

# UNICEF UK RIGHTS RESPECTING SCHOOL AWARD

## ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Barham Primary School
<b>Headteacher:</b>	Karen Giles
<b>RRSA coordinator:</b>	Natalie Tyndale
<b>Local authority:</b>	Brent
<b>Assessor:</b>	Paul Harris
<b>Date:</b>	15 <sup>th</sup> May 2017

### The school context:

Barham Primary School is a community school for pupils aged 3 to 11 years. There are currently 900 pupils on roll. Approximately 11% of pupils are eligible for the pupil premium and 82% have English as an additional language. 2.1% of pupils have either a statement of special educational needs or an education, health and care plan (EHCP). The school was graded 'good' for 'overall effectiveness' by Ofsted in March 2016.

**First registered for RRSA:** November 2014

**Recognition of Commitment:** April 2015

### Assessment information:

Progress and evaluation form received	Yes	Impact evaluation form received	Yes
<b>Attendees at SLT meeting</b>	Headteacher and 5 trainee headteachers (including the RRSA co-ordinator).		
<b>Number of children and young people interviewed</b>	Two pupil focus groups (a total of 32 pupils, years 1 to 6) and discussions with 3 classes (years 4, 5 and 6).		
<b>Number of staff interviewed</b>	3 teachers (one of whom is also a governor), 4 support staff (who are also parents of pupils at the school), 1 support staff (who is also a governor), 1 governor and 1 parent.		
<b>Evidence provided</b>	Learning walk (with 5 pupils from the steering group), written evidence and meetings with pupils and staff, parents & governor (as above).		

### The Assessment Judgement:

**Barham Primary School has met the Standards for Unicef UK's Rights Respecting Schools Award at LEVEL 1**

## The following good practice evident at the assessment contributes to the school's success at Level 1:

### Standard A:

#### Rights-respecting values underpin leadership and management

- School leaders are fully committed to the principles of the UN Convention on the Rights of the Child. The headteacher explained how Barham's rights respecting work helps to articulate the school's beliefs and has '*provided us with a language*' which reflects these values. Similarly, the RRSA co-ordinator described how '*children [are] at the heart of everything we do*'. The Convention helps to provide the '*framework*' for the school's everyday practice and underpins Barham's commitment to being an inclusive school community where diversity is both celebrated and valued.
- Barham's strategic improvement priorities for 2016-19 includes working towards RRSA level 1 and also references articles 19, 28 and 29. Policies with links to particular articles of the Convention include the attendance & punctuality policy with article 28 and the drugs policy linked with articles 17, 19, 24, 28 and 29. Staff have received training and are regularly kept up-to-date on the school's rights respecting work by the RRSA co-ordinator. Governors are also kept well informed of the school's work.

### Standard B:

#### The whole school community learns about the CRC

- Pupils were able to cite a wide range of rights including the right to be safe, '*to be the best we can be*', to have an education, to rest & play, to privacy, to practise their religion, to have an opinion and the right to have healthy food & clean water. They showed good understanding that rights are inherent, universal and unconditional. Pupils were also able to apply their knowledge about rights in different contexts. For example, when exploring the effects of climate change such as extreme drought or heavy rainfall they were able to make connections as to how this might affect children's rights to healthy food, shelter and safety.
- Pupils learn about rights through assemblies, displays around the school, school events and through elements of the curriculum. Curriculum documentation showed that specific articles of the Convention were being linked to particular topic areas. For example, a year 3 PSHE topic 'living long, living strong' referenced articles 24, 26, 27 and 28; a year 6 RE topic 'people of faith' referenced articles 12, 14, 28, 30 and 42 and a year 2 ICT topic on e-safety was linked to articles 16 and 17.
- Staff, parents and governors are very supportive of the school's rights respecting work and commented upon its positive impact. A member of staff explained how it had '*helped strengthen the core values of [the] school*' and a parent described how their child had spoken about how '*we should all embrace our differences*'. Parents are kept up-to-date about the RRSA through school newsletters, when they attend assemblies and there is also information on the school website.

### Standard C:

#### The school has a rights-respecting ethos

- In addition to a school charter, class charters were seen in all of the classrooms that were visited from nursery age onwards. Each charter was unique to the class, clearly displayed and contained particular articles. For example, a year 6 class charter had articles 6, 7, 23, 24 and 29 and class members had signed it. A year 6 pupil described the use of the charter as '*adults and children working together*'. When asked, pupils said they felt safe at school and were able to describe ways that the school helped to ensure this. A 'BT Right Click' internet safety session was also held for parents in 2015.
- Part of the school's mission statement includes 'respecting each other' and 'working together'. These values were very evident throughout the assessment visit in the way pupils and staff helped to create a positive and supportive learning environment. Inclusion and respect are promoted in a variety of ways including through the school's 'Sewa week', in the use of 'rights respecting sentence starters' and through assemblies which also provide opportunities for times of reflection.

### Standard D:

#### Children are empowered to become active citizens and learners

- 'Pupil voice' is a strength of the school. School council members are elected by their peers and meet termly with the headteacher. The council has its own budget and has worked to help introduce more playground equipment, shelters for scooters and raised funds for 'Red Nose Day'. The school's RRSA steering group are actively involved in supporting rights respecting work and have pupil representatives from years 2 to 6. A member of the group explained that they have '*raised awareness more [about rights] throughout the school*'. Examples of this include displaying posters about rights around the school and last year asking for assemblies to be linked to articles of the Convention. School council and steering group pupils are encouraged to lead meetings and set agendas. 'Pupil voice' is also heard across the school through pupil interviews which are held to listen to children's views about aspects of school life such as safety and teaching & learning.
- Barham pupils have supported a range of charities including Unicef, Shelter and in 2015 the school raised funds in response to the earthquake in Nepal. Pupils are very aware that for many children in the world their rights are being denied. As one pupil explained '*most refugees don't get to go to school like us*'. The school has also supported the local foodbank in Brent. One of the school's aims is 'to enable children to recognise, challenge and deal with inequalities in society and by their attitudes, show respect for others'. It is clear that Barham's outward looking perspective and engagement with the wider world through the language of rights is helping its pupils to become informed global citizens.

## Moving to Level 2:

Level 1 is an important milestone on the Rights Respecting journey. In the light of the assessment visit, the assessor has identified the following priorities for further progress. These recommendations, based on Unicef's experience with schools across the UK, will have been discussed in more detail during the assessment visit:

**In order for the school to progress successfully to Level 2, the following steps and actions will be required:**

### Standard A

- Explore further ways that the UNCRC can be used as an overall framework for the school's vision, values and everyday practice. (Criterion 1).
- Consider developing the school's improvement plan to link most school priorities to the relevant articles of the UNCRC. (Criterion 2)
- Ensure that most school policies are explicitly cross-referenced to appropriate rights from the Convention. (Criterion 2)
- Enhance ambassadorial activity by enabling pupils and staff to promote and encourage rights respecting values & actions and knowledge of the UNCRC with other schools and in the wider community. (Criteria 4 and D18)

### Standard B

- Continue work towards deepening and widening the knowledge and understanding of the UNCRC across the whole school community- for all staff, pupils, parents and governors including through the provision of further information on the school's website and in newsletters. (Criteria 6 and 7)
- Continue to develop pupil's knowledge and understanding about rights and the UNCRC by linking topic displays with specific articles. (Criterion 8)
- Further embed a focus on the planned learning about children's rights to ensure systematic and planned coverage throughout most aspects of the curriculum. Cross reference curriculum documentation with specific articles of the Convention. (Criterion 8)
- Continue to develop the focus on global citizenship and sustainable development. Also consider engagement with [The World's Largest Lesson](#) and [UN Global Goals](#) (Criterion 9)

### Standard C

- For both school and class charters, continue to use the [Unicef UK Charter Guidance](#) with its focus on the language of 'respect for rights' and the link to articles of the UNCRC. (Criterion 10)
- Continue to support adults and children in the use of language which emphasises respect for rights. (Criterion 11)
- Where appropriate, enable pupils to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Issues that could be explored include fair trade and climate change. (Criterion 15)

### Standard D

- Continue to strive for further creative and significant opportunities for the participation and decision making of pupils to influence and shape the life and work of the school, including rights respecting work, and for the impact of this work to be displayed and celebrated. (Criterion 16)
- Build on the good charity work already undertaken by enabling and empowering pupils as appropriate to become advocates and campaigners for the rights of all children locally and globally. Consider joining in with Unicef UK's [Outright](#) Campaign. (Criterion 18)

**In addition, the school might also consider:**

- Attending Level 2 training to support your continuing RRSA journey. Please see web link [here](#)
- Visiting a recently accredited Level 2 RRSA school to share expertise.