

RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	Canford Heath Infant School
Head of School:	Rosaleen Beaver
RRSA coordinator:	Hannah Myers
Local authority:	Poole
Assessor(s):	Jilly Hillier
Date:	27 th June 2019

1. INTRODUCTION

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 assessment visit, the school completed a comprehensive School Evaluation: Gold form.

It was evident that children’s rights are embedded across the school and underpin every aspect of school life. This is a second re-accreditation at Gold.

This was a reaccreditation visit.

Particular strengths of the school include:

- A welcoming, friendly school community that places a rights respecting ethos at the heart of children’s wellbeing, relationships and learning.
- Children who are confident and happy learners, know they have rights and talk in an enthusiastic and mature way about the UN Convention on the Rights of the Child (CRC).
- The commitment shown by senior leaders and staff over a sustained period of time (almost nine years) to embed a right respecting ethos in their own school while supporting other schools in the Trust to be rights respecting.

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:

- When reviewing the vision and values of the Trust, consider explicitly placing the CRC at the forefront so that they truly reflect and celebrate the way the CRC is embedded at Canford Heath Infants.
- Consider the ambassadorial role children and staff (and the Trust) can play reaching out to schools outside of the Trust – and possibly with trainee teachers within the SCITT - and to the local community to raise awareness of the CRC.
- Continue to develop children’s role as rights respecting global citizens who can bring about positive change for people and the planet. See Unicef’s Advocacy Toolkit to help develop your campaigning approach <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

3. REACCREDITATION INFORMATION

School context	Canford Heath Infants is part of the TEACH Alliance Trust comprising of two infant and two junior schools. All four schools are working towards, or are, RRSA Gold. There are 360 children on roll, 8% of whom are eligible for FSM/ Pupil Premium; 17% have special educational needs and 7% have English as an additional language. Ofsted interim assessment 2011: Outstanding.
Attendees at SLT meeting	CEO/ EXEC Head; Head of School; RRSA Coordinator; Deputy/Safeguarding Lead; Deputy (new Head of School next year)
Number of children and young people interviewed	20 children in focus groups, 4 children on the learning walk and 30 children in class visits
Number of adults interviewed	Members of SLT plus Y1 Lead, Y2 Lead/ Anti-Bullying Lead; Early Years Lead; 3 support staff, 2 parents
Evidence provided	Learning walk, focus groups, written evidence, class visits
Registered for RRSA: December 2009	Gold achieved: November 2012 and November 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 interviewed were confident, enthusiastic and articulate when talking about their own and other children’s rights. They were able to describe a range of rights such as the right to be safe, to privacy, to be heard, to live with your family, to a name, to follow your own religion and the rights of refugees. One child explained, “Article 22 says you have the right to special protection if you are kicked out of your country and are a refugee.” Another child added, “In war, some grownups have to fight, and the little ones might get lost and lose their home.” In discussions, children were able to respond in a knowledgeable and reflective way and spoke about the role of duty bearers. One child explained, “Duty bearers look after us. All adults are duty bearers.” Children also showed an impressive understanding of the CRC for children of this age by describing rights as universal, inalienable, inherent and indivisible – proudly using the correct terminology and explaining what these terms mean.

Canford Heath Infants is part of the TEACH alliance of four schools and there has been a longstanding strategic commitment by the Executive Head of the Trust and the Head of School at Canford Heath Infants for the CRC to drive the school’s ethos and daily practice. This has resulted in children from Reception through to Year 2 understanding what it means in an age appropriate way to be ‘rights respecting role models.’ The RRSA Lead is experienced, knowledgeable and thorough. She has ensured the continual development of RRSA throughout the school and actively supported other schools in the Trust on their rights respecting journey. RRSA is part of the induction programme for new staff and midday staff. Articles are included on letters that go to parents and rights are referred to in some policies.

Children learn about the CRC in a variety of ways, but particularly through the PSHE programme, Jigsaw, which focusses on developing positive relationships and managing feelings. This is linked to rights language and class charters. Specific lessons also focus directly on the CRC, exploring key vocabulary and values relating to the CRC e.g. dignity and respect. Actions that deny others their rights are explored, and links are made to current events such as the refugee crisis. Each class regularly chooses a focus right to explore. Displays around the school are linked to key rights and includes an eye-catching display of rights banners in the hall, created by children as part of the ‘Stand up and be Counted’ project. Key topics in each year group are linked to the Convention e.g. in Science, the focus on exercise and healthy food is linked to Article 24. Children regularly discuss local and global issues using the photos and statements of Picture News as a stimulus and linked to rights. Assemblies often refer to rights and explore the lives of people who have stood up for rights such as Martin Luther King. To reflect a growing awareness of the importance of learning about environmental issues, there has been a whole school commitment to raising the profile of the environment in all topic work.

Teaching staff, support staff and parents interviewed were all informed, engaged and positive about the rights respecting journey. One TA explained, “It’s just who we are.” A former parent talking about her child explained, “I didn’t get the impact (of RRSA) until she’d left ...” and went on to explain how her twelve year old child’s ability to discuss issues maturely and deal with aspects of her life such as unacceptable comments on social media, was an important life skill that she had learnt through her understanding of being rights respecting.

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 First’ is the Trust’s motto and children and adults work together to create a school community underpinned by rights where all children have the opportunity to experience quality education. The Executive Head described how important it was that children understood about respect, *“because not all children receive it or understand it”* outside of school. Children described how school helped them enjoy a range of their rights such as to be safe, listened to, to learn and be healthy.

It was very evident that Canford Heath Infants is a school in which positive relationships are central to the school ethos. Class charters help to create a positive learning environment with children understanding that charters *“help everyone to share their rights e.g. by not calling out and giving everyone the right to speak.”* Children take ownership of their actions and behaviour and believe that systems in place are fair. One child explained *“We all have choices and we can make good choices or bad choices.”* He went on to describe how the peg system *“treats people fairly if you make a wrong choice.”* When asked what they would do if they felt a process wasn’t fair, one child said, *“I would say, ‘I don’t like the new system because it makes me feel unsafe and is unfair.”* Evidence showed that children have also explored the concept of dignity. Being a ‘right respecting role model’ is a phrase frequently used not only amongst the children but in reports to parents. For example, parents might get a ‘good news’ postcard that praises their child for being a rights respecting role model.

Throughout the visit, the children were happy, polite, friendly and well behaved. The Anti-Bully Lead works with the junior school so a common approach works across the two schools. Junior pupils trained in Anti-Bullying work with younger children as Friendship Ambassadors. When describing safety in school, children talked about how the Friendship Ambassadors made them feel safer and practising the fire drill made them feel safer. The Deputy stated, *“Everyone knows safeguarding is everyone’s priority.”* Work on E-Safety also takes place and is integrated into ICT topics. Children were aware that adults’ knowledge of First Aid also helped them stay safe and healthy. The SLT described how the sports premium was used on resources to improve health and wellbeing.

Children’s social and emotional wellbeing is a priority right from the start when children begin school. A careful induction programme is in place that includes home visits when appropriate, Stay and Play visits and a staggered entry process to help children feel happy and at ease about starting school. For older children, care is taken to reduce the anxiety for children around SATS. Full time ELSA support and pastoral care ensure that children’s emotional needs are supported, and questionnaires carefully monitor how vulnerable children are feeling and progressing. There is also a worry box and children know who to go to if they need support.

Children are valued as individuals and there is a dedicated classroom for those who need targeted intervention. The SLT described how SEN funding is carefully used to ensure all children have what they need to progress and to provide equity amongst children. Sports Days has been tailored to ensure they are appropriate for children with special needs and specialist help has been sought for children with speech and language and physical needs. A range of clubs such as photography, gardening, Spanish and construction ensure different interests are catered for. The Cultural Hub provide opportunities for children to experience a diverse range of arts, dance and music activities.

UNITED KINGDOM

Children are clearly happy in school and value their learning. They are encouraged to think about and be involved in the learning process. For example, in one PSHE exercise book a Y1 child wrote, *'I will stretch my learning by ...'* and drew pictures to show what she would do in different aspects of her learning. On the learning walk one child highlighted a display that showed different pieces of work from children to show the progress they had made. When asked why they thought this was a good idea, one child explained, *"It shows how hard we work and how well teachers teach."* Although curriculum planning is very structured, children discuss what aspects of topics they would like to learn about and how it could be improved. Home learning activities also provide the opportunity for children to follow independent study.

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 at Canford Heath Infants are empowered to exercise their rights and the Steering Group play an important role in this. When asked what their job was one child explained, *"We are the organisers! Adults are duty bearers, but we are the organisers"* and went on to describe how they lead assemblies and write letters to their MP and local businesses on environmental and rights issues. Children also learn about the importance of being heard through their work on British Values. One Teaching Assistant commented, *"Children understand respect and listening to each other... Learning improves because children's voice is included."* The RRSA Lead described how at the end of the 'People Who help Us' topic children said it would be even better if they could *'actually go inside'* a fire engine or ambulance and so that was included in the topic the following year. The School Council and the Eco Warriors also play an important part in school. The School Council display board has a You Said, We Did section so that children are aware of the actions and changes taking place. The Head of School described how the growth of pupil voice and children having more influence on their learning had been an important impact of RRSA. When asked if having the right to express your opinion meant that you could say what you want, one Y1 child immediately said, *"You can't just say what you want because some words are unkind, and some are rude."*

The Executive Head described how important it was that school helped children develop as *"socially conscious individuals"* who could *"change the world a little, one person at a time."* An example of this was the 'Spread the Word' campaign. Staff talked about learning about fair trade which included the Fairtrade Bake off. A letter home encouraged the whole school community to be involved. Children made posters to encourage parents to buy Fairtrade goods and understood how fair trade *"helps children go to school and helps children get water."* Children have also supported the local hospice, fundraised for charities such as Jeans for Genes Day and been part of Send My Friend to school campaign.

All year groups have completed work on the Global Goals and learnt about recycling, pollution and the use of plastic. Children followed this up with some actions. Early Years for example, wrote to the milk supplier to ask for paper straws, others wrote to local supermarkets to ask them to reduce the amount of plastics they used. The Rights Respecting Group made new boxes and labels for the foyer to encourage parents to recycle items they couldn't recycle at home. One child explained that the Eco warriors *"decrease global warming"* because of their actions leading recycling in school.