



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

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| School | North Primary School and Nursery |
| Local Authority | Essex |
| Number of pupils on roll | 450 |
| Headteacher | Alan Garnett |
| RRSA Coordinator | Alan Garnett |
| RRSA Assessor | Paul Harris |
| Date of visit | 11 th March 2019 |
| Attendees at SLT meeting | Headteacher and two Assistant Headteachers. |
| Number of pupils interviewed | Approximately 88 (focus group [20 pupils], 8 members of the school council and year 3 & 6 classes [approximately 60 pupils]). |
| Number of adults interviewed | 11 (7 staff [3 teachers and 4 support staff] and 4 parents [including 2 parent governors]). |
| Evidence provided | Pupil focus group discussion, meetings, class visits, learning walk and written evidence. |
| Date registered for RRSA | October 2016 |
| Bronze achieved | May 2017 |

ACCREDITATION OUTCOME

North Primary School and Nursery has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



EVIDENCE FROM THE ACCREDITATION VISIT

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 living.

- School leaders are fully committed to the principles and values of the UN Convention on the Rights of the Child (CRC). The headteacher explained how the CRC and the school's Rights Respecting work "fits completely naturally with our ethos" where the focus is "for every child to feel safe and secure", "to be the best they can be" and for pupils to be actively participating in the life of the school. Staff, governors and parents are similarly supportive of the RRSA, commenting how pupils have become more aware of their rights and of the rights of others. Training and updates have been provided for both teaching and support staff through meetings, assembly themes and school council minutes.
- Pupils gave examples of several rights including the right to have a name, to privacy, to be safe, to an education, to freedom of expression and to be heard, to learn and to relax and play. They understand that rights are "for every child in the world", unconditional and inalienable. Assemblies and displays provide opportunities for pupils to learn about rights alongside elements of the curriculum such as PSHE and RE. The 'right to feel safe and be safe', the 'right to learn' and the 'right to respect' with several specific articles from the Convention within each of these category headings, are also used by the school to help support and promote rights.
- Pupils are aware that the rights of many children and young people in the world are being denied because of issues such as disease and child labour. They are also able to make empathetic connections between rights and the global dimension. For example, a pupil commented that richer countries should help poorer ones and another pupil explained how "some people in the world don't have everything on that list [of rights]".

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Work towards deepening and widening the knowledge and understanding of CRC articles across the whole school community, appropriate to age and ability – including an understanding of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. The resources '[ABCDE of rights](#)' and '[Myths and Misconceptions about the Convention](#)' will help with this.
- Further embed a focus on the planned learning about children's rights throughout most aspects of the curriculum, referencing this by the inclusion of specific CRC articles in relevant planning documentation and classwork displays.
- Enable pupils to look at global issues from a perspective of rights. Consider further engagement with the Sustainable Development Goals through [The World's Largest Lesson](#), fair trade and other opportunities through the taught curriculum.



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.

- The North's inclusive and caring ethos is underpinned by a culture of respect which was evident throughout the accreditation visit. For example, in the focus group meeting, pupils listened carefully and respectfully to the contribution of their peers. Part of the school's vision statement highlights the 'aim to develop a culture of inclusion and diversity in which all those connected to the school feel valued, safe and of equal worth and are able to participate fully in school life'. A member of staff explained how there is a consistency in the use of language and expectations across the school which helps to embed "fairness and respect".
- When asked, pupils confirmed that they felt safe at school. Examples given included fire drill and lockdown procedures, learning about e-safety and a pupil commenting that there are "always kind children and adults around" at playtimes to help if someone was hurt. School activities including an assembly about 'anti-bullying', 'e-safety day' and visits by outside organisations (either to the whole school or particular year groups) such as the NSPCC and the Police also promote pupil safety. Social and emotional health coordinators support pupils with particular needs including through the provision of a 'quiet area' facility (*the space*) and 'summit groups' to help develop pupils' self-esteem.
- Pupils were able to give examples of nutritious food types and described how the school supports 'healthy eating' and their well-being through the provision of PE lessons and a range of sports clubs including netball, football and rugby. They were also aware of the importance of mental health and well-being. Pupils are encouraged to be actively engaged with their learning. For example, strategies used by different year classes include the 'learning high five', 'read, understand, choose, solve and check', and the 'feedback five'. "Brain gym in the morning" is also used.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Ensure that children and young people are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Consider linking the school's strategic documentation (for example, the school development plan and policies) and learning initiatives to relevant articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC.
- Consider developing class charters and a school charter using the [Unicef RRSA Charter Guidance](#).
- Explore ways to help pupils understand concepts such as 'dignity', 'fairness' and 'equity' and how the school promotes these principles and puts them into practice.
- Explore the role pupils play in engaging in their right to learn. Consider, with them how this can be further enhanced.



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.

- The school council is made up of two pupil representatives from each class (years 2 and above) who have been democratically elected by their peers. Year 6 pupils within the council also have the roles of chair, secretary, treasurer and press officer. Examples of the council's work include the introduction of cycle racks, choosing new playground equipment, the re-introduction of the school's 'Family Afternoon' and changes made to the lunch menu. A member of the council commented how "[they are] always talking about the rights and how to promote them". For example, the council helped with the RRSA silver application process. Other examples of pupil participation in the life of the school are year 5 playleaders supporting younger children at playtimes and year 6 pupils giving a presentation to prospective parents.
- Pupil's knowledge and understanding of the wider world are developed in a variety of ways. For example, assembly presentations have included 'Holocaust Memorial Day', 'Martin Luther King Day' and 'International Day of Democracy'. Pupils are also able to apply their knowledge about rights in the context of discussing issues such as civil rights, climate change and Fair Trade. Fund raising activities have supported Rotary's 'Purple Pinkie Day' campaign against polio and the 'Essex Integration- Refugee and Migrant Support' charity. Other charities supported by the school have included Children in Need, Colchester Foodbank and Water Aid.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to strive for further creative and significant opportunities for the participation and decision making of pupils to influence and shape the life and work of the school, such as through explicit involvement in school improvement planning (for example, relevant policy reviews) and other roles (for example, digital learning ambassadors, eco-leaders and peer mediators). Ensure that children can articulate the impact of this work and for this impact to be celebrated.
- Consider widening the participation of year groups within the school council and explore ways RRSA and the Convention can be further promoted within the school (for example, through the creation of an information leaflet for visitors and parents, assembly presentations and a presentation to the governing body).
- Further enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Seek to build upon fundraising activity by further developing a rights based approach and alongside this, facilitate further opportunities for pupils to initiate powerful advocacy and campaigning work, particularly with regard to children's rights; for example, through engagement with the current [Unicef UK's OutRight Campaign](#).
- Aim to participate in [RRSA training](#) to support your journey to Gold.