

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Brookland Junior School
<b>Headteacher:</b>	Mandeep Barton
<b>RRSA coordinator:</b>	Pauline Coombs
<b>Local authority:</b>	Hertfordshire
<b>School context:</b>	Brookland is a three form entry junior school with 332 pupils on roll. Currently 27.4% access free school meals, 13.3% are identified as having a special need or disability and 21.1% speak English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Headteacher, Deputy Headteacher, RRSA Lead
<b>Number of children and young people spoken with:</b>	22 children
<b>Adults spoken with:</b>	5 teachers, 2 support assistants, 1 parent
<b>Key RRSA accreditations:</b>	Registered for RRSA: 9 February 2015 Silver achieved: 4 May 2017 Gold achieved: 9 July 2020
<b>Assessor:</b>	Gerry McMurtrie
<b>Date:</b>	19 June 2023

## REACCREDITATION OUTCOME

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

Brookland Junior School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. 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 range 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:

- Children's breadth of knowledge about their rights, how they can claim them for themselves and their commitment to affect change to enable others to enjoy them locally, nationally and globally.
- Rights learning is fully embedded across the curriculum using a wide range of age appropriate, creative resources.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.
- The current focus on developing the curriculum, working with families and children to reflect the school's diverse community and build children's cultural capital.
- Confident, articulate children who know that they have a voice, and who are engaged in school improvement and campaigning at a local and global level.

## 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 ensure that rights are explicitly linked to the curriculum, activities and events throughout the school year.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- 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 so that all people feel valued and included.
- Continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions.
- As a Gold Rights Respecting School, continue develop your ambassadorial role, promoting the CRC and the benefit of a child rights-based approach.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children interviewed confidently spoke about a wide range of articles, and clearly understood rights concepts and terminology. One said, "...they start at birth, and you don't need to earn them. They are always yours, no matter what." Children understood that although every child globally is entitled to rights, not every child is able to claim them. One shared, "Not all places have clean water and healthy food to eat. Some children are homeless and live in poverty." Another said, "Where there are wars happening, you don't get all of your rights. When there's a natural disaster like a tsunami or earthquake, that impacts on your rights. Lots of children don't get to go to school and have to work." Children's rights are threaded throughout the curriculum ensuring children across the school have a sound understanding of the CRC. They learn about rights in assemblies, through class conversations and activities. Children shared they regularly watch Newsround and have time to reflect on stories they hear about. This can often lead to requests to raise money or awareness. Children spoke about rights being visible across the school, and how this helped everyone to remember how important they are. Since the last visit, children have deepened their awareness of the Sustainable Development Goals, linking this to rights and further strengthening their global citizenship work. Children understood that adults are duty bearers responsible for ensuring their rights are met. One said, "The headteacher, teachers, dinner ladies and the TAs are duty bearers. They listen to us, discuss things with you, sit down with you and talk about what you need. They sort things out if you need help. Friends help too."</p> <p>RRSA very much remains a school priority, threaded through policies, school improvement planning, staff training, wall displays, charters and assembly and curriculum planning. The headteacher said, "At the start of every academic year, we always start with RRSA. It means so much to all of us...it's our starting point to everything we do and filters through everything we do. The biggest impact since the last visit has been our community work. We are able to bring them back in, and work together." The RRSA lead agreed, "We talk to the staff about what it looks like to work in a rights respecting school...what does it mean, what does it look like...down to lesson plans, class charters and the ethos. All staff have access to the RRSA e-learning." Parents were very supportive, as one said, "It's in the newsletter, we talk about Right of the Fortnight together, he asks my opinion on things. He has a real sense of belonging, he feels empowered, knows he is listened to and that he matters."</p>
STRAND B	Highlights and comments
<p>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</p>	<p>Children and adults agreed that relationships across the school are positive, supportive, and based on mutual respect. Class agreements were highlighted as promoting a rights respecting ethos based around dignity. School policies, as refreshed, are linking to the CRC. The school Behaviour Policy is based around Article 28 and 'Brookland Best' – Be Kind, Be Respectful, Be the Best you can be. The headteacher presents awards based on 'Brookland Best' and this now incorporates a Rights Respecting Award, presented weekly during assembly to children who show respectful behaviours and actions. Children</p>

<p>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</p>	<p>reported feeling safe in school and understood this to be a right. Children in Y3 created a 'Our Safe Networks' display, discussing the people in the school community they could speak to if worried. Children drew their own hands and wrote the names of people in each finger to highlight their safe network. Children spoke about being safe in the community and on the internet. One said, <i>"We always learn about keeping safe. When we are on the computer there are things on the wall reminding us. If you are worried, always tell an adult."</i></p> <p>The wellbeing of children remains a top priority, particularly following the pandemic. Children carry out regular emotion check ins, supporting their Zones of Regulation work. The school introduced a nurture breakfast, for every child to enjoy a bagel before school. The headteacher said, <i>"It's been about supporting our children's emotional and social wellbeing as we returned. It's also making sure no one feels singled out...everyone gets a bagel. It's about community, friendships and everyone feeling equal."</i> Children in Y5 shared that they enjoy a half hour yoga session to help them feel calm and relaxed. One said, <i>"It can be stressful if you have tests, and trying to get full marks, so we do things to help keep calm. I like yoga and PE."</i> Children spoke about a social club during lunch break, where children can go who don't want to be in the playground or need a quiet space. One said, <i>"...you go to the social club if you want to talk to an adult, or just read a book or colour in. It's good to have some quiet time."</i></p> <p>The school continue to strengthen their work on diversity, inclusion, and equality. They recently hosted Andrew Moffat to the school to discuss his No Outsiders programme, which included an assembly and workshops with children. A teacher commented, <i>"It was an area we wanted to address through our curriculum, so every class has inclusive materials and texts. Books are more diverse. We had a session around using inclusive language to support us as staff, so we aren't afraid to have those conversations with children. We want our children to know this is a safe space. It's about equity for all."</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>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 children experience their rights.</p>	<p>Children are confident they have a voice in school and can influence change. One said, <i>"In class we have a voice. We vote for things. We have a School Council, and they talk to us and give our ideas to the staff. I asked to start a club at lunchtime, and it happened."</i> Children requested they create a staff awards system, chosen by them to recognise staff who have exceeded expectation. They designed the award certificate, and this is now a feature during assembly. Children also spoke about having their say by sharing ideas for the School Development Plan.</p> <p>They regularly support a range of local and global charities and events and proudly supported families impacted by the Turkey/Syria earthquake, and local families through foodbank donations. The School Council recently visited the Houses of Parliament to learn about the work of the government. Children enjoyed an interactive debating workshop and are keen to put their new skills into action. As part of their Global Goals work, children hosted a Clean Air protest during Clean Air week, writing to the school community about their concerns. Y4 planted trees between the school buildings and car park, and Y5 spoke of their concern around fast fashion and the impact on the planet.</p>