

RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

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| School: | Belmont School |
| Headteacher: | Ms Lindsey Shaw |
| RRSA coordinator: | Ms Paula O’Halloran / Ms Poonam Aggarwall |
| Local authority: | Harrow |
| Assessor(s): | Isobel Mitchell and Gillian Roberts |
| Date: | 07/12/2018 |

1. INTRODUCTION

The assessors would like to thank the children, the Senior Leadership Team, staff governors and parents 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 assessment visit, the school completed a comprehensive School Evaluation: Gold form.

It was evident that children’s rights are embedded across the school and underpin every facet of school life.

Particular strengths of the school include:

- Confident and articulate children who are very knowledgeable about rights.
- The whole school community including parents are involved in rights respecting activities.
- There is strong collaboration between adults and children and commitment at all levels to maintain the school’s rights respecting status.

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

2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 ambassadorial role in influencing and supporting other local schools to become rights respecting, particularly secondary schools.
- Ensure that all the language used on displays and in literature is accurate and rooted in the articles of the Convention.
- Continue to develop rights charters in Early Years and KS1 as well as KS2, which are clear about what adults can do to respect rights as well as what children can do.
- Develop the excellent work on pupil voice to enable children to become more powerful advocates of children’s rights at a local, national and global level.

3. ACCREDITATION INFORMATION

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| School context | 638 pupils, 1.6% have an Education and Health Care Plan for SEN and 12.6% receive some SEN support. 95.8% have English as an Additional Language and 19.1% of pupils are currently eligible for Free School Meals. Graded as Outstanding by Ofsted in 2012. |
| Attendees at SLT meeting | Headteacher / RRSA coordinator / deputy headteacher/ assistant headteachers (2) |
| Number of children and young people interviewed | 30 RRSA ambassadors, 55 in focus group |
| Number of adults interviewed | 3 teaching staff 1 support staff 3 parent /governors 1 governor (chair) 2 parents 1 parent/staff member |
| Evidence provided | Learning walk, focus groups, written evidence, class visits. |
| Registered for RRSA: 04/02/2019 | Gold previously achieved: 19/06/2015 |

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 development.

Strand A has been achieved

Pupils’ knowledge and understanding of rights is secure. Children from both key stages were able to give examples of a wide range of rights including those that are less well known, for example, Article 16, the right to privacy and Article 42 the right to learn about rights. They were clear that rights were universal, inherent, inalienable, indivisible and unconditional and this was supported by posters of the ‘ABCDE of rights’ throughout the school. They understood the concept of adults as duty bearers and gave examples of adults in the school and parents and government outside the school. Pupils understood that although all children have rights, some were unable to access their rights e.g. children not being able to go to school and *“they don’t have an education”* (A28), as a result of natural disasters they may not be protected and kept safe (A19), and through learning about energy and climate change pupils made links with air pollution (A24).

Pupils learn about rights in a variety of ways, including assemblies, displays, class charters, the curriculum and focus days. The children have designed their own pictures to represent the articles in the convention and these are displayed widely around the school and used as rights cards for home learning. Teachers are well informed about rights and articles are linked to curriculum planning e.g. ‘Settlers’ in the Year 4 International Primary Curriculum (IPC) (linked to A27) and rights are highlighted on the powerpoint slides used to explain lesson success criteria (across the curriculum) e.g. a lesson on Malala’s Magic Pencil, for the whole school at the beginning of the year, linked to A28 and A29. Reference to the CRC and how children articulate their rights is expected in lesson observations carried out by members of the senior leadership team (SLT).

Parents and governors had learnt about the CRC via emails, letters (always linked to articles), newsletters, home learning and there have been parent workshops e.g. a recent session on e-safety (A19) with an accompanying leaflet on apps and social media run by the school council. One parent recounted how her child had shared what they had learned about rights in her Sunday school. Another parent said how pleased she was to hear her 6 year old talk about rights and that they were well informed and confident. The Rights Respecting Ambassadors have developed a parent charter which sets out how parents can respect the rights in the CRC.

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.

Strand B has been achieved

The Chair of Governors commented that *“We see RRSA as a very important tool for education in this school”*. The headteacher’s ‘welcome’ to the website states that *“the school ethos is underpinned by*

our commitment to children’s rights and how we follow them.... we subscribe to and promote the UN Convention of the Rights of the Child (CRC) in all that we do, both within our school and in the wider community.” The headteacher reflected that *“the programme has developed significantly from the previous accreditation in 2015 and gone beyond embedding the CRC - it underpins our ethos and we have branched out to our community”*. She said that the *“changing demographics mean the school has more vulnerable children and families who have suffered trauma so it is very important that these children know and understand their rights. ...The school has many different languages and rights are a good place to start for better communication”*. The deputy headteacher said that learning about rights promotes dialogue with the children and enhances the school’s work on British Values. There are British Values posters designed by the school that make explicit links with articles 2, 3,12,13,14 and 19. The CRC is referenced in policies e.g. the behavior policy and the safeguarding and accessibility policies.

Relationships in the school are very positive and respect is an integral part of the ethos and culture. A member of staff who has been at the school for a number of years said that she has seen a change over time and the children *“are so much more respectful outside in the playground”*. Children in the focus group were asked what dignity meant and they explained it was *“about rights, being treated kindly and treated with respect”*. They all strongly agreed they were treated with respect by adults in the school. Many of the adults commented that learning about rights had helped the children to develop empathy in a practical way. Pupils said they *“mainly got along together”* and their charters acted as a reminder to treat others as you want to be treated yourself. All the classrooms visited had their own class charter which was prominently displayed and unique to that class. Pupils described how they had a class discussion to choose the rights for their charter. There is also a lunchtime charter in the dining hall developed collaboratively by the children and lunchtime staff with information on how children and the adults will respect the rights (Articles 31, 12, 13, 24, 19.) Children and adults talked positively about the role of the Y6 peer mediators. They help resolve conflicts by talking about rights and focus on finding solutions.

Pupils confirmed they felt safe at school through questionnaires and in the focus group. They explained that security doors, fire and emergency drills and presence of staff helped them to be safe. The school has recently had a focus on anti- bullying week and classes from KS1 and KS2 had worked in collaboration to create posters with a clear “Choose Respect” message which were celebrated in displays in the corridors.

Pupils reported there had been a focus (driven by children) on healthy eating and healthy lunches. They proudly confirmed that ‘treats’ were now only allowed on Fridays! The school is a recognized Forest School provider and has gained national accreditation through the Forest School Association. It has become a hub for outdoor learning with the local schools providing training and team building opportunities. The SLT reported visiting the Forest School was particularly important for their pupils many of whom did not have access to outside space and gardens. They had seen a positive impact for their pupils on their resilience, problem solving skills, and self - confidence with links to the environment and health. Pupils described how, if they felt worried they could tell the teachers, visit the school counsellor or use the worry box. One pupil described how their teacher checked the box every lunchtime and said *“something special”* to the pupil concerned.

The pupils and staff of the school are very culturally diverse and this is celebrated at the school through events such as International Day. Children with SEND are well supported and there is a sensory room for children who require it. The CRC has been translated into Arabic to make it more accessible for Arabic speaking families.

Pupils are actively engaged in their learning through self and peer assessment and self-evaluation at the end of lessons. When monitoring lessons staff include 1:1 conversations with pupils about their learning. Pupils complete a ‘record of success’ every half term when they choose a piece of work to

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include and reflect on what they have enjoyed, what they have found tricky or difficult and what they have loved doing. The De Bono Thinking Hats are used to structure the reflections for this process and peer assessment. Pupils have reported to the headteacher during monitoring sessions that giving feedback to their peers has helped them in their own learning. In the Early Years, children are given the chance to vote for which books they prefer. The charters in the classrooms clearly set out what children can do to help respect the right to learn for everyone.

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.

Strand C has been achieved

There are many opportunities for pupils to use their voice in the school. These include a democratically elected school council with members from all classes, RRS Ambassadors and other peer leadership groups - Eco-Warriors, JuniorTravel Ambassadors, Forest School Rangers and Peer Mediators. There are 'pupil group' detailed action plans for the year which are shared on the website and in displays that make links to the CRC and the Belmont Parent Charter.

The school council are involved in the interviews for all staff and the deputy headteacher reflected on her own recent interview experience when *“they asked her if she knew about rights and how she would treat children”*. They have also been involved in deciding which rights should be highlighted in the end of school reports. The council has recently identified attendance as a focus after reviewing the pupil wellbeing priority in the school improvement plan and are preparing to produce and present a leaflet on attendance matters. The school council and RRS Ambassadors work as a team. The ambassadors have led assemblies and work to promote and support the CRC. They help provide induction for new staff, have contributed to staff inset, promote the charters and help to organise events e.g. Soccer Aid, Water Aid. A spokesperson said their job was to be *“a role model”* and described how they have their own books to note examples of RR behaviours which are praised. An ambassador said *“we are proud to help the school become more rights respecting”*. The school has supported a local primary school in their journey to learn about the CRC and pupils hosted a visit from the school to show them their RR ethos and activities. They will continue to support the school on their progress to silver.

Pupils learn about the challenges that many children in the world face, their access to rights and have linked this to their fund raising activities. They are involved in supporting local, national and global charities e.g. raising money to buy items for a local homeless charity; supporting local food bank; Children in Need; support for a young girl who they have sponsored in Pakistan to help her get an education; and UNICEF through Day for Change and Soccer Aid. This year the school has introduced a monthly RRS focus. Themes have been 'Walk for water' (A24, including a simulation activity where as part of the daily mile pupils carried containers of water), 'Children's month' (A1, 28, including Universal Children's Day, Children in Need, Shoe Share and anti-bullying) and currently 'solidarity' (A 15, 29, which includes collections for the food bank and 'random acts of kindness' which include actions in school and the local community). This has been implemented through pupil led assemblies and followed up in class discussion as well as parent evening presentations led by the RRS ambassadors.