

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Grange Academy
Headteacher:	Rachel Timms
RRSA coordinator:	Sally Bradshaw and Philippa Coles
Local authority:	Bedford Borough Council
School context:	Grange Academy is a school for learners with a range of special educational needs. There are 148 pupils from 5 to 16 years old on roll. 40.3% of pupils are eligible for free school meals, all pupils have an ECHP and 10.8% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, assistant headteacher and RRSA lead
Number of children and young people spoken with:	10 young people
Adults spoken with:	7 adults including teachers, parents, Chair of Governors and a LSA
Key RRSA accreditations:	Registered for RRSA: 17 th May 2016 Silver achieved: 17 th July 2018 Gold achieved: 15 th July 2020
Assessor:	Helen Trivers
Date:	2 nd October 2023

REACCREDITATION OUTCOME

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

Grange Academy 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 strong sense of community and belonging underpinned by a rights respecting ethos and culture.
- The extent to which children's rights are embedded across all areas of school life.
- The support given to each individual child to reach their potential, underpinned by an understanding of dignity and their rights.
- The extent to which pupils are listened to and their views acted upon.
- The support learners are given to develop an understanding of the wider world and their place within it, knowing that they can make a positive difference locally and globally.

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 the good practice around rights that has become embedded across the school. Ensure that all new initiatives are linked back to rights.
- Continue to support all learners to develop and deepen their knowledge and understanding of the CRC in creative ways.
- Continue to support young people to challenge injustice and create further opportunities for all young people to be involve in campaigning and advocacy work on children's rights.
- Continue to act as ambassadors for rights and RRSA through your networks and in collaboration with local schools and other schools within your trust.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Learners from Grange Academy talked about a range of rights that are important to them and explained that learning about rights is important at their school. They were aware that rights belong to, "...everyone around the world," that they don't need to be earned and cannot be taken away. Learners emphasised that adults have rights too, and understood the responsibility that adults in their school have as duty bearers in ensuring rights are made real for children. Rights are embedded across the curriculum, clearly seen on medium term planning proformas, and are also part of classroom routines and assemblies. A teacher who was new to the school and previously unfamiliar with children's rights said, "<i>It was easy to pick up as it is so embedded.</i>" CRC articles are visible on displays around the school and each class has a prominent rights display area, with the most recent Article of the Week and their class charters. Classes take turns to deliver assemblies on different articles and the school makes good use of widgets to ensure that messages about making rights real are accessible to all learners. One RRSA lead said, "<i>It runs through everything we do. It's embedded in every scheme of work in an age-appropriate way.</i>" All classes explore the Article of the Week, but they do it in a way that suits the learners in their class because, "<i>Teachers know their own students best.</i>" Rights are embedded into strategic documentation, including policies such as the Health and Wellbeing policy which makes explicit reference to relevant CRC articles, and the School Improvement Plan which lists key priorities including developing sustainability, cultural capital and supporting children as changemakers. Pupil friendly versions of the SIP ensure that these priorities are communicated to learners. Consideration of children's rights are influencing decisions, the headteacher commenting, "<i>We think about rights when setting our budget. When you say all children have rights, you have to put your money where your mouth is.</i>" All adults spoken with were clear that being a Rights Respecting school has a positive impact for children and young people. It was clear that the ethos and culture of the school is underpinned by rights, and everyone involved in the school does their utmost as duty bearers to ensure that each child is supported to reach their potential. One teacher said, "<i>They know it's their right to receive a special education that is adapted to their needs and prepares them for the future.</i>" Parents talked about the transformation they had seen in their children since starting the school, the dignity and care with which they are treated and their children's sense of empowerment and aspiration, "<i>She now talks about what she wants to do when she is older, I can see her fitting into society now.</i>" One parent said, "<i>My son feels like he belongs. He loves school.</i>" Another added, "<i>The change in my child is incredible - because he knows he has rights, he will speak out in class. He's empowered.</i>"
STRAND B	Highlights and comments
Actions and decisions affecting children are rooted in, reviewed and	The principle of dignity pervades the culture of the school and the day-to-day experiences of the pupils. The language of rights is used across the school, the RRSA lead saying that she hears children say, "<i>I have the right to...</i>" 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	that it is used appropriately. The headteacher said, <i>"It's moved from something we learn about to something we live and breathe."</i> Class charters feed into the development of positive relationships, one pupil saying, <i>"We have class charters, and they help you to make choices."</i> The RRSA lead said, <i>"It leads to better, more positive discussions about behaviour. It's about dignity."</i> Children helped to develop the concept for their Grangeco shop where they earn tokens for making positive choices and can spend these on toiletries, books, toys, even fashionable clothes. Staff linked this to the concept of dignity, of children being able to choose things they like and things they need, such as toiletries. Posters around the school display the members of the 'Safeguarding Circle' ensuring that children know who is responsible for keeping them safe. Each class selects a group of key adults who they know they can talk to if needed and this is displayed on their classroom door. One member of staff said that when it comes to safeguarding, <i>"The right to be listened to is key. They know they can talk to us."</i> They added that children now raise concerns about their friends and don't see this as 'dobbing in' in the way they did previously. One parent added that their child, <i>"...feels supported. She knows she can go to anyone. It's made a real difference to our lives."</i> There is a new wellbeing library for children as well as one for families. Children have stress scales to support them to identify how they are feeling and to manage their own levels of anxiety. Forest School has been successfully introduced and the learning is completely child led. The success of the Forest School has led the school to open this up to children from local schools who need additional support with their emotional wellbeing.
STRAND C	Highlights and comments
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.	Learners spoken with were clear that they could make a difference in school, <i>"They are good at listening to us."</i> Pupils take on a range of responsibilities, from being elected to the Pupil Parliament, to becoming House Captains or part of the Eco Group. Groups meet regularly to discuss their ideas, working in ways to ensure that all pupils can be meaningfully included, and pupils talked about a range of areas where their ideas had been realised, including having a flagpole, trampolines, a farm, changes to lunches, quiet spaces across the school site such as Shedspace and a new sensory room. One pupil said, <i>"We make choices that are good for the school."</i> Pupils feed into decisions about the subjects to offer as they move up through the school. The chair of governors said, <i>"It's right that children have their say. They come up with good ideas... It's an important element of our school."</i> Staff reported that there had been an increase in children and young people identifying issues of concern in their community and wanting to take action. Children have led the school's work on sustainability, with tetra recycling points within the schools and children encouraging their families to recycle. The head teacher said, <i>"We're having an impact on our community. Our pupils now know that their voices are being heard,"</i> an example being expanding the school's foodbank, which is well-used by families, to the local community as pupils recognised the need was greater than just pupils. Staff in the school have also been champions of a child rights approach and have supported other schools in their trust on their rights respecting journeys.