

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Gosberton House Academy
<b>Headteacher:</b>	Katharine Saywell from Jan 2023, Louise Stanton prior to Jan 2023
<b>RRSA coordinator:</b>	Paul Squire
<b>Local authority:</b>	Lincolnshire
<b>School context:</b>	A primary specialist school for 101 children with autism. Rated by Ofsted as Outstanding and a National Autistic Society Advanced and Commended Provision. All pupils have an EHCP, 44% are in receipt of free school meals or pupil premium funding, 11% pupils EAL
<b>Attendees at SLT meeting:</b>	RRSA Lead who is also the Vice Principal in SLT meeting plus Headteacher later in the day
<b>Number of children and young people spoken with:</b>	7 during the visit plus video shared of children talking with teachers about rights
<b>Adults spoken with:</b>	Governor/Trustee (headteacher prior to Jan 2023) 1 Teacher, 2 TAs
<b>Key RRSA accreditations:</b>	Registered for RRSA: 27/03/2012 Silver achieved: 01/03/2013 Gold achieved: 11/02/2016 and 19/06/2019
<b>Assessor:</b>	Isobel Mitchell
<b>Date:</b>	31/01/2023

## REACCREDITATION OUTCOME

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

Gosberton House Academy continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. 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 Reaccreditation 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:

- The curriculum and support plans are personalised for each child based on the child's needs and preferences – staff go above and beyond to listen to children and support them to express their preferences and feelings.
- A strong commitment to children's rights and to RRSA from leaders at all levels is tied into the vision and values of the school. Rights are visible in all areas of school life.
- The relationship between school staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the school.
- A caring and inclusive ethos where staff are committed to supporting the pupils to access their rights and to create an environment which enables every child to reach their full potential.
- The school's work on health and wellbeing, in particular the consideration of emotional well-being and positive relationships, was notably strong.

**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 explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school and make this connection more explicit on the school website.
- Continue to support children and young people to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events at a level appropriate to their intellectual and emotional capacity and an exploration of the [UN global goals](#) and how they can play their part in achieving them.
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers both within and outside school.
- Continue to broaden the range of rights the children are learning about by creating further links in the curriculum, for example through reading fiction with a rights-based theme.
- Continue to support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with UNICEF UK's [OutRight](#) Campaign and using UNICEF's [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the [Soccer Aid Schools Challenge](#).

## 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>The children spoken with during the visit were able to talk about the right to meet with friends, the right to play, the right to healthy food and the right to an education. Explicit learning about rights is built into assemblies and discussed in class where children and adults create their rights-based charters which use symbols rather than words to aid understanding. Forest School and Learning Outside the Classroom provides further opportunities to link to rights by giving the children even greater voice in their learning and through helping them to understand the value of the natural environment and how this supports their rights. Working on eco-schools and charity work helps the children to expand their knowledge of rights in the wider world.</p> <p>Staff receive regular training and updates on rights and new staff learn about the rights-based approach through attending assemblies and support, and through observing other staff modelling what a rights-based approach looks like in practice. Staff shared that <i>"Rights are everywhere, on every classroom door. It is very much a lived approach."</i> Staff, since the last accreditation visit, have been moving away from the language of 'rights and responsibilities' to 'rights and respect' to ensure that children understand that their rights are unconditional. Children spoken with during the visit knew that rights are for all children. Staff and children have been learning through assemblies that rights are universal, unconditional, inherent, inalienable and indivisible using UNICEF UK's ABCDE of rights resource. These concepts are apparent in the way staff interact with children, for example, through their positive and restorative approach to managing challenging behaviour. Every year, the school agree a tag line, linked to an article to express their vision for that year. In 2023 the tag line is 'Every child needs a champion' linked to Article 3 (best interests of the child). Each small group of children has a champion, a member of staff who observes their progress and ensures they are supported.</p> <p>Relationships between school and families is very strong. There are regular opportunities for parents and carers to come into school and experience, such as charity events and Forest School. Articles are linked to activities and shared through Tapestry, the school communication system. Comments from parents shared prior to the visit show the difference the school is making, <i>'Our child's life has changed so much. It is wonderful to see him laughing.'</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 maintain a school community based on equality, dignity, respect, non-</p>	<p>The former headteacher who is now a governor and trustee of the school summarised the school's approach and its impact, <i>"The children have had so many negative experiences of school in the past and this needs to be turned around. We bring families in showing them how school can be different. It is about the rights of the child but also the rights of the family. We are modelling rights respecting with our entire community, all of the time."</i></p> <p>The children are given individualised support to enable them to access their education and develop to their full potential. Many children in the school have been excluded from mainstream schools but in this school, where their needs and rights are properly understood and supported, they have been able to</p>

<p>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>thrive. The children spoken with during the visit were clearly very happy in school and particularly appreciated how they had been able to make so many friends and how the teachers give them a space to relax if they feel overwhelmed. There is a focus on understanding rather than punishing challenging behaviour. Rights charters are used to support positive relationships in school. Bullying is extremely rare and there have been no fixed term or permanent exclusions for the last two academic years and no racially motivated or e-safety related incidents.</p> <p>Survey results from children and parents/carers show that they feel safe in school and the PSHE (Cornerstones) curriculum includes learning about how to stay safe on-line and off-line. As there is a very high staff/child ratio, the children are very well known to the adults and the children always have someone they can talk to, either their champion or any member of staff. Children are given many tools to learn how to express how they are feeling appropriately and self-regulate, for example, feelings boards and cards, sensory areas, and spinning toys. Staff prioritise making time to really listen to children - to hear their voice even if it is not expressed verbally. The individualised curriculum, deep understanding of autism and focus on emotions and social communication has a very positive impact on children's health and well-being.</p> <p>Individualised Learning Plans are developed in partnership with the child and their families, and they enable each child to access the curriculum at a level appropriate for them. The rights respecting approach of the school can be transformative for children and their families as illustrated by comments from parents, <i>'A sincere thank you for the guidance, teaching, environment, and ethos that has enabled our child to succeed and has prepared him for his next steps. He is happy, confident, and independent.'</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></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>Staff regularly discuss changes in school with the school council and act on their concerns. For example, during the covid pandemic year groups had to be separated in the playground. When this was no longer necessary from a social distancing perspective, the children wanted to keep this separation to create a calmer environment at playtime, so the system was retained.</p> <p>Children and their families take part in charity fundraising and harvest collections for the food bank which always includes wider learning about the work of the charity and why it is important. The children are also aware of Fair Trade and how this supports communities in other parts of the world. The school have achieved their 4<sup>th</sup> Eco-Schools Green Flag award recently and pupil voice is a strong part of that. A pond has recently been built in response to children's suggestions and children are raising awareness of issues by creating posters to display around school. The school are playing an ambassadorial role locally particularly through supporting the local secondary specialist school with their rights respecting journey.</p>