

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Roxeth Primary School
Headteacher:	Mr. Steven Deanus
RRSA coordinator:	Ms Kate Priest
Local authority:	London Borough of Harrow
Assessors:	Isobel Mitchell and Gerry McMurtrie
Date:	14/11/2018

1. INTRODUCTION

The assessors would like to thank all the pupils, staff, governors and parents for such a warm welcome to the school and for the opportunity to meet with and speak to a range of pupils and adults across the whole school community.

Comprehensive evidence files and examples of the children’s work were provided on the day and an evaluation report on the impact of the award was sent in advance. The head teacher and governors are committed to using the Convention on the Rights of the Child as the foundation of their policy and practice.

Particular strengths of the school:

- Confident and articulate children who are very knowledgeable about rights
- All relationships in the school are positive and respectful.
- The school is inclusive and welcoming for all children and actively celebrates the wide range of cultures and languages in the school

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

2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 excellent work to support the children and staff to use rights based language to encourage positive relationships in the school.
- Maintain and develop the school’s work on pupil voice by providing further opportunities for children in all year groups to contribute to school improvement.
- Continue to develop opportunities for pupils to advocate and campaign for social justice and environmental protection locally and globally and build in space to reflect and feedback on the impact of this work.

3. ACCREDITATION INFORMATION

School context	The school has 449 pupils. 62% of learners speak English as an Additional Language. 14% of children receive support for Special Educational Needs and 15% receive Free School Meals. Ofsted rated the school as ‘good’ at the last inspection and pupil attainment and progress levels are above average.
Attendees at SLT meeting	Headteacher, RRSA coordinator, Deputy Headteacher
Number of children and young people interviewed	67 children in focus groups and class conversations
Number of adults interviewed	4 teaching staff, 1 support staff 1 parent/governor, 1 governor 3 parents Deputy Head
Evidence provided	Learning walk, written evidence, assembly, lesson observations, focus group conversations
First registered for RRSA: 29/01/2010	Silver achieved: 09/07/2013

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 development.

Strand A has been achieved

The children could confidently list a wide range of rights, including those that are less well known such as Article 35 to be protected from kidnapping and Article 38 protecting children in times of war. They also knew that the rights in the Convention were agreed by the United Nations, and understood that rights are universal, unconditional, inherent, inalienable and indivisible, many of them were able to use these actual words and all the children we spoke to understood the concepts. They had an understanding of fairness and felt that the school treated them fairly. The children were clear that adults held the responsibility to protect children’s rights as duty bearers. *“A duty bearer is someone who respects our rights and helps us”.*

Children have learnt about rights through assemblies, for example, year 5 delivered an assembly recently on children’s rights in Victorian times, exploring the concept of ‘dignity’. The quality of displays around the school was excellent with many links being made to rights. For example, a display relating to the centenary of World War I was related to Article 35 (right to be protected from war and prohibition of child soldiers). The displays about rights are very colourful, creative and attractive and this is really helping the younger children and those who struggle to read English to understand their rights. For example, in Reception, the children had created individual collages to represent several rights which they had discussed together for example, the right to nutritious food and clean water.

Rights are specifically linked to the curriculum in many areas, for example, in year 5 English, the children were reading a story about a Rwandan refugee and thinking about the rights denied to him and the rights he has been able to access as a refugee. Rights are also linked to the curriculum in Science and RE. The children regularly watch news round and read the news through a subscription to Espresso and First News. They are able to relate what is going on in the world to rights, and the staff felt that the children were becoming more critical thinkers through discussing issues in a rights based context. One staff member said *“Children get very passionate about rights, leading to interesting conversations and more critical thinking”.*

Staff receive regular training focussing on rights and rights are built into curriculum planning and learning walks. The parents and governors we spoke to were knowledgeable about rights and said that their children often talk about rights at home. All parents have received copies of the Convention and work on rights is regularly reported in the newsletters.

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.

Strand B has been achieved

The school values are encapsulated by their 'golden charter' which is focused on Article 12, Article 19 and Article 28. The children are very proud of their school and appreciate how it helps them to access their rights. *"We love and believe in our special Roxeth school. We know all our rights and the teachers are kind and friendly"*. The children talked about how the school supports their right to play through providing play equipment in the playground and how they always listen to them and keep them safe. They were clear about the meaning of 'fairness' and felt that the system for supporting good behaviour was fair. They knew that they could raise any concerns they had with their class teacher or speak to the SMSAs.

The children, staff and parents could all give examples of how using rights based language had helped to encourage respectful relationships. A teacher in reception talked about how knowing they have a right to education, a right to join groups and a right to play had really helped the children to settle into their learning. *"The right to education has helped the children to settle, it has empowered them. Knowing they have a right to play and a right to join groups has really helped with their behaviour and they are kind to each other"*. The SMSAs are trained in how to use rights based language to encourage positive behaviour in the playground and refer to the playground charter developed by the 'Rights Rangers' in consultation with the other pupils. The charter focuses on Articles 31, 19, 12 and 24. Every class had a very colourful charter which clearly indicates what adults will do to respect rights and what children can do to respect rights. For example, in a year 4 class, the children had designed their charter using a Harry Potter theme. In each case the children had chosen the rights which they felt to be most relevant to their class but they understood that all rights were important. They could explain how the charters help them to get along with each other; *"It shows us how everyone is going to work together to respect everyone's rights"*. The behaviour policy is based around the school's 'golden charter' which has rights at its heart. Children are encouraged to reflect on how their behaviour may have impacted on the rights of other children using a 'think sheet'.

The children we spoke to said that they feel safe in school and they talked about how the school protects them; *"they make sure you are safe, not matter what"*. They said they would talk to a class teacher or an SMSA if they had any concerns and they can also raise concerns confidentially through the 'worry box'. The children said that bullying was very rare in the school and the school had no fixed term or permanent exclusions over the last academic year. The children could explain what 'dignity' meant; *"being treated with honour and respect"* and they felt that teachers did treat them in this way.

The children explained how the school keeps them physically healthy by providing free fruit at snack time, through breakfast club and by providing a range of opportunities for sport. They also talked about how the school supports their mental health through for example, using songs to help them relax after a test. Year 5 and 6 all have 10 sessions on mindfulness and wellbeing. There is one room which is available to use if a pupil requests a space to pray. Outside agencies such as the Samaritans come into school to talk about how to manage and understand emotions and feelings, and this workshop also told the children about how they could use Childline if they have any concerns.

The children also discuss emotions and feelings in PSHE lessons and have a creative arts therapist who comes in every Tuesday. They have a nurture programme to provide targeted family support where necessary.

A strong culture of inclusion is very apparent in the school. There are self-portraits on display in the hall linked to the right to an identity. The children learn about all religions and celebrate the diversity of languages spoken in the school through a 'language of the month' programme. Year 5 recently created an exhibition relation to countries where their families originate from and invited parents in to celebrate their diversity through an international evening. One of the children in year 3, gave us a piece of writing she had produced because she wanted to express how she felt about the school. It included the following sentences; *"Our school is very unique and we are a mixture, we don't care*

which religion or language we speak – we are still friends. We celebrate Chinese New Year, Diwali, Christmas, Halloween and my favourite party is at the end of the year.”

The children felt that the teachers were very supportive of their right to learn, “*Teachers are always there for us and by our sides – they help us to learn a lot*”. “*If you make a mistake they help you to learn from it*”. The staff mentioned that children using the language of rights in lessons has helped to reduce low level disruption in the class. Whilst on the learning walk, we briefly observed a PE lesson where the teacher was eliciting feedback from the class on the dances that had been performed. The use of this sort of peer feedback and self-assessment is widespread and the children help shape their own targets for learning and can give their feedback on the teacher’s feedback using ‘pink pens’. Learning in Reception is very child led. On the learning walk, we saw a display showing how the children chose what activities they wanted in their classroom by voting using coloured counters.

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.

Strand C has been achieved

There are a number of opportunities available for children to take on a role in the school to participate in school improvement. There are 5 school houses and there are 2 house captains for each house, chosen from year 6. These pupils are expected to be role models for the other pupils and take on ambassadorial roles such as showing parents around the school. There are also ICT ambassadors who help the other children to know how to stay safe on line and help them if they have a technical issue. Playground mediators are currently being trained up to support positive relationships in the playground and eco-warriors are responsible for collecting recycling bins, and ensuring lights are switched off when not in use.

The ‘Rights Rangers’ are voted in by their peers and they describe their role as follows; “*we help other kids to respect their rights*”. They take a leading role in deciding on which rights to feature in displays around the school. The Rights Rangers also take on board pupil opinion and work on various school improvement projects with the staff as a result. For example, they have recently created a school garden and pupil voice has led to improvements to the playground area for the reception class. The Rights Rangers have also recently successfully pushed for a wider variety of after school clubs leading to the addition of other clubs such as roller blading and karate.

The children and staff are involved in a number of different fundraising projects and the children we spoke to were able to talk about who they were raising money for and how this related to children’s rights. For example they are collecting items for the local food bank and they could relate this to Article 24. When the foodbank organisers came to collect the food, they said it was the largest donation they had ever received. The school has raised funds for a number of UNICEF projects and the children chose which project the money should go to, by placing coloured counters in jars. The staff commented that the children were “*able to see the purpose, meaning and rights behind*” the fundraising. During Enterprise Week the children made products to sell using waste materials. They voted whether to use the money they raised to buy toys for their own class or for charities – they voted to support the charities. The school garden is giving children the opportunity to take practical action to protect their right to health and to live in a clean environment. Each year group has a plot of land to look after and to grow their own fruit and vegetables.

The children are starting to grow in confidence in relation to using rights to advocate for change. Some classes have written to Teresa May about waste and sanitation to ask her to do more to encourage people not to block the sewers with non-flushable waste. Many children have taken part in the UNICEF Outright campaign on air pollution. The children in year 3 have chosen a *global goal* which they think is particularly important and have used a super hero theme to invent creative ways to address the goal. The resulting posters and leaflets will be distributed locally to raise awareness of how people can help make the world more sustainable.