

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Canford Heath Infants
Headteacher:	Laurin Palmer
RRSA coordinator:	Hannah Myers
Local authority:	Bournemouth, Christchurch and Poole
School context:	There are 359 children on roll, 18% of whom are eligible for Pupil Premium/ Free School Meals; 2.5% have a ECHP or additional needs and 5.8% speak English as an additional language. The school is part of the TEACH Trust and all four schools have achieved RRSA Gold. Ofsted: March 2023 Outstanding.
Attendees at SLT meeting:	Headteacher, Deputy Head, RRSA Lead
Number of children and young people spoken with:	31
Adults spoken with:	2 teachers, 3 teaching assistants, parents
Key RRSA accreditations:	Registered for RRSA:13/12/2009 Gold achieved: 24/11/2015 Reaccredited Gold: 27/06/2019
Assessor:	Jilly Hillier
Date:	25/05/2023

REACCREDITATION OUTCOME

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

Canford Heath Infant School 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:

- A positive, happy learning environment in which a longstanding commitment to children's rights is deeply embedded in the school's vision, ethos and decision making.
- Effective leadership and a school community that continues to be fully committed to a child rights approach.
- Young children who demonstrate a mature understanding of rights, know a wide range of articles and speak with confidence about the importance of children's rights in their lives.
- The language of rights is consistently used across the school and made accessible for even the youngest children.
- A caring and inclusive approach in which children are valued, encouraged and achievements celebrated.
- Children who are engaged in raising awareness of children's rights within the community.

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 your excellent rights practice that has become embedded across the school. Ensure that your rights journey continues to evolve with all new initiatives related back to rights.
- Continue the work to ensure our diverse society is represented throughout the curriculum and continue to develop an understanding and celebration of diversity in all its forms, underpinned by an understanding of fairness, identity and non-discrimination.
- As planned, continue to support children to develop and lead campaigns on both local and global issues and from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- Continue to develop further opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school.
- Continue your role as ambassadors for the CRC, sharing your practice with trainee teachers on placement and with other 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>Children’s rights continue to be an integral part of children’s learning at Canford Heath Infant School and have a positive impact on daily life and interactions between members of the school community. Throughout the visit, it was clear that learning about rights is so embedded that even the youngest children in the focus group could talk with confidence about a range of articles. They could also explain the principles of the CRC, for example saying that rights are inherent and inalienable, and describing what this means. Talking about rights is a natural part of the school day. One child talked about why Article 21 (adoption) was particularly important to her, while another talked about the right to your own religion and culture, “... so we are all friends with people who have different religions.” Children clearly feel that learning about rights is important. One child said that learning about rights was, “100% important,” because, “Rights make us feel safe at school, at home, or even in a hotel and stuff!” They understood the role of adults as duty bearers and were confident in using this terminology.</p> <p>The school curriculum includes the aim, ‘To teach children about the UNCRC so that they will have respect for themselves, high self-esteem and be able to live and work cooperatively with others.’ Learning about rights continues to be well-planned and embedded in the curriculum, in assemblies, in PSHE, in class charters, in topic work and learning about the wider world. Environmental work is often linked to the Global Goals and is made accessible for the youngest children through topics such as ‘Saving Our Seas.’ Some children talked about the issue of climate change and the impact it is having on the weather and how this, in turn, affects children’s right to a safe home. One child talked about doing, “...what we can to make the world a better place.”</p> <p>RRSA and the CRC is highlighted in the school prospectus, on the website and is part of communications to parents and carers. Trainee teachers on placement experience the school’s rights respecting approach and are encouraged to incorporate it into their practice. Parents spoken with praised the school’s rights respecting ethos and its lasting positive impact on children. One parent wrote that rights became, ‘embedded in her child’s thoughts and actions.’ She is now an active member of Bournemouth, Christchurch and Poole Youth Forum who, “... will stand up and fight for the rights of others.”</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-</p>	<p>RRSA and the CRC continues to be a ‘coherent values framework’ for Canford Heath Infant School. The school’s recent Outstanding Ofsted report stated, ‘The motto of ‘children first’ shines through every aspect of the school’s work.’ The headteacher explained that when policies are reviewed, “...thinking about RRSA is at the forefront.” Children showed a maturity when talking about relationships and had a clear understanding of how to treat each other with respect. Ofsted stated: ‘Pupils, including children in the Reception Year, are taught to work together, listen to each other and respect different points of view.’ One child explained that rights show you, “...how you should treat each other.” Charters have a consistency across the Trust, the headteacher saying they are, “...a thread that follows through to junior school to have a lasting</p>

<p>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><i>impact.</i>" Some children showed a clear understanding of equality and equity, explaining that although everyone should be treated, "...<i>the same,</i>" there were times when they might need different things.</p> <p>Children feel safe in school and explained that they would, "...<i>tell an adult,</i>" or, "...<i>put it in the Worry Box,</i>" if they had any concerns. They explained how Friendship Ambassadors and the Friendship Stop supported children on the playground who were having friendship issues. The headteacher explained that children's wellbeing and personal development was, "... <i>such a big focus for us,</i>" which is why Forest Schools was introduced. She described how this was having a, "... <i>real impact,</i>" helping children to enjoy the outdoors and be more confident. Wrap around care was introduced after Covid to help children catch up by extending the school day rather than missing play times or lunchtimes.</p> <p>Canford Heath is an inclusive school where 'Pupils with SEND achieve exceptionally well across the curriculum' (Ofsted 2023). Children showed an awareness that pupils are supported differently so they can reach their potential. One child talked about having, "...<i>a special fidget toy,</i>" to help him learn while others talked about support for those with a hearing impairment. They understood this was a fair way to help children learn. Displays promote diversity such as the, 'Diversity is the one thing we all have in common,' board, and, 'It's ok to be different' board. Other displays show inspiring role models from diverse backgrounds. Protected characteristics are taught in an age appropriate way, particularly through stories. It was clear that children are engaged in their learning. One EYs child said, "<i>I love it here!</i>" Staff are positive role models, for example, one display showed adults sharing their favourite book and another showed children reading books in unusual places to encourage reading outside of school. In the hall, there were also displays that celebrated progress children had made with their learning.</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>Children feel listened to and empowered to make a positive impact on school life. One member of staff talked about the, "...<i>can do,</i>" attitude that encourages children to think, "<i>I can make a change.</i>" Pupil groups such as the School Council, Eco Group, Rights Ambassadors and Friendship Ambassadors provide opportunities for children to lead. For example, the Steering Group analysed the children's questionnaires and decided they needed to encourage children to talk about rights more at home. This led to a social media post, sharing a rights song. Last year's Rights Parade to the town square enabled children to promote the CRC within the local community. The banners hang proudly in the hall and display the ABCDE of rights. Children are also conscious of their role in supporting the environment with the ECO Group learning about the danger of litter on the local heathland and then taking part in litter picking. One EY child said, "<i>I always ask my mum if I can help to keep the world safe. That's why I pick up trash.</i>" The School Council have led on deciding which charities to support and have held assemblies and fundraising activities. This year, children are engaging in the Send My Friend campaign. One member of staff said children are, "... <i>aware of who they are as a global citizen ...the seed is here.</i>"</p>