

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Roxeth Primary School
Headteacher:	Steven Deanus
RRSA coordinator:	Daniel Smith
Local authority:	Harrow
School context:	411 pupils on roll, 20% are eligible for FSM/Pupil Premium, 65% speak English as an Additional Language, 4% have an EHCP
Attendees at SLT meeting:	Headteacher and RRSA coordinator
Number of children and young people spoken with:	14 Rights Rangers and 10 children from Y2 - 5
Adults spoken with:	2 teachers, 1 TA, 1 parent, 1 librarian, 1 governor.
Key RRSA accreditations:	Registered for RRSA: 29 th January 2010 Silver achieved: 9 th July 2013 Gold achieved: 14 th November 2018
Assessor:	Isobel Mitchell
Date:	24 th October 2024

REACCREDITATION OUTCOME

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

Roxeth Primary School 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 assessors 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:

- Very articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the key concepts of rights.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school.
- The strategic approach and long-term commitment of senior leaders and the RRSA lead to embed a child rights approach, putting it at the core of the school's ethos.
- The strong culture of inclusivity and respect which is understood and articulated by the school community.
- Positive relationships underpinned by rights and respect.

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 children, young people and staff, the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to underpin policies and practice with the UNCRC through creating links to policies such as safeguarding and attendance so the whole school community see the relevance of the CRC to all areas of the school's work. [Articles in Action](#) may be a useful resource.
- Strengthen the impact of pupil voice by closing the feedback circle, ensuring pupils and staff are aware of how the voice of pupils has brought about meaningful change. Consider attending the '[Strengthening Pupil Participation](#)' training course.
- Continue to develop strategies to empower pupils to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider attending the '[Strengthening Global Citizenship](#)' training course.
- Continue to act as ambassadors for children's rights through playing an active role in the Harrow Child Rights Steering Group and through working in partnership with local RRSA schools.

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 could name a wide range of rights including some that are less well known such as the right to be protected from harmful drugs. Children were clear on the key concepts. <i>"Rights are for all children in the whole world." "You are born with them."</i> One child explained that the United Nations was created to <i>"...support rights and peacekeeping."</i> Rights displays are prominent throughout the school and each adult wears a lanyard indicating that they are a 'Duty Bearer.' Children have been learning about rights through, whole school events, assemblies and discussion in class using 'Article of the Week' resources and links through the curriculum, for example, in History children have debated the Roman Invasion in relation to Article 38, (protection of children in war.) Rights are linked into the PSHE curriculum and children are taken out for a walk around their local environment to identify adults who work in the community to protect their right to a clean and safe environment. Children regularly listen to Newsround and read 'First News,' and they are encouraged to discuss current affairs through the lens of children's rights. During the visit, children talked about how children's rights are affected by the wars in Ukraine and the Middle East and how children can be affected by poverty. All staff have received training on rights and the RRSA and parents are well informed through the newsletter and involvement in school events such as International Day. One parent said during the visit, <i>"They know they have their rights and they are proud of it and they have awareness and can tell us and others about it."</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>There is a strong and long-lasting commitment to children's rights at Roxeth Primary. The headteacher has led RRSA in two other schools and is current chair of the Harrow Child Rights Steering Group. Information on the website makes it clear how children's rights are central to the school's ethos and mission, 'Our school ethos is underpinned and reflected in the United Nations Convention on the Rights of the Child and a values-based education.' Maintaining the work on rights is a clear priority in the School Development Plan. The RRSA Lead who has joined the school since the last accreditation said, <i>"When I started in 2019, I had never heard of RRSA – but as soon as I saw the mural with the big Unicef logo and the rights all around, it's very powerful, as soon as you walk into the school that's what you notice. Our children know the articles and understand them, and what is so powerful is the drive for change and pupils coming to me asking for things that need to change. Pupils can voice their opinions both inside and outside of school."</i> Comments from children spoken with during the visit also make it clear that children enjoy their rights at Roxeth Primary, <i>"The people in our school follow the rights, they listen and help each other."</i> The school 'Golden Charter of Rights' forms the centre of the behaviour policy alongside class charters and a playground charter. If incidents of poor behaviour occur the children are encouraged to reflect on the rights that may have been affected and children are rewarded with certificates for being 'rights respecting.' Staff use rights language to encourage positive relationships, one Assistant Headteacher said,</p>

	<p><i>"You can hear the adults incorporating the rights in discussions on the playground."</i></p> <p>The school emphasises the importance of healthy living through a healthy lifestyle week and children complete the 'daily mile' and are encouraged to look after their mental health through taking brain breaks and through access to sensory areas. There is a focus on healthy eating with freshly made school lunches cooked in school and school gardens providing fresh fruit and vegetables. Comments from children suggest the school is an inclusive environment where every individual is valued, one child said, <i>"No-one is excluded from games – everyone can play."</i> Another added, <i>"Everyone is equal in our school."</i> Children with SEND are well supported and children recognise that some need to be treated differently to reach their potential. One staff member said, <i>"We have so many things going on in the classroom to support children, for example some use a laptop – the other children aren't saying 'that's not fair' – they understand that he needs that to support him and reach the same outcome."</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 to take on pupil leadership roles, such as Rights Rangers, House Captains, Eco-warriors and Sports Captains. Children can offer their ideas on how to improve school life and/or suggest charitable activities through a pupil voice noticeboard and suggestion box. Recent examples of impact include a football area available for girls only football and new after school clubs. Children also fed into the recent review of the behaviour policy leading to the reflection process being made clearer and more aligned to the zones of regulation. Children are also encouraged to use the suggestion box to propose which charities to support and they are asked to indicate which Article in the CRC their suggestion relates to. Children last year took part in the UNICEF UK OutRight campaign on climate change. The Rights Rangers are currently running a campaign on food waste which has spread beyond the school gates. They presented it to children in another nearby school. The RRSA Lead said, <i>"When we were doing the food waste thing it all came from the children, they said they wanted to change it. That was a real moment, and the children did it all by themselves, they wanted to raise awareness not only in our school but all over Harrow."</i></p> <p>One child who took part said, <i>"I felt confident, and I think they enjoyed it."</i> One of the governors spoke about the work of the eco-warriors during the visit explaining that they have been focussing on recycling, litter picking and power usage, he said, <i>"The right to a clean and safe environment is key to me and it is so obvious in the school that the children feel empowered."</i></p>