



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Brookfields Special School
Local Authority	Widnes
Number of pupils on roll	82
Headteacher	Sara Ainsworth
RRSA Coordinator	Sam Campion-Gibson
RRSA Assessor	Pat Peaker
Date of visit	7 th June 2018
School Evaluation received	Silver form received
Attendees at SLT meeting	Headteacher, Deputy headteacher/RRSA co-ordinator. PSHE co-ordinator
Number of pupils interviewed	11 plus others in classroom visits
Number of staff interviewed	1 teacher, 1 teacher/governor, 2 teaching assistants
Evidence provided	Meetings with pupils and staff, learning walk, class visits, written evidence, school web site
First registered for RRSA	July 2016
Bronze achieved	November 2016

ACCREDITATION OUTCOME

Brookfields School has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



EVIDENCE FROM THE ACCREDITATION VISIT

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.

- School leaders are fully committed to the principles and values of the United Nations Convention on the Rights of the Child (CRC). Brookfield seeks to support each pupil in achieving their full potential. School leaders' comments reflect the strategic importance given to this work describing how it has supported pupils in having a 'voice' and that through its impact 'pupils know their rights' All pupils have an effective communication method so that they have an opportunity to make their voice known.
- Due to the special educational needs of the pupils, activities and resources have been adapted so that individual learning styles are taken into account.
- The pupils interviewed could name some rights such as the right to health, to learn, to play, to privacy and to a name. They know that these rights are for, '*all children, in all schools and in all countries*'.
- They understand that natural disasters and war can prevent children from having access to their rights.
- All pupils learn about rights in PSHE, weekly class and key stage assemblies. During a Peace and Justice themed week, pupils learned about the wider global issues concerning war and the consequences for children in these environments. In support of Unicef Day for Change, children made dens and shelters to highlight that not all children have safe homes across the world.
- Staff and governors have regular updates and training in relation to the Award.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to find creative ways of making rights even more visible and high profile around school and on the web site.
- Work towards deepening and widening the knowledge and understanding of the CRC across the whole community appropriate to age and ability.
- Engage families in learning about and understanding the CRC. Consider a rights respecting mascot which goes home with a child to support discussion within the family.



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.

- The Steering Group has shaped how teaching and learning activities are developed for their peers. Each teaching team now has a teaching and learning 'toolbox' related to each Article being introduced during the term. The pupils within the Steering Group have voted on which activities to use when introducing new Articles.
- Teachers fully understand that they must take the lead for the realisation of children's rights at Brookfield. Different strategies are taught explicitly so that pupils have a range of ideas to support them in various situations which will uphold their rights. These will be communicated orally or pictorially to ensure that the child's voice is heard. The children know that *'it is the teachers' job to keep me safe. I can talk to any adult in school.'*
- The use of 'Listen ,Respond, Teach' behaviour support plans endorse positive relationships and ensure that the dignity of the pupil is maintained.
- The Rights Respecting School Award (RRSA) is highlighted in the School Improvement Plan in support of the child's cultural, moral and spiritual development. The rights of the child are underpinned in many policies notably in PSHE, intimate care and behaviour.
- Pupils are taught through the curriculum, through enrichment activities and real life experiences how to keep themselves safe. This includes E-safety at a level appropriate to the pupils. Article 34 was one of the first to be discussed with pupils within the Steering Group and resources were made by the pupils so that learning across the school could be maximised in how children could be kept safe. OFSTED in February 2018 stated, *'appropriate training ensures that staff have up to date knowledge of safeguarding and are vigilant about potential risks'*.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Consider embedding Articles and the principle of the CRC into school policies as they are reviewed to demonstrate that the Convention fully underpins every aspect of school life.
- Continue to embed Unicef Charter Guidance highlighting the strong role that duty bearers have in relation to the realisation of child rights so that good practice is shared across the school.
- Develop the language of rights so that children understand how their actions impact on the rights of others to learn.



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.

- Pupils use choice boards (photos or symbols) in order to make key decisions and are taught communication skills throughout the day to ensure that they experience their rights.
- Pupils' global awareness is developed in a variety of ways. For example, the school has had for a number of years a formal link with a school in Cape Town to promote shared learning between the two. Pupils have written to each other and shared videos. The exchange of staff has also enhanced the children's knowledge of life in a very different setting from their own.
- Fairtrade is included in the PSHE curriculum. At snack time, one child asked if the bananas were Fairtrade.
- Fundraising for the local Food Bank culminated in a celebration event at Liverpool Town Hall. The pupils asked questions specific to their lives and held councillors to account. The event presented them with a useful experience in appreciating at first hand that they can make their voice heard.
- A range of fund raising events, for example, Children in Need and Comic Relief highlight for the pupils the challenges and the denial of rights which other children locally and globally face.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to develop the focus on global citizenship and sustainable development, capitalising on the existing global links the school has with South Africa and future plans with the Middle East.
- Enhance ambassadorial activity as pupils move into the secondary sector.
- Aim to participate in RRSA training to support your journey to Gold.