RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Broughton Primary
Headteacher:	Lucy Macey
RRSA coordinator:	Jane Bottle
Local authority:	Hampshire
School context:	Broughton Primary has 93 pupils aged between 4 and 11 on roll. 15% of pupils are eligible for Pupil Premium Funding, 16% have Special Educational Needs and 3% speak English as an additional language.
Attendees at SLT meeting:	HT, RRSA Lead
Number of children and young people spoken with:	17 children (Y1-Y6)
Adults spoken with:	4 teachers, 4 teaching assistants, 1 parent, 2 governors
Key RRSA accreditations:	Registered for RRSA: 21st November 2017 Bronze achieved: 26th March 2018 Silver achieved: 12th November 2020
Assessor:	Brenda France
Date:	13th June 2024

ACCREDITATION OUTCOME

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

Broughton Primary school has met 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 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:

- Very articulate children who demonstrated a good knowledge and understanding of rights and how they are connected to school life and the wider world.
- All adults are passionate about the rights respecting work of the school and the impact this is having on outcomes for children.
- Caring and nurturing ethos where the values of dignity and respect are lived and valued across the school community
- Children know they have a voice, that their views matter and that they can make a difference in school and in the wider world

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 to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families. Consider working alongside another Gold school in a contrasting area of the UK to facilitate this.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development goals. Consider using the World's Largest Lesson resources to support this.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights
- As a Gold Rights Respecting School, develop your ambassadorial role through collaboration with the LA, your local schools network and your federation.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	Children learn about articles from the CRC through weekly assemblies, through their class charters and their playground charter. The school also has a whole school charter which is signed by every child and every adult using their fingerprint. This is part of the school's World Children's Day celebration each year. Curriculum subjects also make clear links to articles, for example one child explained that through their history topic about evacuees they were learning about the right to survival and development. Children were aware of situations across the world where children's rights are not respected: *"For some children their rights are threatened if they are in a war zone or they are a refugee"* The headteacher explained *"Rights are embedded in our school; it is part of what we do."* All staff spoke about the positive impact of their child rights approach, commenting, *"Children have really learned to listen to each other, and this leads to complex conversations,"* and, *"Children are empowered, they are much more confident to speak up and articulate their views."* A governor described children's rights as, *"No longer an initiative, it is our culture."* Parents are kept informed about the school's work on children's rights through newsletters, assemblies and curriculum events. As part of a recent survey to parents, one commented, *"We love how it gives a vocabulary and structure to understand your rights and those of others. It makes my child brave to stand up to support others and makes them value things like education and health."* Another parent wrote about how the Rights Respecting School work, '*Gives children a common identity and culture across the entirety of the classes and year groups, irrespective of age.'*
STRAND B	**Highlights and comments**
2. In school children and young people enjoy the rights enshrined in the CRC.	All adults were clear that there is a deep awareness of children's rights through every aspect of school life. As one governor explained, *"This is a school where the children come first."* The language of rights is introduced in Year R and children use this straight away to speak up for their rights. For example on the playground Year R children will ask for help from an adult by saying "I don't feel safe and I have a right to be safe." Children explained that there was no discrimination on the playground, everyone was included. Children know that they have a voice and that they are listened to.
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Children and adults spoke clearly about respect for the rights of everyone and the positive impact this has across school. One child explained, *"It is calm; everyone talks to each other and gets on"*. Another child added, *"We all have a say."* The school has introduced a new system of peer mediation this year, providing weekly training over a ten-week period for KS2 children to become 'Young Peacemakers'. This has proved very successful in helping resolve friendship issues at playtimes. One Y6 pupil explained, *"There used to be lots of problems at playtime but now there aren't as many."* In a recent survey children said they felt the peer mediation system was fair and their right to express their views was taken seriously.
4. Children and young people are safe and protected and	Children spoken with know they have the right to be protected from harm and could give lots of examples of how the school works hard to keep them safe, *"We have fire drills," "The teachers always help us and they listen to us," "We can speak to adults if we don't feel safe."* Children learn about keeping

know what to do if they need support.	themselves safe through their PSHE lessons, NSPCC visits, and through work about being safe online. Children can identify the trusted adults they would talk to if they had any worries.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children's social and emotional wellbeing is well supported at Broughton with many strategies being used such as Wellbeing Wheels, Worry Boxes and Zones of Regulation, to help children learn about their feelings and to seek help when needed. Healthy lifestyles are supported, for example through the recent Mental Health Week and the Walk to School Week. Staff have included specific articles on the new PSHE planning (SCARF) and will discuss with children "*What is the right which links to our work today?*"
6. Children and young people are included and are valued as individuals.	Inclusion is at the heart of the school's philosophy. The headteacher explained, *"Rights learning has had a positive impact on children's understanding of equity and respect for others."* Children could explain that children have different needs and are supported in different ways but that everyone is included: *"We all have roles in school."* The language of rights supports the inclusive attitudes and values of the school. Children are valued as individuals and their achievements and positive attitudes are celebrated in weekly assemblies and newsletters.
7. Children and young people value education and are involved in making decisions about their education.	Children choose to be involved in leading and preparing weekly rights based assemblies on matters which are important to them; recent assemblies have included Earth Day, Allergy Awareness week, and Deaf Awareness week. A governor who attended the Allergy Awareness assembly noted the very good questioning from all pupils at the end of the assembly, and how the children made links with this issue and the school and playground charters. Children explained they have a right to say what they think in all lessons.
STRAND C	**Highlights and comments**
8. Children and young people know that their views are taken seriously.	Children know they are listened to and their views are taken seriously, a recent school survey showed that 96% of children feel listened to in school. Staff spoke passionately about pupil voice: *"Children have gained confidence and know they have a voice and it will be heard." "I feel children are now the driving force in our rights work."* School Council undertook a review of outdoor learning and children voted for the reinstatement of outdoor learning. Children have worked with the governors to create a child friendly version of the current School Improvement Plan which is clearly linked to different articles: The Pupil Perspective.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Staff and governors spoke about all children being fully involved in the child rights approach. One parent wrote about how their children were able to use the language of rights in discussions at home and how their children showed such knowledge and passion of children's rights and their "*adoption of the Rights as core social values.*" YR pupils recently led a campaign for Rainforest Protection – making posters which they took to all classes as part of their protest in line with Article 12. The children also wrote to the King and their local MP. KS2 pupils participate in OutRight campaigns every year. This year children wrote to the policymakers at COP28 to share their concerns about Climate Change. Their letter was delivered to one of the Youth campaign teams at the conference in Dubai. The children also spoke to local parish councillors about Climate Change. The school supports the local foodbank, national charities such as Children in Need and international crises such as the Ukraine appeal for toys and clothes. Children understand that these activities will help uphold the rights of other children both locally and globally. One child explained, *"I like knowing about my rights and helping other people and when I am an adult I can carry on and teach others about their rights."*