

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Coopers Lane Primary School
<b>Headteacher:</b>	Mr Paul Hooper
<b>RRSA coordinator:</b>	Laura Mann and Laura Paterson
<b>Local authority:</b>	London Borough of Lewisham Council
<b>Assessor(s):</b>	Gerry McMurtrie and Helen Trivers
<b>Date:</b>	3 November 2020

### 1. INTRODUCTION

This is a Gold virtual accreditation report. The assessors 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 evidence.

It was evident that children’s rights are embedded across the school and underpin every facet of school life.

Particular strengths of the school include:

- Rights embedded throughout the school.
- Strong nurturing, respectful ethos with each child valued and supported.
- Children taking ownership of their rights respecting work, making links to rights in lessons, independent of the teacher.
- The school’s focus on Global Citizenship, particularly working on the SDGs and linking these goals with children’s rights.

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

## 2. 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 develop and support child led campaigning – encourage children to discuss issues of concern to them both locally and globally and support them to develop and lead campaigns and advocacy work. Unicef’s [Youth Advocacy Toolkit](#) could help with this.
- Use the [ABCDE of rights](#) resource to strengthen understanding of rights concepts.
- Act as ambassadors for Rights Respecting Schools both in your local area and more broadly.
- Consider integrating specific mention of relevant rights into your school development plan and all relevant policies as refreshed.
- Consider the explicit mention of rights when developing your class charters, in addition to reference to school values. Use Unicef’s [Charter Guidance](#) for support.

## 3. ACCREDITATION INFORMATION

<b>School context</b>	Coopers Lane Primary School has 609 children on roll plus 36 children in nursery. 24% of pupils are eligible for FSM and Pupil Premium, 29% speak English as an Additional Language and 4% have an EHCP. The school also has a specialist resource base for deaf children. Its most recent Ofsted inspection graded the school as ‘Good’.
<b>Attendees at SLT meeting</b>	Headteacher, 2 RRSA coordinators, 2 Deputy headteachers.
<b>Number of children and young people interviewed</b>	8 children across School Council, Eco council and Rights Rangers groups. 10 children from across the school in focus groups.
<b>Number of adults interviewed</b>	5 teaching staff, 1 parent.
<b>Evidence provided</b>	Extensive digital evidence was provided including images of displays and pupils’ work, policies, curriculum planning and assemblies.
<b>Registered for RRSA: April 2013</b>	<b>Silver achieved: July 2015</b>

## 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 development.

### Strand A has been achieved

Children spoken with were familiar with the CRC and understood its importance for children everywhere. They were familiar with a wide range of articles and understood that the government should protect all children. The children knew that rights are inherent, universal and unconditional, *“You don’t need to do anything to get rights, you have all of the rights when you are born.”*, *“It doesn’t matter if you are black or white or what gender you are,”* and that they are inalienable and indivisible, *“They can’t be taken away from you,”* *“All rights are important.”* They had a clear understanding of the role of duty bearers, saying that in school, teachers and all staff that helped them were duty bearers.

Children were clear that local and global issues and sustainable development are linked to rights. The school is focused on the Sustainable Development Goals, with each year group having a particular SDG they are working on over the year, and the children spoke articulately and confidently about this. *“Climate change is a SDG,”* *“SDGs connect to children’s rights as quality education is for everyone no matter what.”* They understood that rights are not always enjoyed by all children, all the time. One child said, *“Unfortunately there are many barriers to getting all the rights, for example if you are not a certain gender or culture or religion. We try to reduce those barriers.”* Another added, *“We at Coopers Lane want to make sure that we all have the same amount of education no matter where you live or how much money you have.”* Children watch the news and discuss this in relation to rights, one child saying, *“The Brazilian government didn’t help tribes during the coronavirus. They weren’t giving them any money to help them fight for their rights. We learned about this in school.”*

There was strong commitment to the CRC shown by senior leaders, staff and parents interviewed who said that rights are, *“Weaved into every area of the school.”* The headteacher said that rights are, *“Embedded in everything we do and fundamental to everything we do.”* One of the school’s current priorities is global citizenship. Lesson plans and flipcharts clearly link to articles of the CRC, and these are monitored by the RRS leads. The school has moved from teaching specific lessons about rights to integrating rights across the full curriculum. One class teacher said, *“I use rights when planning sessions as well as in conversations with pupils.”* It was noted that, *“If teachers don’t make the links during the lessons then the children do. It gives them the vocabulary to articulate issues.”* A teacher who was new to the school said, *“It’s really embedded in the children’s language. They know the rights but can also discuss them in a real way. For example, during Black History Month children were reflecting on rights from early years right up to year 6. I’m a new teacher but the rights are so embedded, it’s made it easy.”*

The links to rights and SDGs are explicitly noted in the termly curriculum overviews that are sent out to parents and made explicit in school newsletters. The school used home learning during lockdown as an opportunity to share rights learning with parents and get them involved - they set fun challenges, such as den building, and linked them explicitly to rights. RRS is effectively led by the two RRS leads, who offer support to teachers in taking their initiative with rights learning. They have prepared a rights booklet which is given to new teachers and families new to the school, so that the school’s focus on rights is made explicit right from the start. They lead sessions on rights in weekly staff meetings and have made rights a focus for a British Council Connecting Classrooms programme where they are working with schools across Lewisham.

**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**

Children were clear that they enjoy a wide range of rights, *“At our school we have a quality education and we have power.” “We celebrate diversity and your voice is always heard.”* Rights are referred to in some policies, link strongly to the school’s stated values and are threaded through the curriculum. A parent explained that rights are clearly modelled to the children at school. *“It’s not just classroom learning, it’s a whole school approach. I was shown around the school by children and that showed me that children are valued.”* The children were clear that duty bearers were there to support them to access their rights. *“If someone is struggling there are loads of adults that can help in different ways. Adults would notice that you were upset and help you.”*

There was evidence that relationships in the school were positive and were underpinned by the school’s values, including respect. *“We have good relationships. Sometimes we fall out, but we always make friends because there are adults to help us.”* Staff and pupils have recently been trained in restorative approaches and children said that there are playground buddies trained to help if there is a problem in the playground. The headteacher stated that, *“Work on values, rights and restorative practice goes hand in hand. As a head, I now rarely have to step in.”* One deputy reported that, *“The children pull together and look out for each other - they accept everyone for who they are, not just accepting, but embracing.”* A parent added that the school held parent workshops on restorative approaches and they now used this approach at home too. The children were clear about the concept of dignity and why it is important, *“Dignity means that you treat someone with respect and kindness. This is important because if you don’t treat people with dignity there would be lots of violence and we might not fulfil all our rights.”* Another child added, *“Everyone tries to show our values like respect, kindness and honesty.”* One RRS lead explained that the school is very nurturing, and respect is lived on a day to day basis. *“We have discussions with children about what dignity means and how we can respect that.”*

Children reported that they felt safe at school and knew what to do if they had concerns or worries. They discussed how the school kept them safe during Covid-19 through pupil bubbles so they didn’t get ill, and encouraging parents to wear masks. They talked about measures in school such as soft surfaces in the playground and mid-day supervisors to watch over them. Children were clear about what to do if they didn’t feel safe, including use of worry boxes and access to the school’s Place2Be services, and were confident that concerns would be addressed. One deputy head reported that, *“Safeguarding was a priority during lockdown, and we took our role as duty bearers to heart. We identified children at risk and kept in touch with them more regularly; we were open to vulnerable children the whole way through.”*

Cooper’s Lane is a nurturing school that regards social and emotional wellbeing as a priority. This was a particular focus during the lockdown where they kept in regular contact with children, *“To make sure they knew we were still here for them,”* and again when re-opening to all children, *“We focused on our values and rights of the child for the first two weeks to transition out of lockdown.”* In terms of the second lockdown, the RRS leads were thinking about various ways children could share their worries, ensuring that staff opened up conversations about coronavirus, reminding children that the restrictions were to keep them safe and healthy and of ways they could share worries. One RRS lead said, *“Teachers made sure that worry boxes were in place and the PSHE curriculum covered dealing with feelings. Our Place2Be provision provides an onsite person to deal with worries in a child led*

way.” A child said, *“Place2Be helps if you are sad or want to speak about your emotions,”* and others reported learning about this in lessons, *“In PSHE we learn about self-esteem and what we should and shouldn’t do to keep healthy.”* The school has set up a Forest School to develop independence and confidence and KS2 children have participated in mindfulness courses. Children take part in the daily mile to promote healthy lifestyles.

Children are included and valued as individuals. Diversity is celebrated through special events such as Black History Month, Deaf Awareness Week, Cultural Days, and Language of the Month. The school’s annual Diversity Week includes learning about different families, cultures, ethnic backgrounds and disabilities. *“This has created an environment where stigmas are questioned, and children feel safe to talk about their lives and are accepted as individuals.”* Additional support is provided for certain children, such as young carers. The school has a resource base for deaf children and all children are encouraged to learn to sign to ensure that these children are included. The school also has two Learning Mentors to support children who find being in class difficult and overwhelming, providing children with individual learning places and access to a nurture room, a safe place for children who need some time out from the lesson, whether that is because of finding certain classroom situations overwhelming or because they need a safe space to talk to an adult about friendship or home issues.

Children value education and are involved in making decisions about their education. The school uses Kagan groupings to facilitate effective discussions in which all children are involved. Teachers mark work in class giving verbal ‘Fast Feedback’ on next steps for learning. Children are asked to reflect regularly on their learning and teachers also discuss with parents any specific things children need to work on at home. There is a strong emphasis on Growth Mindset.

**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**

All children spoken with agreed that they had a voice at school and could bring about change. There are a number of different groups that support this such as the Rights Rangers, School Council and Green Team, with children elected onto groups. *“I wrote a speech at home all about rights and how we are all equal and we all need rights.”* The school has ensured that these groups continue to meet by holding meetings on google classrooms. Rights Rangers recently held a competition to design the school’s rights mascot. *“Ricky the Rights Raccoon is our rights mascot. The class that focuses on rights the best have the mascot.”* Speaking about what they have changed in school, a Rights Ranger said, *“We are proud that we now have more teachers around the playground because this stops people fighting and more activities makes lunch more fun.”* A Green Team member said, *“I’m proud that we’ve stopped people littering around the school. We are doing crisp packet recycling and tin recycling.”* The school council have worked together to write a child friendly summary of the school development plan priorities. By thinking carefully about each priority, they have written success criteria for each, which is very clear and can be understood by the children at Coopers Lane.

The children were clear about their role as global citizens saying, *“We are all global citizens in this world,”* and *“It means being a good person and taking care of the world and doing what we can to stop bad things happening and achieve our SDG goals.”* The school’s definition of a ‘Coopers Lane Learner’ is at the heart of their curriculum and states, *“Children leave Coopers Lane as responsible global citizens with strong values and self-belief.”* Children make the links between the news and



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rights. They recently met their local MP, and children grilled her about how she would ensure that local children would have a voice. The head said, "At Coopers Lane it's not just knowing what the SDGs are but knowing how they impact on people. We are seeing children with a voice and a belief that they can make change."

All children at Coopers Lane are supported and encouraged to take action to uphold their rights and the rights of others. After a workshop on the dangers of cars idling, the children led a campaign to close the streets around the school during drop off and pick-up time to reduce pollution and keep them safe. As part of this children gave speeches at the summer fair. *"Everyone was so gripped – their passion really came across and the children felt powerful."* The school had just found out that this had been approved by the local council and one RRS lead commented, *"We are so proud of the children. They know their voices are heard!"* They explained that they want to do even more to support child led campaigning in the school and children have begun to lead a number of other campaigns such as a crisp packet recycling project, which they link back to rights. The head explained that they have a dress up day each year to 'scare hunger away' where they also collect food for their local foodbank saying, *"This was more poignant this year as many families have had to use the foodbank for the first time... It's fun to dress up but we explored why we were doing it. The free school meals debate recently made it purposeful – children feel the sense of injustice and want to do things to help."*