

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	RA Butler Academy Infant School
Headteacher:	Emma Vincent
RRSA coordinator:	Katie Brown, Izzy Aiken, Lauren Beales, Charlie Brereton
Local authority:	Essex
School context:	There are 272 pupils aged 4-7 on roll. 9.2% of pupils are eligible for Free School Meals, 4.8% have an EHCP and 15% speak English as an additional language. The school is on the same site as R A Butler Junior School (Gold RRSA 2022) and operates as one school with the same leadership team and subject leaders.
Attendees at SLT meeting:	Headteacher, Deputy headteacher and RRSA lead
Number of children and young people spoken with:	7 members of the RRSA Steering Group, 8 children from YR to Y2 plus visits to classrooms on tour
Adults spoken with:	6 adults including teachers, parents and support staff
Key RRSA accreditations:	Registered for RRSA: 9 th October 2015 Bronze achieved: 7 th December 2018 Silver achieved: 16 th November 2022
Assessor:	Helen Trivers
Date:	15 th July 2024

ACCREDITATION OUTCOME

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

R A Butler Infant School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 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 confidently discussed a range of rights and why they are important and relevant to their lives. Children had a particularly impressive understanding of equity and dignity.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school.
- A strong commitment to children's rights, and to RRSA, from leaders at all levels tied into the vision and values of the school and consistent messaging about rights underpins the work of the school.
- The nurturing and inclusive ethos of the school, where the values of dignity and respect are lived and valued by the whole school community. All children feel valued and supported to be the best they can be.
- Pupil voice that is valued highly, and leaders who have created mechanisms to ensure that all children can to put their suggestions forward and ensure that these are acted upon.
- Pupils are listened to and involved in decision making at all levels.

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.
- Focus on the precision of language used when discussing rights with children ensuring the rights language is true to the content of the CRC.
- Explore the terminology of behaviour policies and how adults and pupils discuss behaviour, perhaps moving towards a Positive Behaviour or Relationships policy.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider involving all children in the [UNICEF UK OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefit of a child rights approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children 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 talked confidently about a range of CRC articles and how they enjoy their rights at school. One child said, <i>"In our Rights Respecting assemblies we learn about our rights,"</i> another adding, <i>"We talk about rights in our classroom and at playtime."</i> There is a focus on vocabulary and oracy; rights language is explicitly taught as part of the Word of the Week approach and is visible on displays around the school, the RRSA lead saying, <i>"They love learning new words."</i> Children understood the principles that underpin rights and demonstrated the actions they do to represent the ABCDE of rights. All children pointed to the adults in the room when asked who the duty bearers are and one child said, <i>"Teachers make sure our rights are met; they are the duty bearers."</i> Pupils explore global issues through assemblies and the curriculum and learn about the Sustainable Development Goals and how they link to rights. An EYFS teacher said, <i>"It's grounded in the way we develop our curriculum. We embed rights into the way we talk to them from the very start of school,"</i> adding, <i>"We choose books and topics with rights and diversity in mind."</i></p> <p>The RRSA lead said, <i>"We've kept the profile of rights high,"</i> and the headteacher added, <i>"There has been more shared leadership of our RRSA. It's part of our ethos and how we operate. It's putting the children at the centre and keeping the rights at the heart of everything."</i> The deputy head teacher said, <i>"It's part of who we are as a school... it ties into our six values."</i></p> <p>Parents can access information about RRSA on the school website and the headteacher said, <i>"Parents choose us knowing this is our approach."</i> Parents spoken with were very positive saying, <i>"I knew my child would be completely supported coming here,"</i> and, <i>"It is really engrained; I've noticed the confidence my child has, and this is partly the rights and values."</i></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>All classes have class charters and Infant and Junior School children worked together to create whole school charters for the playground and lunch hall. All children were involved in feeding into these charters through class padlets. One child saying, <i>"The children decided,"</i> another adding, <i>"We all signed up to this."</i> Children have learned about equity, one child explaining, <i>"Everyone has equal rights but people need different things,"</i> and many children were able to talk about what this looks like at their school, <i>"I have a friend who needs 'choose time'. It makes me feel happy because it helps them to learn, some children have different learning - I think this is fair."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>There is a focus on positive relationships between children, adults and families and dignity and Trauma Perceptive Practice is central to this. The headteacher said, <i>"Families are treated with dignity; they're supported and guided through their journey."</i> There is a recognition that a universal behaviour and relationships policy is not always effective and several children have co-constructed, personalised plans. The deputy head sharing, <i>"The children know the expectations can be adapted."</i> The RRSA lead adding, <i>"Children really do accept and understand."</i> Children explained their understanding of dignity, <i>"Dignity means that everyone has the right to be respected."</i> Children are supported to come to resolutions through discussion and reflection and peer mediators support this process, a child explaining, <i>"The peer mediators wear purple; you can go to</i></p>

	<i>them if you feel sad or you have a problem.</i> ” The headteacher explained, “ <i>The peer mediators use the language of rights when dealing with things.</i> ”
4. Children and young people are safe and protected and know what to do if they need support.	Children agreed that they feel safe in school and said, “ <i>We have 5 trusted adults,</i> ” holding up their hands. They said that if they were worried, they would, “ <i>...talk to a teacher or post in the worry box.</i> ” Children took part in a workshop during Anti-bullying Week with a theme of ‘Make a noise about bullying’ and weekly assemblies focus on articles and remind children what they should expect from each other and from duty bearers. The Learning Mentor said, “ <i>I have an open door policy. Its child led; I listen, and we try and sort problems together.</i> ”
5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children said that school supports them to be healthy sharing, “ <i>We have healthy snacks at school,</i> ” “ <i>We go swimming every week,</i> ” “ <i>They have lots of clubs and activities like country dancing.</i> ” They also talked about mental wellbeing saying that they practise mindfulness and breathing techniques to stay calm and use the zones of regulation, explaining, “ <i>You can put your name on a colour and teachers will talk to you. Even if you're red, this is ok.</i> ” The RRSA lead said, “ <i>Children have their safe spaces; they talk about ‘regulating’.</i> ”
6. Children and young people are included and are valued as individuals.	“ <i>We celebrate all our differences,</i> ” shared one child, and the RRSA lead said, “ <i>Our children challenge discrimination, they call it out.</i> ” Children explained, “ <i>No one should be rude about you because of your skin colour or religion.</i> ” Many children receive individualised support for a wide range of additional needs and a young carers group, The Chicken Dippers, meet regularly, ensuring that each young person has the support they need. A member of the group shared, “ <i>We do fun things I feel calm and ready to help my sister.</i> ”
7. Children and young people value education and are involved in making decisions about their education.	Children were very enthusiastic about their learning, one child sharing, “ <i>I like when we learn new stuff,</i> ” and one child said, “ <i>We can choose what we do sometimes.</i> ” The head teacher said, “ <i>The curriculum is set up to let them make choices. They are respectful and able to share and negotiate.</i> ” Oracy plays a big role in the curriculum, linked to Articles 12 and 13, and the RRSA lead said, “ <i>Increasingly, they do oral rehearsals of ideas... they know their voice is valued.</i> ” Pupil voice sessions ensure that children can feed into curriculum development.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children are elected to the Rights Respecting Steering Group from each class, children proudly explaining that they vote for the two best candidates and not necessarily one boy and one girl. Children said they have decided how to spend PTA money for the playground, have worked on the school lunch menu, as well as developing the new whole-school charters. A detailed pupil voice plan, including regular surveys and innovative use of class padlets to capture class discussions, ensures that children can feed into school improvement. Displays across the school make clear how the children have influenced change. The RRSA lead said, “ <i>We empower them to use their voice.</i> ”
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children learn about global issues and sustainability throughout the curriculum, which leads to them taking action. The deputy headteacher said, “ <i>They study Africa in a topic they look at Nairobi and the big cities as part of this. We steer them away from stereotypes.</i> ” Children talked proudly about the Run for the Rainforest event they planned linked to their topic, “ <i>We wanted to make sure the rainforest is protected and stop people chopping down trees. It was our idea.</i> ” Children understood how the money raised would be used by WWF, “ <i>It's going to help buy seeds and plant more trees.</i> ” Children also took part in Soccer Aid, and the Global Goals Clean Air Transport Survey, including talking to parents about idling and road safety.