

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Brettenham Primary School
Headteacher:	Stewart Humphreys
RRSA coordinator:	Anna Amorosi and Lucy Ahuja
Local authority:	London Borough of Enfield
School context:	30% of pupils are eligible for pupil premium funding, 3% have an ECHP and 6% have an IEP, 67% of children speak English as an Additional Language. The school was rated as 'good' by Ofsted in 2018.
Attendees at SLT meeting:	Headteacher and two RRSA Leads.
Number of children and young people spoken with:	9 children in 'Rights Ambassadors' group, 11 in focus group from Y3 – 6.
Adults spoken with:	Three teachers, one TA, two parents - one of whom is also a play leader in school, one Deputy Head who is also a staff governor.
Key RRSA accreditations:	Registered for RRSA: 30/03/2011 Bronze achieved: 02/11/2012 Silver achieved: 19/12/2012 Gold achieved: 21/10/2014 and Reaccredited 15/11/2017
Assessor(s):	Helen Trivers and Isobel Mitchell
Date:	23/11/2021

ACCREDITATION OUTCOME

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

Brettenham Primary School has met 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 reaccreditation visit. The assessors 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 collection 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:

- Children have an excellent knowledge of rights, the UN global goals and their role as global citizens.
- Strong and effective links to rights across the curriculum.
- A variety of opportunities for children take action to protect the rights of all children locally and globally through advocacy campaigns, practical action, and fundraising.

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:

- Seek ways of explicitly linking the Convention on the Rights of the Child (CRC) to your school vision, values and ethos and other initiatives on, for example, well-being and inclusion. Communicate these connections on your website and strategic documentation to make it clear that school development is driven by rights and leading to positive outcomes for all children.
- As you strengthen your school governance, ensure that new governors are trained in the CRC and understand how it drives school development. Consider using the UNICEF resource '[Articles in Action](#)' and our e-learning modules '[Strengthening RRSA](#)' to support this.
- Continue to explore with children/young people and staff the meaning of key concepts underpinning a child rights-based approach, for example 'dignity' and 'equity' and how these are enacted in school practice.
- Continue to create opportunities for children and young people to take on leadership roles and be at the heart of decision-making - influencing and shaping the life and work of the school, perhaps through further involvement in strategic decisions and school improvement planning.
- Continue to act as Ambassadors for rights, working across the 'Children First' Academy Trust to encourage all schools in the Trust to put the CRC at the heart of school policy and practice.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>The curriculum from Early Years to Y6 is explicitly linked to rights, this has enabled children to learn about topics such as Natural Disasters in Geography and World War II in History through a rights-based lens. Theme days, displays, assemblies and ‘parent homework’ have also enhanced children’s knowledge of rights which they illustrated well during the visit; referring to a wide range of Articles and how these are applied. They were cognisant of the key principles of rights and aware of how in some circumstances children’s rights are not respected, citing examples such as how poverty, which, they explained, can mean children are unable to access their right to clean water and healthy food. The children have a good knowledge of the United Nations Global Goals and talked about how there are 17 goals, giving examples such as ‘gender equality’ and ‘no poverty’. The parents we spoke to were well informed about the work on rights through school newsletters and ‘parent homework’ where children are asked to discuss a rights issue with their families. The commitment of the SLT and the governors of the school to the CRC is longstanding – this is the school’s third gold accreditation.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>The children summed up why being Rights Respecting is important to them. <i>“We are a gold rights respecting school because most things we do are about rights around the world, we listen to each other’s opinions and what they are worried about, we help children learn about their rights, so they know if their rights are being neglected.”</i> They clearly feel that the school protects their rights; <i>“They give us healthy food and clean water.” “They give us time to rest and play” “We have a quality education - I like that we have access to computers for on-line learning.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Positive relationships are supported by rights-based charters relating to classrooms, the playground, ICT, and the library. The children know that adult <i>duty bearers</i> are responsible for protecting children’s rights, but they also told us that in some circumstances they might need to <i>“speak up”</i> to claim their rights and take action to respect the rights of others. Rights Ambassadors refer to the charter to resolve low level conflict in the playground. The children spoken with agreed that the adults treat them fairly by <i>“listening to both sides of the story,”</i> and they knew that ‘dignity’ meant being treated with respect. One girl explained the concept of ‘equity’ brilliantly – <i>“If someone is finding something hard then adults might have to help them more than others to get to a higher level, is fair because that is what they need.”</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children gave examples of how the school keeps them safe, mentioning the school gates, cameras, staff in the playground and fire drills. They also told us that <i>“we learn about being safe on the computer. You should not share your contact details and you should make sure that the person you are talking to is who you think they are.”</i> The children all agreed that if they did not feel safe, they would speak to an adult and they were confident that <i>“the adult would listen, try to solve the problem and reassure you.”</i> Survey results indicate that pupils feel safe at school.</p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>The children told us that the school promotes their physical health through, for example, sports clubs and the ‘daily mile’ morning run where children run laps of the playground before lessons. They felt that their school Dinners provided a <i>“healthy and balanced diet.”</i> The importance of mental health and well-being is emphasised through circle time activities and specific initiatives such as a Nurture Group and Play Therapy for those who need additional support. The children shared that in PSHE <i>“we talk about not keeping our emotions in, so they don’t build up.”</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Staff have received training from an external agency in relation to challenging rather than enforcing stereotypes and how to ensure the children are receiving reliable information from multiple perspectives and avoiding ‘fake news.’ The children talked about how they had enjoyed a ‘culture and identity day’ related to Article 2 (non-discrimination), Article 7 and 8 (name and identity). One of the parents commented that her daughter feels very comfortable wearing a headscarf in school, <i>“she knows that she has the right to be herself. She feels really included.”</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>The staff have been gathering views from the children on the curriculum and their thoughts will be fed into curriculum planning for next academic year. Pupils are aware of the next steps to take to make progress and are given the opportunity to assess their own work and the work of their peers against success criteria. The also talked about how they are given challenges to extend their learning.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>The Rights Ambassadors play an important role in school; <i>“we make sure everyone’s rights are protected.”</i> The group achieve this by, for example, using rights language to help resolve conflicts, writing content for the newsletter and organising events such as ‘environment day.’ Pupils who are not in the Ambassadors group can offer their suggestions through a ‘thought box’ located in every classroom. Suggestions are monitored by the Ambassadors and then passed to SLT to action, leading to changes, for example, more equipment in the playground, and more after school clubs. The Ambassadors have recently devised a survey on school Dinners and have been instrumental in linking the Anti-Bullying policy to rights.</p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Pupils have taken part in a range of fundraising, advocacy, and practical action projects on rights, for example, the Rights Ambassadors visited the Mayor of Enfield to share their concerns about the local rights issues such as litter and fly tipping. The children worked with the other four schools in the Multi-Academy Trust to meet with their local MP, regarding support for children during the pandemic and action on climate change. At a recent ‘Environment Day’ the children took action, such as writing to Asda to ask them to reduce their plastic packaging and planting wildflowers to encourage pollinators. One of the parents we spoke to told us that she had increased recycling at home in response to the ‘parent homework’ suggested through Environment Day. The school are currently linking with a school in Nepal alongside the other schools in the Trust and taking part in joint work based around the UN Global Goals. Children regularly patrol the road outside the school to ask the parents not to park irresponsibly and they are active Ambassadors for rights supporting other local schools on their Rights Respecting journey.</p>