

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	All Saints' C of E Primary School
Headteacher:	Angela Filsell
RRSA coordinator:	Victoria Bradbury and Kelly Reed
Local authority:	London Borough of Merton
School context:	A medium sized primary school on two sites with 326 pupils. 33% receive support for special educational needs, 40% speak English as an additional language. The school was judged by Ofsted as good, in 2019.
Attendees at SLT meeting:	Headteacher, deputy headteacher and two RRSA leads.
Number of children and young people spoken with:	7 children from Y1 to Y5 from Rights Ambassadors/Eco Warriors and 14 children from Y1 to Y5 in focus group.
Adults spoken with:	4 teachers, 1 learning support assistant/lunchtime supervisor who is also a parent, 1 governor/parent and 1 parent/PTA member.
Key RRSA accreditations:	Registered for RRSA: December 2017 Bronze achieved: July 2018 Silver achieved: June 2021
Assessor:	Isobel Mitchell
Date:	6th July 2022

ACCREDITATION OUTCOME

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

All Saints' C of E Primary School has met 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 an excellent collection 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 children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concepts of rights.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children.
- Continued commitment by the whole school to place the CRC at the heart of policy, practice and the whole school ethos.
- The excellent use of rights-based charters across the school which include actions for duty bearers and rights holders. School and playground charters are also actively used to support respect for children's rights across the school.
- Pupils are listened to and involved in decision making at all levels.
- Rights Ambassadors and Eco-Warriors who are increasingly sharing their knowledge of children's rights and sustainability with their peers and the wider community.
- Good use of Picture News and UN Global Goals to develop global citizenship.

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 such as peer mediation are related back to rights.
- Continue to build rights language into systems to support positive relationships. For example, consider building rights explicitly into the script used by playtime supervisors.
- Continue to act as ambassadors for rights and the RRSA through your networks, perhaps through working with local secondary schools.
- Continue to develop opportunities for children and young people to be at the heart of strategic decision-making: consider developing a child-friendly version of the School Development Plan to facilitate pupil engagement with it.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere	The children's knowledge of rights is excellent. They talked about a range of rights and were confident in the key concepts: <i>"You inherit your rights"; "They can't be taken away and they are all equally important."</i> Rights learning is embedded throughout the curriculum for all age groups. For example, Reception classes learn about the right to a voice through reading the story 'Not Now Bernard,' The UN Sustainable Development Goals (SDGs) have also been linked across the curriculum and are the focus of a weekly art competition with the winners chosen by Ambassadors and Eco-Warriors. During the visit, one child shared his knowledge of the SDGs; <i>"There are 17 goals to be achieved by 2030 so in the future the Earth can be safe for children."</i> In Science, a Y6 unit of electricity was discussed in relation to A29, the goals of education, and SDGs 'no poverty' and 'affordable clean energy.' Children are aware that whilst rights are for every child, many children do not get access to their rights. They spoke about how racism can deny children's rights and how some children are made to undertake harmful work. All staff have received training on children's rights and the work on rights is built into induction for new staff. Parents confirmed that their children talk about rights at home. Article of the Week packs were shared with families in lockdown and 100% of families who completed a survey said that they felt that learning about rights is important to their children's education.
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	The SLT talked about how rights are a central driving force in school; <i>"It is like our way of life now", "We have married the rights to our Christian values, and they are fully embedded."</i> Policies are explicitly related to the CRC and the headteacher commented that the children <i>"hold me accountable as their duty bearer."</i> The children were very clear that staff respect their rights by <i>"treating us fairly and equally and giving us all the chance to speak."</i> The children were able to explain the difference between equity and equality and elaborated with examples of how these concepts are applied in school, <i>"Some children have a TA if they need help for them to reach the same level as others."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights	The headteacher and staff explained how the work on rights has led to an improvement in relationships in school and this is evidenced through a reduction in recorded incidents of negative behaviour since the school started their RRSA journey. The children confirmed that bullying is very rare (some children were adamant that it doesn't happen at all) and they said if it does occur it is dealt with effectively by staff. They explained how if there are arguments, <i>"staff will hear both sides to find a resolution."</i> They confirmed that they are treated fairly and with dignity. <i>"The teachers share our work with others which makes us feel proud and they help to nurture us."</i>
4. Children are safe and protected and know what to do if they need support.	Children gave examples of how they are kept safe in school, such as learning about stranger danger, road safety and conducting fire drills. They felt the work on anti-bullying was helping to keep them safe and they all confirmed that if they had any concerns, they would feel comfortable to speak to a member of staff or raise the issue through using the worry box in their classrooms.

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children are learning about their health and well-being through the PSHE Jigsaw programme, and zones of regulation are used to help children recognise and manage their emotions. Children spoken with talked about how their well-being is supported in school through brain breaks, meditation, and lessons on self-esteem. Those requiring additional support have 1:1 sessions with staff trained in Emotional Literacy. The school has achieved the Sports Mark Gold award and the children have hour long PE lessons twice a week.
6. Children and young people are included and are valued as individuals.	Diversity is celebrated through events such as 'Celebrating our Community Week' and diversity and inclusion are themes running throughout the whole curriculum. The deputy headteacher for curriculum has led on a diversity and equality curriculum map which ensures that the texts, events, cultures, and significant people celebrated in school positively reflect diversity and support equality and inclusion. During Pride month, the whole school took part in assemblies and homework activities linked to Article 2 on non-discrimination.
7. Children and young people value education and are involved in making decisions about their education.	Rights Ambassadors created a pupil survey to gather pupil's views on their PSHE curriculum. The results showed that children would like to learn more about sustainability. SLT responded to this and have added more learning on sustainability themes across the whole curriculum. The children spoken with were very complimentary about the quality of education they receive and comments shared in the evidence show how children recognise their own role in their learning; 'my role in my learning is to participate and take risks.' said a Y4 pupil.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children are democratically elected to take on various roles in school, for example, Rights Ambassadors, Eco-Warriors, Digital Leaders. The ambassadors choose the two 'rights of the month' and have led the teaching of these rights across the school, through assemblies and activities for the rest of the school to complete in class, or at home. Following a 'Friendship Week' the Rights Ambassadors discovered through surveys that children in KS1 were not fully understanding what constitutes bullying, so they delivered an assembly on this. Ambassadors and Eco-Warriors regularly meet with governors and pupil voice is contributing to strategic decision making, for example, choosing the school uniform and logo, and feeding into the school's core Christian values and new strapline.
9. All children have taken action to uphold their rights and the rights of others, locally and globally.	The children have recently been running a far-reaching campaign against single use plastic. They convinced the governors and headteacher to ban single use plastic bottles in school and they have taken their campaign further through writing to their local MP (who has since replied) and to other local schools. They have held a Mufti Day and bake sale for Ukraine and have run an 'anti-idling' campaign to reduce air pollution. Fundraising and campaigning projects are decided on and implemented by the children.