to relevant CRC articles. Governors are fully committed to the school's RRSA status and, through their visits and discussions with the children, can speak with pride about the children's empowerment, global awareness, and passion about rights. The executive headteacher explained the school's long-standing commitment to rights respecting, <i>"If we didn't do this, there would be a massive hole! It is threaded through everything and is part of our school's foundation."</i> Senior staff explained that during the periods of home learning, the CRC was seen to frame their work in supporting children and their families. Parents and carers continue to be informed of the school's RRSA work through home learning linked to rights and very effective use of their website, newsletters, and social media messaging. A parent explained, <i>"It is so important for our children to know their rights and need to be able stand up for themselves and also to speak out for the rights of others."</i></p> |

| STRAND B | Highlights and comments |
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| <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>Children are secure in the knowledge that their rights are promoted, valued and respected throughout their school experience. They clearly trust the duty bearers to uphold their rights, <i>"...and it 's not just duty bearers in school. People like the police and doctors help us to get our rights outside."</i> explained one pupil. Dignity, safety, health and wellbeing are strongly interconnected in the school's practice and are always underpinned by the CRC. Strategies such as Safe Hands, <i>"Having five people who you know you can trust"</i>, is seen by staff to go beyond the obvious focus on safety, as it enables and empowers children's voices and strengthens their sense of wellbeing and being secure in themselves.</p> <p>The school's thorough data from Pupil Attitudinal Surveys show a sustained pattern of positivity about relationships in school and for the support offered for many aspects of life, including mental health. One child shared, <i>"The Wellbeing Warriors in Y6 who encourage everyone to be healthy and Peer Mediators who make sure people's voices are heard and that you always see both sides of an argument."</i> One outcome of the school's involvement in UNICEF UK's OutRight 2021 was the provision of a more accessible base for the staff members offering support as mental health First Aiders.</p> <p>Leaders and staff give particular attention to ensuring that all aspects of diversity and inclusion are featured in the curriculum and in the wider learning experiences offered to the children. They spoke about choosing resources that promotes diversity. The children spoke positively about inclusion and fairness with one stating, <i>"This is a special month for non-discrimination."</i></p> |
| STRAND C | Highlights and comments |
| <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>The Student Council continues to thrive, actively involving children in the decision making process in many areas of school life, <i>"Our ideas help to improve the school.. we have lots of votes and surveys."</i> The current project is the replacement of the 'trim trail' equipment; children wrote letters to the PTFA quoting their right to relax and play and secured the necessary funding. The Council members are involved in the interview process for new teachers; leaders said they are quick to notice when a candidate mentions UNICEF or children's rights! The deputy headteachers, both recent appointments, testified to the impact of this process! Children were also involved in influencing changes to the school canteen menu choices at lunchtime, <i>"We wanted more choices and a cold option."</i> There are many leadership roles beyond the Council which a staff member described as, <i>"...helping them to live out their rights by having their voice heard in a meaningful way."</i> These include Play Leaders, the Eco Team and Collective Worship Councillors.</p> <p>Advocacy, campaigning and fund raising at Bourne Abbey is underpinned by the concept of everyone's potential to be an 'Agent of Change'. Children of all ages are encouraged to aspire to this and are continually reminded that such a mission links to their faith values, but equally, to the realisation of children's rights and the UN Global Goals. In addition to significant collective action, children's individual initiatives are captured and celebrated on the school's website. These have included a child extending work done at school to promote awareness of the impact of energy consumption and another organising gifts for residents in a local care home.</p> |