



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Bridport Primary School
Local Authority	Dorset
Number of pupils on roll	332
Headteacher	Michaela Kite
RRSA Coordinator	Adam Gough
RRSA Assessor	Jilly Hillier
Date of visit	5th May 2021
Attendees at SLT meeting	Headteacher, RRSA Lead
Number of pupils interviewed	16
Number of adults interviewed	6 including teachers, lunchtime supervisor/governor
Evidence provided	Self-evaluation form, evidence PowerPoint, adult and pupil virtual focus groups
Date registered for RRSA	11/09/2019
Bronze achieved	21/01/2020

ACCREDITATION OUTCOME

Bridport Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

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EVIDENCE FROM THE ACCREDITATION VISIT

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 living.

- Children were able to name a range of rights from the CRC including the right to education, to be heard, to healthcare, to food and protection from abuse. They knew that these rights were for all children, everywhere and that it was the responsibility of adults such as teachers, parents and the government to make sure children access their rights. They also recognised their important role in respecting the rights of others.
- Evidence showed that children learn about their rights in assemblies, in PSHE, through their class charters and through the Right of the Week. This was confirmed by children with one child explaining “*As a school we do a lot of things about being right respecting.*” Staff also talked about how they incorporate learning about rights in other curriculum areas such as English, history or when discussing current events such as Black Lives Matters. A new curriculum is being formalised in which decolonising learning was a key feature because senior leaders feel “*It’s not enough not to be racist.*”
- Staff attended initial training on the CRC and refresh their understanding at the start of each year. The RRSA Lead from the local secondary school has also supported the school’s rights respecting journey. Staff described the positive impacts on their own practice and on outcomes for children that were seeing. The lunchtime supervisor for example described how she had been working on Article 31 with lunchtime staff to develop their awareness and help make playtimes more positive.
- Being a Rights Respecting School is made known to parents and the wider community. It is referred to on the school website as part of the school values and is included on the virtual tour video led by children. Governors have been very supportive and instrumental in driving forward the school’s RRSA journey to Silver.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to deepen knowledge and understanding of the CRC for staff and children (age appropriate) including that rights are inherent, inalienable, indivisible, universal and unconditional. This free RRSA resource might be helpful [ABCDE of Rights](#).
- Consider attending Achieving Gold training to support your journey to Gold and/or engage with the Strengthening RRSA E learning. <https://www.unicef.org.uk/rights-respecting-schools/training-and-support/training-courses/>
- Encourage teachers to make explicit reference to rights across a greater range of subjects/ topics and include in planning.

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- Continue to support children to develop their understanding of sustainable development and rights. Consider exploring the UN Global Goals (Sustainable Development Goals) through The World's Largest Lesson and how they impact on children's rights and the wellbeing of the planet.
- Work with children to develop the Rights Respecting page on the website with information to help raise awareness of the CRC more widely.
- Support parents/carers to understand the CRC and engage with the school's rights respecting journey. This could include involving a parent on the Steering Group and making the CRC explicit in parents' meetings and in the Home School Agreement.

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.

- There is a clear commitment from senior leaders and staff to place the UN Convention on the Rights of the Child at the heart of the school, underpinning the school's revised values which was a whole school community process. Relevant articles are included on the School Development Plan and reference to being a Rights Respecting School is included in a range of policies including the British Values Policy.
- Staff described a key impact of RRSA was a more positive and restorative approach to behaviour. The CRC is referenced in the rationale of the Behaviour and Wellbeing Policy and emphasis is placed on working alongside children to build positive relationships. At the heart of the policy is treating everyone with dignity and respect. Children's views were incorporated into the Anti-Bullying Policy which also helps children to 'embrace a culture that respects difference.' Children are trained as peer mediators.
- School values such as respect, integrity and kindness help to embed a culture in which children feel valued and included. Respect is at the heart of the Curriculum Statement, 'Children will only learn at their best, and teachers will only teach at their best, when they feel respected.' The school has sought support from a diversity and inclusion specialist and have plans to liaise with a local middle school on anti-racism so that teachers can fully embrace an inclusive approach with confidence.
- Children said they feel very safe with and that teachers consider their mental health with one child saying that the school was "*Good at making sure we are all ok*" and "*help you if you are struggling.*" Children described how they had Zoom calls with teachers during lockdown who checked how they were feeling. Children's wellbeing is also supported by The Hive - a space where children can go if they need a quiet, calm space and ELSA support is provided by a family support worker.

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unicef.org.uk/rights-respecting-schools



- Ensure that children and young people are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights. For example, on class charters include the actions of both adults (duty bearers) and children (rights holders) that show how rights are respected.
- Consider sharing the school's goals (as appropriate) as set out in the school development plan and explore how children can be involved in helping to reach these goals.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.
- Develop the role children and young people have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.

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.

- In school children are supported to take an active role. Pupil voice groups include the school council, digital leaders, playground activity leaders (PALs), peer mediators and sports ambassadors and prefects. Playground activity leaders for example help to make everyone feel included and promote positive playtimes and members of the school council *“help make our school a better place.”* The RRSA Lead reported that a recent new member of the school council became engaged *‘to stand up against inequality.’*
- Children are learning about how to be ambassadors for rights. For example, the school has worked with Sir John Colfox School to support the development of Bridport as a Rights Respecting Town. Children have been involved in deciding which charities to support and have taken part in fair trade activities and the climate strike. Children also wrote to the Queen because they were *“truly concerned about plastic in our country”* and received a reply that explained how the Queen had introduced a policy to reduce the amount of plastic across the Royal estates.

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- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching and so on.
- Build on your work with Sir John Colfox, Bridport town and other local schools to continue to develop children's understanding of what it means to be a rights respecting global citizen.
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with UNICEF UK's Outright Campaign and using UNICEF's Youth Advocacy Toolkit <https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/>

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