

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Corsham Primary School
Head of School:	Lindsey Fry (Pound Hill site) and Kerry Parker (Broadwood site)
RRSA coordinator:	Jess Clark
Local authority:	Wiltshire
School context:	There are 679 children on roll across two sites (Pound Hill and Broad wood). The school is part of the Pickwick Academy Trust of schools. 15% of children are eligible for Pupil Premium and 19% have a support plan. 4% have English as an Additional Language
Attendees at SLT meeting:	Heads of School (Pound Hill and Broadwood), deputy head, RRSA lead.
Number of children and young people spoken with:	18
Adults spoken with:	2 teachers, chair of governors, governor, 2 parents.
Key RRSA accreditations:	Registered for RRSA: 13 th October 2009 Bronze achieved:31 st March 2010 Silver achieved:18 th May 2015 and 2 nd May 2019
Assessor(s):	Jilly Hillier and Sheree Maher
Date:	21 st June 2022

ACCREDITATION OUTCOME

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

Corsham Primary School has met 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 accreditation visit. The assessors 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:

- Children who spoke with confidence and demonstrated a good understanding of a range of rights.
- Strategic decisions made by senior leaders since achieving Silver to embed a greater child rights approach through the implementation of a new enquiry curriculum, a new PSHE curriculum and a new RE programme.
- A consistent approach across the school underpinned by rights.
- A strong focus on children's wellbeing, including investing in more ELSA support so that children feel supported and protected.
- Children who feel valued and appreciate each other's differences.
- Priority placed on pupil voice and children's understanding of democracy.

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:

- Consider making your commitment to a child rights approach more explicit in your vision and values so that the CRC is an overarching framework and a clear part of your communication about who you are as a school (and Trust).
- Continue to deepen understanding of the CRC for children and staff using UNICEF UK's [ABCDE of Rights](#) resource and emphasising the role of duty bearers. Consider involving children in staff training.
- Support parents/carers and families to learn more about the CRC and engage further with the school's rights respecting journey. Use the school newsletter and policies to raise awareness of rights.
- As your new enquiry curriculum evolves, include explicit links to rights in planning.
- Consider creating rights based class charters that are all different – giving children the opportunity to design them in a way that expresses their understanding of rights.
- Support the Trust in its rights respecting journey giving children the opportunity to be rights respecting ambassadors.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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</p>	<p>Children named a range of rights from the CRC and explained that they were for all children, from birth and they couldn't be taken away. One child said rights made sure that <i>"everyone had a fair life."</i> They understood that it was the role of adults such as parents, carers and teachers <i>"to do what's best for you."</i> Children learn about rights through the Right of the Week, assemblies, and curriculum areas such as PSHE, RE and through the different themes of the enquiry led, 'Curious Cities' curriculum. The Early Years lead explained how RRSA is <i>"not a separate entity ... and always a priority"</i> using <i>"rights respecting language to promote children's voice."</i> One child said they learn about rights <i>"...every day in every lesson."</i> giving the example of debating the right for Sikhs to wear a turban rather than a crash helmet as part of their right to an identity and religion. One child explained <i>"In poorer countries and in poorer households"</i> children can't always access their rights such as healthy food and going to school. Another explained that <i>"some people don't get treated as fairly as others because of their situation ... such as being disabled, homeless ...the colour of their skin or being bullied online."</i> They understood this was often linked to discrimination. Staff feel supported by the RRSA lead who provides resources and ideas. One teacher said, <i>"Every time we talk about rights, they really get it."</i> giving the example of exploring the making of football kits and child labour. The deputy head said the children's world <i>"...had narrowed since COVID."</i> but that RRSA was opening the world to them.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>A governor stated, <i>"Rights respecting is sown into the ethos of our school."</i> Children understand that it is adults' role <i>"...to do what's best for you."</i> Key strategic decisions have been made to ensure children experience their rights in school such as implementing the new enquiry led curriculum, a new PSHE programme that refers specifically to rights and a new RE programme. The head of school explained that children's rights, <i>"provide the context and the why we do what we do."</i> The head of school explained that children's <i>"...right to education continued during COVID, making sure the relationship between home and school continued to grow."</i> Corsham is part of a trust and the head of school said that she would <i>"...be honoured to be leading the way."</i> working with Unicef UK to embed a child rights approach across the organisation.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>The RRSA lead explained that one of the biggest impacts was the way children <i>"treat everyone with respect."</i> This was confirmed by a pupil who said that we <i>"all respect each other."</i> They explained that dignity meant treating people <i>"with respect" and "equally"</i>. Children distinguished between their school's Golden Rules and rights which were <i>"made by the United Nations."</i> A child explained <i>"When someone is kind, we add a leaf to the kindness tree."</i></p>
<p>4. Children are safe and protected and know what to do</p>	<p>Children said they feel very safe in school and explained how they learn about staying safe online. Evidence showed that children have had assemblies on 'What keeps us safe in school?' looking at policies, people and procedures in school. The chair of governors explained how the termly safeguarding audit</p>

if they need support.	involved children. Children talked about how their teacher would talk to them about any concerns.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	One teacher commented, <i>"Throughout Covid we focused on the wellbeing of our children, the whole child."</i> The head of school explained how more resources had been invested in ELSA support saying, <i>"First and foremost it's about protecting children's wellbeing."</i> This included running resilience workshops for children and adults, and forest sessions. Classes have a Worry Monster, a Worry Box or use Ivern's Universe of Emotions to help them understand their feelings and feel supported. Children learn about the importance of eating healthily and exercise through PSHE.
6. Children and young people are included and are valued as individuals.	In school children feel valued, with one child explaining, <i>"We are all unique, we all tick differently."</i> Children showed a good understanding of Article 2 and non-discrimination with one pupil saying this <i>"...speaks to me because some countries don't respect rights."</i> Children talked about gender inequality, Malala and education for girls. Children learn about different kinds of families as part of their work on diversity and inclusion.
7. Children and young people value education and are involved in making decisions about their education.	The enquiry led curriculum is designed to engage, immerse and challenge children in their learning. They investigate key questions and the deputy head described how children have become <i>"...more engaged in their learning."</i> as they see themselves as authors, or philosophers or historians, taking their learning in different directions. One child explained, <i>"As authors, we learnt about child labour and wrote persuasive letters to companies campaigning against child labour."</i> A parent governor said, <i>"I've definitely seen a leap in knowing about rights with the enquiry led learning."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children feel they are involved in decision making. They have opportunities to contribute to the running of the school through the School Council, Eco Council, Peer Mediators and Listening Friends. One child said, <i>"In School Council we are always looking for things where the school can improve."</i> and gave the example of raising awareness about anti-bullying and creating a child friendly anti-bullying policy 'Be a Buddy not a Bully!' They meet regularly and have an action plan and a budget. Y5 pupils campaign to be members and the whole school votes who they would like to lead them next year. Children have also contributed designs for the new play area. The RRSA lead explained that one of the main impacts of RRSA was children being involved in decision making and <i>"...being at the centre of everything."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children investigate local and global issues by exploring questions such as 'What is Democracy?' and 'How can science help the homeless?' One child explained how they support Fairtrade and donate to the local food bank, <i>"...so that every child can eat healthily."</i> They had a clear understanding that supporting Fairtrade was about treating farmers fairly and respecting the environment. Children took part in the Big Plastic Count, a national campaign investigating household plastic waste. One child said, <i>"We realise how much we use and now we try to reduce the amount."</i> Children also run activities to raise money for the Goodwill Village in India <i>"...so children can go to school."</i>