



Hampshire Rights Respecting Advocacy award

Langrish Primary

‘Respecting our rights in school and in the wider world’

Date of Assessment	29/09/2021
Headteacher	Sarah Wright
Assessors	Minnie Moore (Rights and Diversity Education HIAS) Brenda France (RRE consultant)
Standard	Hampshire Advocate award

Introduction

It was an absolute pleasure to be invited to Langrish primary school on the 29 September 2021. The visit provided us with an opportunity to explore with staff, pupils, parents and Governors the impact that Rights Respecting education has on the curriculum, ethos and environment of the whole school community.

The visit followed a very strong submission by the school with reference to gaining the Hampshire award for RRE Advocacy for Langrish.

This submission included a detailed and comprehensive self-assessment audit plus an expansive and engaging video which offered all members of the school community an opportunity to participate in reflecting on the value and importance of RRE in the life of the school.

We were able to meet with a wide range of members from the school community, tour the school environment and examine the relevant documentation. We are grateful to all those who gave of their time but particularly to those groups of children who participated so freely and enthusiastically!

School Leadership and Policy

There is evidence of strong and coherent leadership of RRE within the school. The Headteacher continues to take the lead, supported by key members of staff and the Governing body to ensure that the established Rights Respecting culture is being lived as a whole school journey. The Senior Leadership Team has a clear commitment to children’s rights in all aspects of school life.

Governors are fully aware of the UNCRC and the school’s RRE approach, and regularly monitor and review the school’s RRE work. It was evident from the visit that Governors clearly understand the school vision as a means of empowering children, and that a key part of their role is “enabling children to affect change through our consultation visits to the school”.



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There is an RRE steering group, which includes children, staff, governors, parents and local community representatives which coordinates the ongoing RRE work of the school. This provides a strategic direction for the school going forward.

Policy documents are written in conjunction with the children and for the children. Their thoughts and ideas feed in to overarching frameworks, such as the Behaviour policy, and are then actioned across the school.

New staff and children are embraced into the Rights Respecting culture in the school induction and learn quickly that their opinion is valued. New members of staff receive a 1-1 RRE induction with the lead teacher whilst the older children work with the new year R children to help them understand what it means to be in a Rights Respecting school.

Safeguarding

The strength of a Rights Respecting ethos in supporting safeguarding is evident from the interviews with the children and staff. The enhanced knowledge of Rights provides them with a shared vocabulary (underpinned by a common understanding) to discuss their concerns, for example 'the right to privacy'. The children felt very safe and supported within the school because their voice is valued, and all the children interviewed were able to identify a trusted accessible adult. The children demonstrated an awareness that for some children those rights are not upheld and were able to identify the role of adults to advocate for those children.

"I have a right to be heard so I can ask, can I talk to you?" (Year 1 pupil)

"We have a right to be safe and to not live in a cruel environment" (Year 2 pupil)

"I know that I am safe and that there will always be an adult here to help me" (Year 3 pupil)

"You can say yes or no, it's your choice" (Year 5 pupil)

The children were also able to articulate what being rights respecting of themselves meant.

"You have a right to rest, a right to education, a right to stay healthy. Knowing you have these rights helps you protect yourself."

The staff recognised and valued the strong ethos of Rights within the school for providing a universal framework to address incidents involving bullying and poor behaviour. The staff demonstrated a knowledge and understanding of how to use the framework of Rights to facilitate conflict resolution. They are given opportunities to rehearse responses which ensures a consistent and cohesive approach across the school.

"The impact on well-being for children and staff and developing positive attitudes through the language of rights has been amazing." (Staff member)

Teaching and Learning

The children who participated in the focus groups on the day of the assessment, demonstrated a range of knowledge across the rights within the UNCRC and how their rights were being upheld at school; for example, their right to relax and play, their right to learn and their right to be safe.



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The children were able to identify a multitude of learning opportunities through the curriculum, assemblies, environment and frameworks within the school and the important role of pupil voice within them.

They were also able to demonstrate a firm knowledge of applying rights to a range of historical and contemporary global contexts (particularly in English and History topics) which illustrated how the curriculum is used to enable children to learn about Rights but also through Rights.

Despite the challenges of remote learning the school has continued to promote children's rights using Article of the week resources from Unicef and using online assembly opportunities to promote the Rights of the Child to the wider community.

One of the key principles underpinning the UNCRC is non-discrimination, and this has driven a number of different initiatives promoting diversity and equality within the school. It was evident from the environment, resources and teaching that the school look beyond their community and use RRE to bring in diverse perspectives which help to capture children and parents' imagination; this is disseminated across different curriculum subject areas in the school.

The children were involved in an audit of resources specifically to promote those which challenge stereotypes and develop learning and understanding of the protected characteristics through the lens of human Rights.

"We have a sense of community with the whole school learning the same thing" (Year 5 pupil)

Pupil Voice

The Voice of the Child is evident across the whole community at Langrish Primary school. The leadership team promote opportunities for the thoughts, ideas suggestions and concerns of all their children to feed into the life of the school.

"There's an agreed method of how to put forward ideas and opinions with a range of different mechanisms being used to facilitate the voice of the child. Adult behaviour and how we respond to pupil voice is always reflected on." (Senior leader)

The recent addition of the 'Burrow' facility to the school buildings provides a space where children can access support working with the ELSA: through informal or incidental chats, finding quiet moments or drop-in sessions for all the children if they need to talk.

The children at Langrish were able to identify a range of opportunities where they have taken the lead in decision making in the school and promoted Rights-based approaches to the wider community:

- We have been very involved in the behaviour policy and designing the reflection sheet.
- We have also done some work around the global goals putting plastic free posters in our shops and introducing plastic free Wednesdays in our school.
- We have also been involved in a beach clean and encouraged our parents and carers to get involved.
- We have helped to decide what clubs should be offered to children in our school.



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The children feel very supported by the adults in the school in enabling the range of pupil voice groups within the school community to operate successfully and to engage with the wider adult community to promote awareness and effect change.

The Voice of the children at Langrish has been further promoted through the production of a video on Rights Respecting education and this has been shared with the wider community including parents/carers, local schools and the local Member of Parliament:

“It is a lovely video, and great to hear from the whole school community – staff, governors and of course brilliant children. It is clear that the children are very engaged on this subject and value it, and I commend the good work you are doing as a school. I am sure it is also a very effective way to open up learning on a variety of topics, as well as being a strong set of values in how we all interact with each other.” (Damian Hinds, Member of Parliament for East Hampshire)

The children then voted in a polling station set up in the school for the strap line for their marketing video ‘respecting our rights in school and in the wider world’.

Rights Respecting relationships

The impact of a rights respecting ethos on developing and strengthening positive relationships was very much in evidence at Langrish both for staff and children. The ability to build positive relationships with the children enables the adults to tailor education for the needs of all. Support staff in the school spoke of the impact of the role of adults in modelling positive behaviours for the children and how rights respecting approaches positively impacted on relationships in the playground. The interactions between the children clearly illustrated these respectful relationships in action.

“I'd like to add to child X's point.”

“Child X's point was a good one”

The children also demonstrated the ability to articulate the impact of their actions on the rights of others both positive and negative. They identified that they don't feel pressured to share thoughts and ideas if they didn't want to and that was really important to them. (Right to privacy)

“Knowing about rights makes you treat people in a different way”

“It changes your behaviour, for example should I say this? should I do this? am I breaking somebody else's rights?”

“Being rights respecting of others means we have to listen to others and ask their opinions”

(Year 5 and 6 pupils)

Parents and Community

The visit also provided an opportunity to hear the feedback from some of the parents/carers in the Langrish community. They were very clear in their recognition that the school doesn't



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just teach about Rights but also that the Rights of the Child formed an integral part of the ethos of the school.

“The school puts it into practice, the threads of the articles run through the school”.

Parents spoke enthusiastically about how children were involved in decisions at the school and how they felt that all staff show a clear commitment to listen to children’s views and opinions.

“All opinions are respected and included.”

They spoke clearly about how their children talk about their rights and the rights of others. Parents believe the school’s approach is “empowering” for their children and allows their children to:

“Challenge behaviour and attitudes outside of school by using the language of rights, for example at the park”.

They were very positive about the communication from the school RRE steering group regarding initiatives driven by Rights advocacy in the school which kept them informed and included.

- The decision to ‘bring back’ single use plastic free lunch times
- The COVID home learning page link which included an article of the week which encompassed specific RRE focused activities
- the weekly online assemblies and the use of picture news all linked to the UNCRC

The parents identified that for those parents and carers supporting learning at home this meant that the RRE message and learning was effectively cascaded to the wider community. Parents also talked about how learning about children’s rights helped to open up conversations at home about “difficult situations around the world”.

Advocating for rights Locally and Globally

Langrish primary has been developing its role as an ambassador for Rights within the local community. They have been supporting one of their local schools who are at the start of their RRE journey and intend for this to be a catalyst for involving the cluster of schools in the district. RRE news is shared in school bulletins and on the school Twitter accounts to promote the rights agenda. Their video ‘What Makes Langrish a Rights Respecting School’ has been sent to the feeder secondary schools in addition to other primary schools in the surrounding area.

Langrish primary have also participated in the Hampshire 2020 Inquiry, adding their Voice to influence future strategic development across the county, and the subsequent Climate Forest installation of the summer of 2021 embedding the Voice of the Child in QR codes advocating for global change. Their artwork formed part of the installation at Winchester cathedral and subsequently at the Sir Harold Hillier gardens in Romsey during the summer of 2021.

Langrish primary school have been founding members of the primary Equality and Rights Advocate group. They have hosted other schools and worked with other children from



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Hampshire schools to promote rights respecting agendas; this has included presenting at countywide conferences (notably the LAC (looked after children) conference in 2020).

The school have built partnerships with other agencies and community groups to promote an RRE approach.

- Engagement with Hampshire caterers (use of plastics)
- Surfers against sewage (action on climate)
- World's Largest Lesson and theme days on curriculum
- Link with a school in Gambia

Next steps for the school to consider:

Further develop staff knowledge and understanding of the UNCRC to include history and purpose, the general principles and how different articles underpin the good practice of the school

Revisit staff training on charters – charters should be written using children's words and articles should be referenced.

Review information and communication with new parents about the UNCRC and plan for direct parent involvement in learning about children's rights in each year group in a regular and systematic way

Review of Rights Respecting information on the school website and consider including links to the UNCRC in child friendly language, a link to Unicef children's rights information, and adding clear information about children's rights on the New Year R page

Recommendations from pupils

We would like:

- To have more time to speak in front of the whole school
- To have the opportunity to use the website and Twitter more
- The new plastic day to be brought back in more regularly
- A religious studies group so we can learn how to respect other people from different faiths and backgrounds

Once again a huge thank you to all those who participated in the consultation meetings during the Assessment visit and we look forward to the community at Langrish continuing its Advocacy for children's rights in Hampshire and the wider world.

HCC RRE Advocacy awarded: 29 September 2021

HCC RRE Advocacy review by: July 2026