

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Marlow Church of England Infants School
Headteacher:	Sharon Reynolds
RRSA coordinator:	Emma Howarth
Local authority:	Buckinghamshire County Council
School context:	Marlow Church of England Infants School has 165 pupils from 4-7 years old. 5.6% of pupils are eligible for Pupil Premium, 1.2% have an EHCP and a further 8.3% receive SEN support. 16% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	11 children from Reception to Year 2
Adults spoken with:	1 Parent/Governor, 1 Parent/Parent and Friends Association (PFA) Treasurer, 1 Parent/Volunteer and 1 Parent/PFA Coordinator.
Key RRSA accreditations:	Registered for RRSA: 21 st July 2011 Silver achieved: 11 th June 2019 Gold achieved: 25 th March 2021
Assessor:	Katelyn Farrenson
Date:	7 th June 2024

REACCREDITATION OUTCOME

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

Marlow Church of England Infants School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 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:

- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report.
- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- Pupil voice is valued highly and the range of pupil voice groups gives ample opportunities for all young people to put their suggestions forward and for these to be acted upon.
- The empowerment of children to be campaigners for their rights and the rights of others, with a notable success being the recent road safety campaign.

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:

- Now that the school community are really solid in their knowledge of the chosen six focus rights, continue to widen the range of articles that the whole school community are familiar with, appropriate to children's age and ability.
- Continue to provide more explicit opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach, particularly with Holy Trinity Church of England Primary School where links have already been made.

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>Children interviewed at Marlow Church of England Infant School spoke confidently about the six focus rights and linked them directly to their lives in school and more widely, saying, <i>"Adults must listen to children's views" and "Article three says that adults are there to do the best things for us."</i> Pupils also demonstrated a sound understanding of the concepts of rights, stating, <i>"You get rights when you're born. When you're 18, they turn into human rights. The people with human rights help with children's rights. Rights can never get taken away from you."</i> They also said, <i>"Some people don't have rights in poor countries"</i> and explained how school events like the <i>"small change challenge"</i> when they <i>"put money in a bucket to give to charity"</i> can help. This work is linked to the <i>"global goals of 'no poverty' so people can get safe homes,"</i> one pupil explained. Learning about the children in Marlow Infant's link schools in Kenya and India has further supported the focus on global citizenship at the school.</p> <p>One pupil asserted that the best thing about their school is <i>"learning about our rights."</i> The Marlow Church of England Infants School community learn about rights through Article of the Week, RRS school newsletters, the school website, policies, the school welcome pack, school events, the school action plan, parent helper training, collective worship, staff meetings, displays, lanyard prompts, staff CPD, class, playground and whole school charters and in the curriculum. The headteacher said simply <i>"Rights Respecting is part of what we are."</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-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>Children at Marlow Infant School enjoy the rights enshrined in the UNCRC. Parents explained, <i>"The teachers help protect [my child's] rights"</i> and <i>"Children know their rights on arrival at school and can base their ideas around the rights they're taught about."</i> The headteacher explained how rights are <i>"fully embedded"</i> and they have <i>"really benefitted the school atmosphere."</i> Children spoken with unanimously agreed that they feel safe in school, with pupils elaborating, <i>"I feel safe because the teachers look after us," "If you don't feel safe, you can tell an adult. They'll make sure you're safe" and "When something happens, they keep us safe."</i></p> <p>The school revisited its values and vision in 2018/2019 and included the pupils in this consultation which resulted in the values of <i>"kindness, respect, perseverance, forgiveness, thankfulness and service."</i> The RRSA coordinator talked about using the <i>"...common language [of rights] to discuss complex issues"</i> and how <i>"meeting midday supervisors"</i> and sharing the <i>"focus rights on their lanyards"</i> has helped with the continued consistency of rights language across the school. The headteacher explained how the <i>"UNCRC allows us to build relationships."</i> One pupil explained how you can <i>"tell a teacher if people did a not nice thing" although pupils agreed that people were very friendly.</i> One pupil gave an example of how, in school, if there is a disagreement, they will say, <i>"Let's play instead of arguing."</i> One of the Year 2 play leaders explained how, <i>"If you don't have a friend, you can go to the friendship stop and someone will come to you and help you feel a bit happier. Instead of telling an adult, you can find someone to play with."</i></p>

	<p>The school has also adopted a PACE (Playfulness, Acceptance, Curiosity and Empathy) approach to support positive interactions between adults and children and the Mindup Programme to support children’s social and emotional wellbeing as well as introducing regulation stations which are used when, “...the children know they’re not ready to learn...and they can come back when they are.” the parent governor explained.</p> <p>Pupils at this school are active participants in their learning, with continuous provision in Reception and Year 1 allowing flexible timetabling and enabling pupils more choice and independence in their learning. One pupil said that their favourite thing about their education is the “<i>independent learning</i>” and the fact that, “<i>We get to choose loads of different options.</i>”</p>
STRAND C	Highlights and comments
<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>There are many opportunities for children at Marlow Church of England Infants School to get involved in leadership opportunities such as the Rights Respecting Schools Ambassadors, Eco Warriors, Playground Leaders, and Subject Councillors. Children explained how, if they had an idea, they “...can ask a teacher and they can make it happen.” This was echoed by the Rights Respecting coordinator who said of the pupils, “<i>They know they can make a difference.</i>” Regular pupil and parent surveys are carried out to seek pupil opinion and “<i>empower them to make a difference.</i>” Parents shared their belief that “<i>the children are listened to</i>” and “<i>the children don’t fear talking about what they want.</i>” One parent went on to share an example of an occasion where a pupil had “<i>identified rights not being met and met with the head[teacher] about it.</i>” Governor visits to the school regularly involve meetings with the children. The parent governor spoke of how “<i>The School Council feed into the financial planning of the school.</i>”</p> <p>One of the Rights Respecting Schools Ambassadors explained how they “...go into classes and tell everyone about rights.” A Science Councillor talked about how they “...decided who won the Science mascot”, while an Arts Councillor explained how they “get to decide who wins competitions.” The pupils are confident to ask for things and make decisions about their school life, as one pupil explained, “<i>We’ve talked to teachers because we want to wear pink for the disco.</i>” “<i>Pupil voice has been a big part of the design of the new outdoor area,</i>” explained a PFA representative. The headteacher talked about how the children had asked for new bins for the playground following a rights lesson.</p> <p>Children are encouraged to participate in courageous advocacy activities to support children in their local and global community. Pupils have written to their local MP about the “dangerous” road outside the school. The MP wrote back and paid a visit to the school, resulting in local traffic calming measures. The Eco Warriors instigated the “Great Big School Clean” and took part in the Eco Day of Action as well as participating in a local eco conference.</p> <p>Recently, the children were inspired by a guided reading text about bats in danger which led to them making a presentation to the headteacher “<i>because they wanted to help.</i>” The whole school were then involved in making bat shaped biscuits to raise money for a local bat conservation charity.</p> <p>Alumni of Marlow Infant School have also discussed their rights respecting work with their new primary school headteacher.</p>