

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Freegrounds Infant School
<b>Headteacher:</b>	Nikki Riches
<b>RRSA coordinator:</b>	Susannah Jones
<b>Local authority:</b>	Hampshire
<b>Number of pupils on roll:</b>	219
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA Coordinator
<b>Number of children and young people spoken with:</b>	10 from across the school
<b>Adults spoken with:</b>	A teacher and parent/lunchtime supervisor
<b>RRSA key accreditations:</b>	Date registered: May 2017 Bronze achieved: January 2018
<b>Assessor:</b>	Kathy Allan
<b>Date of visit:</b>	9 <sup>th</sup> March 2023

## ACCREDITATION OUTCOME

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

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

# 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's rights are well embedded through the curriculum, collective reflection and display at Freegrounds Infant school. The headteacher explained how "*It is a whole school mission for every child.*" "*Teaching about rights is through everything we do*" added the RRSA Coordinator. Rights are discussed where natural links occur for example when reading 'On Sudden Hill' Yr1 made links to article 12, 15 and 31.
- As children are immersed in learning about rights from when they start in school children met were all able to reference articles and link them to their experiences. "*You get them when you are born*" explained one reception child with others sharing their understanding of rights holders and duty bearers and the fact that rights cannot be taken away. They understand that circumstances such as poverty or conflict can prevent access to rights for some children and are increasingly exploring rights in a global context.
- A right of the fortnight and engaging mascot 'Nick the RR Ninja' support engagement with articles across display and link with home learning. A parent shared how her family enjoy reading the school newsletter and exploring the right of the fortnight together.
- The RRSA Coordinator has supported all staff in school to build their understanding of the UN Convention and an annual relaunch ensures engagement and continued development progress. New staff, including those who are temporary, and volunteers receive information about Freegrounds as a rights respecting school and this is also included in the staff handbook and induction.

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

- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- Continue to support children to develop their understanding of sustainable development. 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.

## 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.

- *"Rights underpin everything we do, want our children to achieve, and strengthens safeguarding"* explained the headteacher. Articles are embedded across policies as they are renewed and feature in conversations across the school. Relationships are developed through an understanding and exploration of rights which is developing their empathy and ability to work together.
- Children feel safe and able to talk to adults when needed. Safety is prioritised and strategies in school; discussed. Support is also offered by external organisations highlighting issues such as road, and sun, safety. Pupils' health and wellbeing is supported through life education workshops exploring Fitness 5 and Feelings 5. Children highlighted classroom calm corners and buddies as being helpful.
- Inclusion is strong at Freegrounds and staff shared how steps have been taken to renew library resources so that they reflect our diverse society, challenge stereotypes and allow for explorations of diversity, for example in relation to families. 'Dilemmas on the door' promote respect for all children's views underpinned by articles 12 and 13 and every child has their work displayed in the classroom to show the importance of every child.
- Children play a role in role in claiming their right to an education and have opportunities to take ownership. Staff report that this is having a positive impact on learning behaviours and encouraging pupil to be inquisitive. Children share their reflections on teaching opportunities and make choices on how to represent their learning. The RRSA Coordinator explained the importance in supporting children *"understand they are part of a community."*

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

- Continue to embed the UNICEF RRSA [Charter Guidance](#) and when next updating your rights respecting charters consider using the terms rights holders and duty bearers, also ensure these are working documents regularly referred to and reviewed across the year.
- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- Continue to ensure there are clear systems, known, understood and used by children for reporting and sharing concerns about rights and wellbeing.
- Explore with staff and children the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school, particularly behaviour management.
- Use the language of rights and respect to strengthen school systems for resolving conflict and the promotion of positive attitudes and actions for rights.

## 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.

- Children at Freegrounds regularly participate in 'democratic voting explaining that this means they all get a vote and the most popular option is chosen. There are a range of leadership roles children can apply for and the RRSA Coordinator shared their plans for creating a more inclusive recruitment process.
- Children are confident and empowered, "*We give them a voice and they know they can influence things*" RRSA Coordinator. Pupils are currently supporting the school improvement priority around the playground. They have surveyed peers leading to the development of play leaders and increased play equipment. Children are currently due to vote for their preferred play equipment, giving every child a voice. "*It is their environment, it makes sense to take it back to them*" said the headteacher.
- Opportunities are provided for children to explore global issues and current affairs in a safe, age-appropriate manner and this is increasing their confidence to talk about the wider world and challenge stereotypes. "*Rights are supporting our work on the global dimension and driving the curriculum*" shared a member of staff.
- Pupils in Yr2 shared their understanding of Fairtrade and recognise the injustice of people being unfairly paid for their produce. They talked animatedly about supporting the local foodbank and taking action support children to access their right to learn. "*We donated pens to a charity to support children to learn some children can't get their right to learn.*"

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

- Continue to provide opportunities for children 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 etc.
- Consider merging your school council and rights ambassadors as they already work together very effectively.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing the school community how the voice of pupils has brought about meaningful change.
- Develop campaigning outside of school through your investigation of article 31 and explore opportunities to engage with relevant duty bearers, for example the local council.
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools, particularly the local junior school, and in the wider community.