



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	The Basildon Upper Academy
Local Authority	Essex
Number of pupils on roll	515
Headteacher	Gary Smith
RRSA Coordinator	James Fitten
RRSA Assessor	Paul Harris
Date of visit	28th March 2018
Attendees at SLT meeting	Headteacher, Deputy Headteacher, Assistant Headteacher and RRSA coordinator
Number of pupils interviewed	74 pupils (Focus group- 18 pupils, class visits- 55 pupils and learning walk- 1 pupil)
Number of adults interviewed	8 staff (2 Assistant Headteachers, 2 teachers and 4 support staff [includes a parent]). The RRSA coordinator is also a staff governor.
Evidence provided	Pupil focus group discussion, meetings, class visits, learning walk and written evidence
Date registered for RRSA	September 2015
Bronze achieved	July 2016

ACCREDITATION OUTCOME

The Basildon Upper Academy 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.

- Pupils were able to cite a range of rights from the UN Convention on the Rights of the Child (CRC) including the right to an education, to learn, to be protected from all forms of abuse, to have an identity, to have a 'voice', not to be discriminated against, to have access to reliable information, to have shelter and the right to privacy. They were very clear that rights are universal and unconditional.
- Pupils also understand that many children and young people in the world are being denied their rights because of issues such as the absence of clean water, the lack of reliable information or because of conflict. In discussion about the Syrian conflict, pupils were able to explain how this impacted upon the rights to protection, education, to clean water and to having a home.
- Staff (teaching and support) have received training about the Convention and are making connections between particular rights and everyday practice. Within the curriculum, examples given included a comparison of rights in the nineteenth century compared to nowadays (English), inequality in different cities (Geography) and the social construction of childhood and rights (Sociology). Displays and posters linked to rights are visible around the school, copies of the Convention can be found in classrooms and some assembly presentations have also focused on rights.

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

- Work towards deepening and widening the knowledge and understanding of Articles from the CRC across the whole school community including developing an awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. Alongside this, also embed a clear understanding of 'Rights Holders' and 'Duty Bearers'. To help support the aforementioned, include appropriate CPD and staff induction as required.
- Embed a focus on the planned learning about children and young people's rights throughout most aspects of the curriculum, referencing this in relevant planning documentation.
- Enable pupils to look at global issues, as appropriate, from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through [The World's Largest Lesson](#).



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 Headteacher explained how the language underpinning the school's Rights Respecting work has helped to support and promote a '*culture of respect*'. In the school's self-evaluation of the impact of this work, all seven areas were assessed as being 'significant' or having 'some noticeable impact'. The school has high aspirations for its pupils and in its equal opportunities policy makes clear that 'the school values each student's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone'.
- Pupils are proactive in helping to embed an ethos of respect within the school community. There are anti-bullying ambassadors who also operate 'The Bubble' which is a place in school that pupils can visit if they require support. The ambassadors have also recently taken part in 'upskill training' with 'The Diana Award' team to further enhance skills in areas such as conflict resolution. The school reports that the 'anti-bullying ambassadors have put forward a proposal to be known as Respect ambassadors after learning about and talking through the CRC'. A 'School Information Point' which is run by sixth form student mentors has also recently been set up and is open to pupils across the year groups.
- When asked, pupils said they felt safe at school with assemblies, external speakers and school events given as some of the ways they have received information about safety issues such as drugs awareness, knife crime and e-safety. In connection with safe use of the internet, pupils were able to describe ways to ensure that their rights to safety and privacy were upheld. Year 12 pupils have attended a road and driver safety presentation by the 'Essex Roadster Team'.
- Pupils were able to provide several examples of how the school supports them with their learning. These include individual support and intervention, additional revision and catch-up sessions, extra help lessons and opportunities towards the end of the school day to visit particular subject areas. Similarly, pupils' health and well-being are also well supported. For example, in a health and wellbeing day held last autumn for year 10 and 11 pupils, topics covered were anti-bullying, healthy living, mental health, online safety and cultural and racial diversity.

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

- Ensure that pupils are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Using Unicef RRSA [charter guidance](#) consider, with the help of the [steering group](#) and involvement of the whole school community, creating a school charter.
- Develop the school's strategic documentation to link to and reflect relevant Articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC. Explore ways to reference correlation between improved



outcomes for pupils and the implementation of a rights-based approach across the school.

- Continue to ensure that pupils and adults are kept informed of the school's provision to support pupils' physical and mental health and well-being, and that information is accessible to all, as appropriate.
- Continue to develop the use of the language of rights and respect to strengthen school systems for resolving conflict (such as the use of restorative justice) and the promotion of positive attitudes and actions for rights.

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.

- The school has a 'student voice' structure which is pupil led and enables views and ideas from each of the year groups to be represented. Examples of impact include organising the annual charity week events, the display of the school's 'diversity tree' and a tailoring of enrichment activities to help support year 11 pupils with their studies. Opportunities for pupils to help lead on different aspects of school life include head boy, head girl and house captain roles, anti-bullying ambassadors and sixth form student mentors. The 'Unicef Steering Group' has helped to raise the profile of the school's Rights Respecting work by linking particular Articles from the CRC to various displays.
- Charities supported by the school have included 'Little Havens Hospice' (chosen by the pupils) and MacMillan Cancer Support. Some pupils in year 11 have also taken part in Unicef UK's 'Outright' campaign last autumn. A group of sixth form students have helped to refurbish a disused retail unit which has become a counselling centre for use by the local community.

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

- Continue to strive for further creative and significant opportunities for the participation and decision making of pupils to influence and shape the life and work of the school, as appropriate, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching. Celebrate the impact of this work through displays, newsletters and the school website as appropriate.
- Enhance the school's ambassadorial activity by enabling pupils and staff, as appropriate, to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Build on activities such as charity based work in the school by enabling and empowering pupils, as appropriate, to become advocates and campaigners for the rights of all children and young people, locally and globally.
- Aim to participate in [RRSA training](#) to support your journey to Gold.