

# RRSA ACCREDITATION REPORT GOLD: RIGHTS RESPECTING

<b>School:</b>	Cockton Hill Junior School
<b>Headteacher:</b>	Emily Stevens
<b>RRSA coordinator:</b>	Rebecca Trow
<b>Local authority:</b>	Durham
<b>Assessors:</b>	Alwyn Bathan
<b>Date:</b>	28 <sup>th</sup> June 2018

## 1. INTRODUCTION

The assessor would like to thank the children, the leadership team, staff, parents and governors of Cockton Hill Juniors for their warm welcome to the school, for the opportunity to speak to adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the assessment visit, the school provided a comprehensive School Evaluation: Gold form.

It was clear throughout the visit that pride is taken in the rights-respecting work of the school, particularly of the change it brings to the school community.

Particular strengths of the school are:

- Effective layering of systems to ensure all pupils and adults learn about and understand the CRC.
- Very confident and respectful pupils who enjoy and are proud of their school.
- Pupils are listened to and their views are taken seriously.
- Promoting global learning opportunities for pupils, enabling them to take action for their own rights and those of others locally and globally.

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 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 share rights-based learning through the school community through: increasing the frequency of mascot sharing amongst pupils and, curriculum planning which builds right-based learning equally across all areas.
- Consider extending use of charters to enhanced provision: Breakfast Club, After school clubs and Nurture groups.
- Continue to deepen pupils' understanding of the democratic process, social justice and their capacity to campaign.

## 4. ACCREDITATION INFORMATION

### 4.1. The school context

Cockton Hill Junior School is a two-form entry school catering for 209 KS2 pupils. The school serves the local community which is predominantly made up of families of White British heritage. Very few pupils have English as an additional language. The school teaches a range of pupils from different socio-economic backgrounds with 46% eligible for Pupil Premium and 15% having SEND provision.

The school registered to become rights respecting in October 2010 and were reaccredited with the RRSA Level 1 Award in June 2017.

## 4.2. Assessment information

<b>Self-evaluation form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher / RRSA coordinator / deputy headteacher and Y6 teacher
<b>Number of children and young people interviewed</b>	85 pupils
<b>Number of staff interviewed</b>	5 teaching staff 2 support staff 6 parents 1 governor
<b>Evidence provided</b>	Learning walk Written evidence Class visit to Y6
<b>First registered for RRSA:</b> October 2010	<b>Silver achieved:</b> Reaccredited June 2017

### 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 Cockton Hill are both knowledgeable and articulate in their capacity to describe a wide range of rights. Through a multi-layered approach to rights-based learning, including topic lessons, assemblies, themed events, birthday rights and Right of the Day (linking the calendar date to the same article number) pupils easily recounted 14 rights including the rights of refugee children, one's own religion, and to not be abducted. Through their rights-based learning, pupils have been able to better empathise with others, and parents confirmed that their children often spoke not only about their own rights, but the rights-restricted lives of other children encountered through global and local news stories. Rights-based learning in the classroom is identified in pupil books by a special RR stamper.

Pupils recounted that although all children have these rights, some children in Bishop Auckland might not have their rights met, for example because of *'parents arguing and not looking after their child properly, not keeping them safe.'* They also recalled that Nepalese children had their rights negatively affected through recent earthquakes, losing their homes, families and schools. Pupils understand that children's rights are unconditional, apply to all children and cannot be taken away and that the adults in school are duty bearers with a responsibility to make sure they can access all their rights.

The Rights Respecting Council feedback to the Governing Body about how their work is impacting on school life, and parents attend special events held to learn along side their children, deepening their knowledge of rights. Rights Respecting mascots are very popular with children and support right-based dialogue at home. School staff have attended UNICEF central training to support their journey, and the school is part of a large and growing network of RR schools in Bishop Auckland, sharing their progress and good practice. Curriculum plans show where specific rights are being taught in class, for example, a Y3 Geography topic about the north east of England including the right to an identity and one's own culture.

**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 leadership team at Cockton Hill believe that being rights-respecting is *'intertwined in everything we do to remove barriers and explore pupils' talents. This ensures we meet their rights. It encompasses our values and ethos.'* Rights are integrated into the suite of key policies and the explicit commitment to the CRC is embedded in the School Improvement Plan, Mission Statement (which cites Articles 19, 24, 28 and 29) and the School Prospectus. Pupils are clear in describing how the school helps facilitate them with their rights in a fair and equitable manner, serving healthy food at lunchtime, keeping them safe, respecting privacy at the toilets and providing a library, laptops and fun teaching to promote their education. One Y4 pupil thought school would be *'a miserable place if we didn't know about rights, because we'd spend less time getting our rights. You can only get them if you know about them, and that includes at home too.'*

Respectful relationships were very evident during the assessment visit. All pupils encountered were polite to staff and to one another. Pupils in the discussion groups congratulated and supported one another in their responses to assessor questions, working collaboratively to best describe rights-respecting life at their school. Staff believe that the rights-respecting approach has strengthened restorative practices allowing pupils to resolve a high proportion of minor disagreements independently and treating each other with dignity and respect. There has been a reduction in behaviour incidents and exclusions, while attendance and punctuality have improved. A staff member articulated *'a huge increase in pupils' honesty when tackling tricky issues'. Children recognise and take ownership of what's happened and work through it, with or without an adult's help'*.

All pupils feel safe at school and they were able to recount measures taken to ensure their security and well-being, for example, sign-in system for visitors, high fences around the perimeter and door access fobs held by staff. Pupils identified the rights to privacy signs near the toilets and described how they help to ensure their dignity and that a cubicle created for a

wheelchair using child facilitated the same. A trained E-Cadet force helps keep pupils safe on-line ensuring that all accounts are protected when laptops are closed down and BT Right Click training has been accessed. Pupils articulated that they all got on well together, and that staff (whom they recognised as duty bearers) would support any issues that might need additional intervention.

The school shows a high level of commitment to pupil well-being. The recent appointment of a Positive Futures worker is proving pivotal in supporting pupils' rights across the home-school divide, tackling absence and punctuality, providing constant and consistent access to rights for those pupils where there may be disparity or disadvantage. The WOW (Working Out Worries) team are trained pupil-peer intermediaries able to support pupils' issues themselves or refer matters to an adult if required. Nurture provision augments this bespoke approach to pupils' well-being and a reflection room is available to support the de-escalation of emotional episodes and identify where the rights of others may have been impacted. All pupils could recall how the school dentist has helped them with better tooth-brushing practice (and the right to good health care), a British Gas education team has explained gas safety at home and Mini-Police support road safety training.

The Head Teacher expressed the school's desire to meet the children's broader needs. Being valued as an individual being pivotal to that view. *'Even at interview stage, it is possible to see those potential staff who treat and respect the children as individuals'*. The School Improvement Plan focuses heavily on reducing levels of disadvantage and manifestations of this are the school's free breakfast club and after-school activities. Pupils regularly participate in an Inter-faith event where racial and religious stereotypes are discussed and challenged in a safe and supportive environment.

Pupils and staff express the belief that the school and class charters created together support effective learning to take place. A Y3 pupil described daily references to his class charter as creating an environment where *'everyone just wants to get on with their learning and to get good at what they can get good at'*. Pupils record at the start of the school year what they wish to improve upon in their learning and this is re-visited and endorsed at the end of the year with the class teacher. Pupils love collecting Reading Miles to help accelerate their reading progress, and they contribute to new curriculum topics, identifying what they specifically want to learn before the topic ends. Parents and staff believed that, through learning about children who are rights-restricted in other countries, they came to understand that not all were able to attend school and therefore felt privileged to be able to access a good education.

**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**

Pupils at Cockton Hill believe that their view of school matters and understand how to bring their influence to bear. Their School and Rights Respecting Councillors have strong mechanisms to record pupils' views and they describe the democratic way in which pupils are voted into office, represent peer views and feedback on agreed changes, for example, packed lunch choices when on educational visits, play equipment available at breaktime (now including a climbing wall) and interviewing staff during the appointment procedure. Pupils are

able to serve in a wide range of capacities, on the WOW team, Buddies, E-Cadets, and Mini-Police.

Through their wide range of pupil roles, children use their knowledge of rights to take action for themselves and others. In their own locality, they have organised litter-picks and worked with Durham Council to improve responsible dog-ownership (reducing dog fouling) to improve the walk to school, citing their right to be safe and to a clean environment. Each year group has an active link to a school in a different country, Y3 links with Nepal, Y6 Brazil, and this strategy is effective allowing pupils to draw their own comparisons between their lives and those of their children in their link schools or countries. Connecting Classrooms projects have allowed staff to provide first-hand accounts of life in Nepal, enriching pupils' understanding of where rights are denied and accessed. Pupils understand the impact of Fair Trade Fortnight on the lives of farmers *'giving them a higher wage, letting them have better food'* and they regularly support the Operation Child Shoebox appeal. A well-considered selection of texts about refugees, has facilitated pupils to participate enthusiastically and knowledgeably in UNICEF's Outright Campaign linking this to Article 22 (protection and assistance to refugee children) and Send My Friend to School campaigns. Work on Global Goals threads through the curriculum, and strategies to reduce consumption of power support Switch Off fortnight and single-use plastics are a focus of pupils' work.