

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Osmani Primary School
<b>Headteacher:</b>	Remi Atoyebi
<b>RRSA coordinator:</b>	Saleha Daya
<b>Local authority:</b>	Tower Hamlets
<b>Assessor(s):</b>	Paul Harris
<b>Date:</b>	16 <sup>th</sup> May 2019

## 1. INTRODUCTION

The assessor would like to thank the children, the senior leadership team, staff, parents and governors 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 assessment visit, the school completed a comprehensive School Evaluation: Gold form.

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:

- A clear commitment to the principles of the UN Convention on the Rights of the Child in its everyday practice.
- An inclusive and supportive ethos which is underpinned by respect for all members of the school community.
- Pupils having a secure knowledge and understanding of the Convention.
- Opportunities for pupils to be actively engaged in the life of the school and the wider world with their views being listened to and taken seriously.

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 pupil's knowledge and understanding of the articles within the Convention, for example through ongoing curriculum planning.
- Review the wording of the 'golden rights'; the [Unicef UK charter guidance](#) can help with this. In this way, each article & right can be stated first *followed by* examples of rights respecting actions. Also ensure that the wording accurately reflects the meaning of the articles highlighted.
- Explore further opportunities for 'pupil voice' both within the school (for example, in the creation of new roles and through the work of the Rights Respecting Ambassadors in promoting the Convention) and further afield (for example, in local campaigns).

## 3. ACCREDITATION INFORMATION

<b>School context</b>	Osmani Primary School is a community school with 408 pupils on roll (aged 3 to 11 years). The proportion of pupils eligible for the pupil premium is 33%. 99% of pupils speak English as an additional language and 3% of pupils have an EHC Plan. The school was graded 'good' for 'overall effectiveness' by Ofsted, November 2016.
<b>Attendees at SLT meeting</b>	Headteacher, an Assistant Headteacher and the RRSA coordinator.
<b>Number of children and young people interviewed</b>	Focus group: 19 pupils (Years 3 to 6) Class visits: approximately 74 pupils (Reception, Year 2 and Year 3 classes) Rights Respecting Ambassadors and Steering Group: 8 pupils (Years 3 to 6).
<b>Number of adults interviewed</b>	5 teachers, 3 support staff, 2 parents (includes a parent governor) and a governor.
<b>Evidence provided</b>	Learning walk, focus groups, written evidence and class visits.
<b>Registered for RRSA: February 2016</b>	<b>Silver achieved: July 2017</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

The school has a strategic commitment to the principles and values of the UN Convention on the Rights of the Child (CRC). For example, in the 2018/19 school development plan (SDP) key outcomes are linked to particular articles from the Convention and there are clearly defined areas of work to help support progress towards RRSA Gold. Osmani has used 'golden rights' (articles 2, 12, 15, 19, 24, 27, 28, 29 and 31) from an early stage of its rights respecting journey. These have helped to underpin the school's vision and values, including the promotion of an aspirational, respectful and inclusive community and the school's behaviour policy; for example, 'articles 2/12: we respect the right to be listened to and listen to others' and 'article 28: we respect the right to learn and let others enjoy their learning'. The school's rights respecting work has included widening pupil's knowledge and understanding of rights and the SDP references an aim to 'include relevant articles in all lesson plans.' Staff INSET sessions, including training for midday supervisors, and regular up-date meetings have helped to ensure a clear, consistent use of rights-based language. Principles such as the unconditionality of rights and the role of adults as duty bearers are well understood by staff. The school community is therefore securely rooted in the Convention and school leaders explained that the impact of its rights respecting work has been to help enhance respectful relationships between pupils, widen their global awareness and empower children to have a voice.

Pupils gave examples of a wide range of children's rights. Children have a very clear understanding that rights are universal, for everyone "*all over the globe*", and unconditional. They were similarly unequivocal in knowing that rights are inherent and from "*when you're born*", cannot be taken away and are all equally important as "*all your rights are important to your life*". The Unicef UK 'ABCDE of rights' resource has been used to help promote these principles about rights. Pupils understand that the rights of many children and young people in the world are being denied because of a range of issues such as flooding, cyclones, deforestation, war, child labour, homelessness and pollution. With regards to the effects of climate change pupils were able to link how this could impact on rights such as safety, shelter and availability of food crops.

Pupils are able to learn about rights in a variety of ways including through assemblies, the 'golden rights' charter and elements of the curriculum. Several displays around the school help to promote the Convention. For example, an 'art curriculum day' display was linked to article 29 and an 'our rights' board had posters about rights created by some of the younger pupils. A 'Rights and Democracy' topic at the start of the academic year enables pupils (from all year groups) to learn about the Convention, rights and the UN Global Goals. Other curriculum topic plans, as appropriate, also reference specific articles from the Convention and links are similarly made within PSHE.

Staff, parents and governors are committed and enthusiastic advocates of the school's rights respecting work. They gave several examples of its positive impact with comments such as how it is "*equipping children with a knowledge tool that they will be using for the whole of their life*", pupil's "*global awareness has been a huge change*" with pupils "*understand[ing] so much more [about] what is happening around us*", that children are "*more empathetic*" to charity appeals and that "*self-esteem and confidence*" have grown. There is information about the Convention and RRSA on the school's website, a 'Rights Respecting Ambassadors' blog and an information leaflet produced by the ambassadors. A session about children's rights has been also held by the coordinator at one of the

school's parent coffee mornings last autumn. A steering group oversees the school's progress towards a RRSA Gold application and includes a parent and governor representatives.

## 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**

Pupils understand that adults in their role as duty bearers are responsible for facilitating and upholding their rights. A duty bearer was defined as a '*responsible adult*' and a pupil explained that "*the duty bearer will help protect you and make sure your rights are not disrespected*". The children explained that the school's behaviour policy is fair, commenting that it includes 'think it through' sheets which provide opportunities for pupils to reflect on any behaviour issues. Pupils are articulate in being able to describe how the school helps to support their rights to safety, well-being and learning. They are confident that they will be listened to and any concerns raised would be addressed; a pupil explained that if someone was unhappy, they could "*talk to the duty bearers*". Examples given by the headteacher of Osmani's equitable practice included making the playground and school trips accessible to all children and the 'place of discovery' specialist support provision within the school to help ensure pupils with special needs are making good progress.

Respect is an integral part of the school's ethos. Throughout the accreditation visit a very positive and supportive learning environment was evident; for example, during discussions children listened carefully to the contributions of their peers. Class charters based on the school's 'golden rights' are used to promote a respectful learning environment with a member of staff commenting how they "*always refer to them*" in lessons. When asked to explain what was meant by the term 'dignity', pupil answers included that it is "*showing someone respect*", "*kindness*" and that "*if someone has a disability everyone has to be treated with dignity and lots of respect*". Pupils agreed that the school respected their dignity. The school's intimate care policy includes reference to article 16 and that 'children's dignity will be preserved, and a high level of privacy, choice and control will be provided to them'.

When asked, pupils confirmed that they felt safe in school. If pupils had any concerns they could speak to a member of staff such as the school therapist and "*talk to them about your worries*". There is a 'worry box' in each classroom which pupils can also use. They explained how learning about e-safety helps to ensure that the rights to be safe, to privacy and to "*appropriate*" and "*not fake*" information are upheld. School events such as an assembly presentation from the NSPCC with accompanying key stage 1 and 2 workshops, other assemblies with links to safety such as road safety, 'anti-bullying week' and year 6 'Bikeability' training, all help to promote pupil safety.

Pupils were able to describe how the school helps to support their health and well-being. Examples given included the provision of salads at lunchtimes, fitness assessments within PE lessons and sports activities including sports day. When asked about mental well-being, a pupil explained how this was about how you feel "*inside your head*". Support staff described how because of the children's awareness of their rights "*they can voice it a lot better*" with regards to rights such as to be safe, that it "*gives a voice and language to the least confident children*" and that a rights respecting focus has helped more emotionally vulnerable children and "*scaffolds their support*". The school is proactive in

supporting children's health and well-being, and also uses a school based therapeutic service. Osmani has recently been awarded the silver award for 'Healthy schools' and has had a particular focus on being 'sugar smart'. At the start of each half term the headteacher gives an assembly about an aspect of pupil's health and well-being, and the school has also held a 'mental health week'. A wide range of support staff within the school alongside external specialist provision helps to ensure that children's needs are being met.

The school's inclusion policy states 'we believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school'. Pupils confirmed that the school was a respectful community with children supportive of each other. Bespoke support for children is provided as appropriate to their needs; examples include helping EAL children develop their English language skills, 1:1 therapy and the use of 'buddy systems'. Events such as 'Black History Month', 'Spanish Day' and 'Chinese New Year' also help to celebrate diversity. A pupil explained that '*if someone gets bullied [we] can use TAG* (tell, ask and get help) and the school comments that 'behaviour is a strength of the school and both bullying and discriminatory behaviour is dealt with effectively and has decreased over the last few years'.

A 'growth mindset' approach is used to support pupils' learning. Children explained how this was about "*perseverance*", the importance to "*keep persevering to get out of the [learning] pit*" and that "*if you're stuck you have to try and persevere and you shouldn't give up*". Pupils understand that they have the "*right to speak and have opinions heard in class*" and a 'no hands-up' approach in class is used to help widen pupil participation. A pupil gave an example of how for a year 4 topic about 'Chocolate', on the suggestion of the class they were also given the opportunity to make chocolate as part of this work. Children were positive about the 'talk partners' scheme within the school which a pupil explained as "*someone you pair up with to help [with learning]*". They also confirmed that they have self and peer assessment opportunities and are able to edit their work. 'Tricky, trickier and trickiest' options are also available for pupils to access as part of their learning.

## 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

Pupil's views are listened to and taken seriously within the school. Examples include a board outside the headteacher's office where children can ask questions, make suggestions about school life and receive written answers from the headteacher, the use of surveys to seek pupil's views and a budget made available to classes for pupils to purchase equipment. There are two Rights Respecting Ambassadors from each class in years 2 to 6 who are elected by their peers. An ambassador explained their role to "*try and make the school [a] better place*" and "*make everyone feel safe*". Ambassadors meet on a weekly basis and share any issues and ideas raised by the classes they represent. A proforma is used at the meetings to evidence 'what's going well' with regards to the 'curriculum, playground and other [aspects of school life]' alongside 'what do we need to improve' and 'solutions' for this. Examples of the impact of 'pupil voice' in the last couple of years includes provision of more sports competitions, the creation of a small garden area and pupils using their own reusable bottles rather than single use bottles. Earlier in the year, the ambassadors identified four charities which the school then voted on with Unicef being nominated as the 'charity of the year' for 2018/19. The ambassadors represent the school at the 'E1 Pupil Parliament' and have also given a presentation about their pupil parliament work to a group of local headteachers. At the parliament last



November, the ambassadors met with pupils from other local schools to explore various topics such as 'human rights and equality' and 'sustainable development'. This led the ambassadors to highlight their concerns about the rise in homelessness in the local community and in March this year, the 'WE' organisation ran workshops for years 1 to 6 at Osmani which enabled pupils to explore this issue further including ways to help support homeless people. Other pupil roles in the school include 'playground friends' who help support children at playtimes, 'young leaders' who provide assistance at lunchtimes in the dining hall, sports ambassadors and attendance ambassadors. The latter work alongside pupils identified by the school with particular attendance issues to help encourage them to come to school.

The school is an outward looking community. Pupils are engaging with the wider world in a variety of ways including through pupil parliament work and follow-on school 'action weeks' on 'human rights and equality' and more recently the environment and sustainability. Earlier this month the ambassadors took part in Unicef UK's 'OutRight' and sent postcards to the Secretary of State for Environment, Food and Rural Affairs explaining their concerns about air pollution. Pupils in some year groups have also written persuasive letters to the Mayor about air pollution and plastics. The school reports that a year 4 class 'gave up two weeks of their Golden Time to prepare for the protest' they had organised outside the school about climate change. Last December the ambassadors emailed a letter to the local council in connection with the use of plastic for packed lunches and are awaiting a reply.

The school has supported a wide range of charities including Save the Children, Children in Need, Comic Relief and 'Jeans for Genes'. Last autumn, the ambassadors visited the Whitechapel Mission, a charity for the homeless, in connection with the school's Harvest donations. The Rights Respecting blog on the school website commented 'as ambassadors who support children's rights, we were amazed by how many adults and young people are left homeless with no shelter, food and clean water. It was a truly humbling experience and made us realise how lucky and grateful we should be to have easy access to many of our rights'. The Osmani school community is nurturing its pupils to be caring and active citizens both locally and globally.