

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Nettlesworth Primary School
Headteacher:	Donna Lee
RRSA coordinator:	Donna Lee
Local authority:	Durham
Assessors:	Alwyn Bathan and Chris Shannon
Date:	2 nd October 2018

1. INTRODUCTION

The assessors would like to thank the children, leadership team, staff, parents and Governors for their warm welcome to Nettlesworth Primary School, for the opportunity to speak to the school community during the accreditation visit and for the detailed and extensive evidence provided prior to, and during, to support the process.

Particular strengths of the school are:

- The commitment and passion of all the stakeholders to the Convention
- The strong ethos and inclusivity of the school and the many leadership roles available to children
- Respectful and positive relationships across the whole school community where children feel safe and are treated with dignity
- The impeccable behaviour of all the children and the respect they show to each other
- Pupil voice that is encouraged, respected and acted on leading to children feeling valued and supported.

Strands A, B and C have all been met.

2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None required

3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

Our experience has shown that there are actions that have proven useful in other RRS schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

Make more explicit links to relevant articles through your curriculum and consider a curriculum review to further develop your global work and sustainability so that it is more proactive than reactive.

Introduce the language of ‘duty bearers’ and ‘rights holders’ to children. Remove all residual reference to responsibilities.

Continue to work to embed relevant rights into policies supporting long term sustainability and develop work to promote RRS work in local secondary schools and the local community.

Further develop your campaigning and advocacy roles, consider registering for OutRight and utilising the World’s Largest Lesson resources.

Consider identifying another member of staff as RRS Coordinator and send them on ‘Achieving Gold’ training to support the Head Teacher.

4. ACCREDITATION INFORMATION

<p>School context</p>	<p>Nettleworth Primary is a smaller than average school with 88 pupils on role. The school is situated in a semi-rural area of high deprivation. The majority of pupils are of White British heritage, 18% are eligible for Pupil Premium funding and 9% have special educational needs. The school registered to become rights respecting in 2009 and first achieved the Gold</p>
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	award in 2011, then was reaccredited in 2015. This is their second reaccreditation.
Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator
Number of children and young people interviewed	4 children for learning walk 20 children in pupil focus group 31 children in Y3/4 class
Number of staff interviewed	2 teaching staff 2 support staff 4 parents 3 governors
Evidence provided	Learning walk Written evidence Lessons
First registered for RRSA: March 2009	Silver achieved: January 2010
Gold achieved: July 2011	Reaccreditation achieved: June 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 living.

Strand A has been achieved

Pupils at Nettlesworth Primary are knowledgeable about rights. They quickly listed 16 rights, including the right to freedom of thought and religion (article 14), the right to privacy (article 16) and the right to be protected in war zones (article 38). A Year 6 child described the UNCRC as 'a convention to try to help children who aren't as lucky as us. It applies to all children'. Children knew that rights are unconditional, universal and inherent but that some children in the world did not have their rights met because of abuse in the family and war. One child said, 'War in Israel affects the right to education and clean water and homes are bombed.' Children were also aware that some children in the UK don't always have all their rights respected because of terrorism and muggings.

Rights are highly visible around school, all displays are linked to relevant articles, for example an on-line safety board was linked to article 17. Curriculum planning and assemblies provide frequent opportunities for learning about rights and this along with regular staff training, the school website and blogs ensure RRSA is shared with the whole school community. Some planning references articles and children often decide which articles are relevant to their work. All PSHE books have a copy of the Convention taped into

the inside cover. Work in Year 5/6 based on the novel, 'Journey to the River Sea' focused on articles 24,25,27,28 and 30. Children were asked to give examples of how the characters respected the rights of the main character.

Children are beginning to make links between local and global issues to rights. Children understood that their environmental work, through Forest Schools had an impact on the lives of children in other parts of the world and linked it to Articles 24 and 28. A range of items are recycled in school – spectacles, batteries and the school is now proud to have a clothes recycling bin which the children campaigned for.

There is a shared, and strong commitment to rights respecting values at Nettlesworth Primary school. The leadership team believe that the work is embedded throughout the school and is integral to their ethos. The Head teacher said, *'This school wouldn't be where it is without RRS. We ask ourselves how can RRS make our children shine? It has helped us to become one big family.'* The Deputy Head teacher said, *'Whether you're an adult or a child, the love that runs through school is amazing and that's RRS.'*

Parents are well informed about the schools RRS work and describe the difference they see in the school and their child because of their RRS work. A Parent said, *'My child was so shy, now she's confident and makes friends easily. She has confidence to speak, she's blooming.'* Parents regularly quote articles in their children's reading records and use the rights with their children at home. In the words of one parent, *'RRS is not just contained in school, it comes home. It's a family thing.'*

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

Although children were not familiar with the terms 'duty bearer' and 'rights holders', they understood that adults worked hard to ensure their rights were met. For example at home, parents respect their rights, if they go to hospital doctors and nurses respect their rights and in school, all adults ensure their rights are met. One child said, *'In assemblies and in class, teachers talk about rights and we link our work to rights. We all have a book of rights'* Children explained that their after school clubs helped them have their rights met – maths club (Article 28) and Sports clubs (Articles 24 and 31.) The School Improvement Plan, policies, school self-evaluation and prospectus all have reference to the Convention threaded through the text and note the pride the school has that they are a rights respecting school.

Throughout the visit children listened respectfully to each other and were responsible and cooperative as they moved around school. It was evident from visiting classrooms talking to

staff that relationships are very positive between adults and children and children and children. Rights and respect underpin a restorative approach to discipline and children now use the rights to resolve issues. A teacher described the approach used, *'If there is a problem in the playground, we get everyone together and encourage them to talk about the problem and sort it themselves.'* Children all agreed that they were treated fairly and were clear who they could talk with if they had a problem or felt unsafe. *'If you're upset, the staff look after you and make sure you're ok. If it's too serious, they would have to get help. If you ask to talk in private, you can.'* Boys and girls change separately for PE and said that this was because staff respect their dignity. The recent Ofsted Report comments on outstanding behaviour and *'excellent relationships with each other and their teachers are hallmarks of this warm, vibrant school.'* The report also comments how *'being part of a Rights Respecting school is very important to the pupils because it gives them a good understanding of what it means to show and feel respect, teaches them to accept plenty of responsibility, and play a role in decision making.'*

Safeguarding is a strength of the school. Weekly assemblies focus on Safeguarding issues and link them to relevant articles. 99% of children in the Rights Respecting Pupil questionnaire said they feel safe in school and 97% of children said if they felt unsafe, they could tell an adult. Children were able to quote a number of actions taken by staff to keep them safe. For example locking the gates, secure reception, visitors have green badges etc. Internet safety is given a high priority and children were very clear about steps to take if inappropriate content appeared on their screens. Coffee mornings are held to keep parents and carers up to date with internet safety and a display in school was clearly linked to article 17.

Pupil well-being and pastoral care is a key driver at Nettlesworth Primary. There are a range of interventions that children can access to support their needs. All staff are trained in Lego therapy and relaxed kids and there is a Parent Support Advisor based at the school. At SATs time, the school also offers Yoga to help children relax. Circle time is held at the start of every day so that children have the opportunity to discuss any concerns. A parent said, *'children are good at expressing their feelings, they're very open. They don't feel alone.'* All staff have also received mental health and well-being training. Children know they can talk about any issues which are treated sensitively and with dignity.

All children are included and feel valued and supported at Nettlesworth. Almost every child has a role in the running of the school. The RRS steering group has 40 pupil members – no child is turned away and the school is creative in how they deploy the skills and talents of each member making links to Article 29. It has a committee structure, with each committee having a different role. There is a Fair trade committee, a Newsletter committee and a web committee to drive the RRS agenda forward. Each committee has a chair and vice chair to lead their meetings. The whole school is also divided into 4 teams, each team has developed their own Pupil Improvement Plan, as a result of team discussions and ideas sharing. In developing the school's charter children wanted to highlight article 23 discussing how the school works to make everyone feel included exploring principles of non-discrimination. It highlights the inclusive nature of the school and how adults will help raise awareness of disability and differentiate the curriculum to ensure that every child can learn at their own level.

The learning environment at Nettlesworth is very calm and stimulating. Children respect the rights of other to learn. If there is any low level disruption, teachers and children use the charters effectively to support article 28 (the right to education.) A teacher said, *'Children all*

work together in workshops, they all know their roles and that they have a huge impact on others.’ Children reflect on their own skill development and are involved in designing their own targets. They can talk about their levels at school and what they need to do progress to the next level. Self and peer assessment is used throughout the school.

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

Pupil voice at Nettlesworth is very strong and children are consulted on almost all aspects of school life. There are a number of groups to enable children to express their opinions and play an active part in the smooth running of the school. All groups are either democratically elected or names of children are picked out of a hat. Active groups include Sports Leaders, Sports Buddies, Rights Respecting School/Fairtrade Council, School Sports Organising Crew and Assembly/Lunch Teams. Children have their own RRSA and Sport display board and also regularly blog on the school web site and Sainsbury’s sports web site. School recently received lottery funding of £10,000 which the children had great fun spending on improving their playground. Pupil Improvement plans, developed by all the children are prominently displayed and the Fairtrade policy was written by the RRS council. During Parliament week, which is held annually, children discuss their ideas to help the community. Each team puts their ideas forward which have to be linked to the Convention and then each team votes to select one to work on. Fair trade fortnight was celebrated in school and children now run a Fair Trade café several times a year. A parent told us that her child had demanded she buy only Fair Trade chocolate, *‘so that the farmers got a good wage.’*

Numerous actions have taken place to support the rights of others. There is a well-established tradition of fund raising and children are beginning to understand how this enables children around the world to have their rights met. Children are directly involved in choosing the charities they wish to support and how the money should be spent. Money has been raised for Children in Need, Comic Relief, Jeans for Genes and recently the School Sports Crew organised differentiated events for each class then the winning team played a football match against the adults and £69 was raised for Labradors in Need. A strong parents group works hard to promote RRS in the village and staff and children work with the local church and toddler group. Children concerned about speeding traffic outside the school, wrote letters to the council this resulted in ‘dragons teeth’ and a lollipop lady being appointed to improve the safety of the busy road and the police regularly check the road. Two local schools have been supported by Nettlesworth on their journey towards their RRS silver awards and close links have been developed with a school in Bradford. A child said, *‘RRS is really special because we can help other schools and don’t have to keep it a secret.’* Global work is closely linked to current events in the world and these are discussed in workshops alongside the Convention. The Head teacher said, *‘we use the UNCRC to talk about these issues including prevent and radicalisation.’*