

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Old Basing Infant School
Headteacher:	Sonia Denning
RRSA coordinator:	Vicky Nightingale
Local authority:	Hampshire
School context:	Old Basing Infant school has 260 pupils on roll, of which, 3.8% are eligible for Pupil Premium, 2.3% of pupils have an EHCP and 16.9% speak english as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Leader
Number of children and young people spoken with:	18 children (12 Equalities and Rights Advocates and 6 from Y1, Y2) Plus visited all 9 classes (YR-Y2)
Adults spoken with:	2 teachers, 3 learning support assistants, 1 parent, 1 governor
Key RRSA accreditations:	Registered for RRSA: 26th October 2011 Silver achieved: 19th July 2011 Gold achieved: 9th November 2017 Gold reaccreditation: 7th October 2021
Assessor:	Brenda France
Date:	31st January 2025

REACCREDITATION OUTCOME

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

Old Basing Infant School continues to meet 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 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- 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. Quality training and support continues to be sustained.
- Staff who are passionate advocates for ensuring children know about and access their rights.
- Active and engaged governors who fully support the rights respecting work across the school.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Pupil voice is valued highly, and pupil voice groups provide a range of opportunities for children to put forward their ideas and suggestions. Children feel listened to and that their views matter.

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:

- Create further opportunities for children and staff to learn about rights in greater depth, including the origins and wider context of children's rights.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Further 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.
- Explore further ways for children to be involved in decision making, influencing and shaping the life of the school, for example reviewing school policies and the school improvement plan and presenting them in a child friendly format
- As a Gold Rights Respecting School develop your ambassadorial role through your networks and in collaboration with your local schools and your Local Authority.

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>All year groups plan specifically for rights learning, it is embedded in curriculum planning. Children in all year groups spoke confidently about their rights and how the CRC is for all children locally and globally. They talked about a wide range of specific rights and could explain that rights are for all children from birth to 18. Children described situations across the world which might prevent children accessing their rights such as war, if there are no schools, no rain or if there are dangerous animals. One child was very specific that, <i>“venomous spiders”</i>, are harmful and would impact a child’s right to be protected from harm. Another child added, <i>“If there is a flood or a hurricane then children would need shelter”</i>; <i>“We can stand up for our rights and the rights of others by talking to our parents and duty bearers. We can ask the police and fire fighters and ambulances and builders to help.”</i></p> <p>There is a clear and sustained commitment from the headteacher and the RRSA lead to ensure that children’s rights continue to be the driving force of the school’s practice. The headteacher explained, <i>“It’s just so important to us. Learning about rights empowers our children. They know they can make a difference for everybody.”</i> The RRSA lead ensures that all staff have regular training and specifically supports new staff who join the school.</p> <p>All adults spoken with were clear about how about how children’s rights underpins the school’s day to day practice. <i>“The rights based approach works with our school values and our school culture.”</i> A member of staff added, <i>“We always remind the children to listen to each other as they all have the right to be heard.”</i> All adults spoke about the right to be kept safe running through everything at the school. One teacher explained, <i>“Article 19 empowers the children to speak up if they feel unsafe. The language of rights opens up safeguarding conversations as it gives everyone a consistent and shared language.”</i></p> <p>Parents and Governors are kept informed about the school’s rights based approach through meetings, school newsletters, and the website and school events. Children use the language of rights at home for example talking about their right to clean water and healthcare. A parent spoke passionately about how, <i>“Rights are woven into the school.”</i> A governor added, <i>“Rights are embedded in the school’s work, for example the School Improvement Plan, and on our Governor visits we see rights being used and implemented.”</i></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</p>	<p>Relationships throughout the school are based on dignity and respect. One member of staff explained, <i>“The children take ownership of demonstrating the values of our school and use the rights language to express themselves.”</i> There are many personalised ways for children to explore their own learning within each topic. The headteacher explained, <i>“Article 12 is the centre of our curriculum. Children plan their own learning and share their ideas.”</i></p>

<p>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</p>	<p>Children explained several ways the school upholds their right to be protected from harm: <i>“All adults in school wear lanyards and they are different colours for different people so we know who we can talk to”; “We have fire drills”; “There are always teachers or other adults around to help us; they look after us.”</i></p> <p>Inclusion is a strength of the school. Children feel safe and supported and understand that some children have different needs which require special help. Everyone shares in a weekly assembly to celebrate and value the achievements of pupils both in school and outside of school.</p> <p>Social and Emotional wellbeing is a priority for the school with many effective strategies in place to support children including support from the school’s ELSA, Bucket Time and the Relax Kids programme. A new PSHE programme, My Happy Mind, has recently been introduced. The school also has made provision in the Hive for children who need a calming and safe space when they need a break from the busy classroom environment.</p>
<p>STRAND C</p>	<p>Highlights and comments</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 know they are listened to and their ideas are acted upon. Children have a wide range of opportunities to have their voice heard including Pupil Council, Eco Warriors and the recently introduced Equalities and Rights Advocates (EaRA). There is voting on a daily basis for which book should be read in each class at fruit time and children share ideas for their learning topics before voting on which one they want the class to focus on.</p> <p>The school supports local charities and national events making sure that children understand how such events support the rights of others. Pupil Council planned how the school should support Children in Need. The Pupil Council have recently been involved in a review of school values and are leading work across the school exploring the school’s value of kindness. The school supports the local foodbank and the Equalities and Rights Advocates pupil voice group is currently working on the school becoming a permanent collection point for the local foodbank, highlighting the importance of Article 27 in their communications to parents. This group also meets every term with EaRA groups from other local primary schools. Children also participate in litter picks with the community and the school is working with the Parish council on ideas for developing a local wildlife area in the village.</p> <p>Children are using their voice to campaign beyond their school, for example, in writing to local councillors asking for the speed limit to be reduced around the entrance to the school, and taking part in UNICEF UK’s OutRight programme this year. Through these events children in all year groups are learning that their actions can help to uphold the rights of other children beyond their school.</p>