

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Rickmansworth Park Junior Mixed and Infant School.
Headteacher:	Jane Linch
RRSA coordinator:	Natalie Catalano
Local authority:	Hertfordshire
School context:	The school has 199 pupils. 6% are in receipt of pupil premium funding, 0.5% have an EHCP and 27% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Lead.
Number of children and young people spoken with:	16 from Y2 -Y6
Adults spoken with:	2 teachers, (the reception teacher is also a parent), 1 governor who was previously a teaching assistant.
Key RRSA accreditations:	Registered for RRSA: 2017 Silver achieved: 2018 Gold achieved: 2019
Assessor:	Isobel Mitchell
Date:	30/11/2022

REACCREDITATION OUTCOME

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

Rickmansworth Park Junior, Mixed and Infant School continues to meet 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 Reaccreditation 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:

- Confident, and articulate children who demonstrated an excellent knowledge and understanding of rights. They knew a wide range of articles, were confident in the concepts of rights and committed to helping other children to realise their rights locally and globally.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum, including in Early Years and Foundation Stage (EYFS) and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.

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:

- Further develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, consider creating a child-friendly version of the School Development Plan (SDP) and key policies and ask for children's input earlier in the review process.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights and eco-issues perhaps through building this into the proposed revisions to the Geography curriculum.
- Continue to act as ambassadors for rights and the RRSA through your networks, perhaps through working with local primary schools and with secondary schools as a KS2/3 transition project.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue to ensure that staff and governors are regularly trained and updated on rights, making the most of e-learning modules and training available as part of RRSA membership.

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>The children’s knowledge of rights is excellent, they talked about a range of rights during the visit and were very clear that rights are for all children, they do not have to be earned, can’t be taken away and are all equally important. They knew that adults are responsible as the ‘duty bearers’ for protecting children’s rights. The school has been successful in maintaining and developing children’s knowledge of rights through a more systematic approach to ensure progression in rights learning through PSHE, assemblies and links in other subjects. In Reception, rights are built into everyday language and rights concepts are introduced through stories and celebrations. During the visit the children in Y5 demonstrated their song about rights which is helping all children to remember the rights and key concepts such as dignity. The RE Lead spoke passionately about the importance of children learning about the commonalities across different religions as well as celebrating the differences and how this relates to children’s rights. The children shared examples of where children are not accessing all of their rights, mentioning, Ukraine, Afghanistan and here in the UK due to the cost of living crisis. They could also see the connections between eco-issues such as pollution and children’s rights to health. There has been an increased focus on learning about rights and the UN global goals since the last gold visit and the children in the global goals group produce a regular gazette for families which also includes information on the CRC.</p> <p>The RRSA Lead has attended RRSA training and cascaded her learning through staff meetings and INSET for all staff at the beginning of the year to re-cap. The work on rights is discussed in governor meetings and there is a link governor for the Global Goals Group which acts as the rights respecting steering group.</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</p>	<p>‘To teach children to understand their own rights and to respect the rights of others,’ is one of the school’s guiding principles as explained on the school website. Rights are linked into policies and rights-based language is used to create an environment where relationships are positive, and children are encouraged to share their feelings and ideas. Comments from children during the visit confirmed that relationships in school are positive, <i>“Everyone is nice here.”</i>; <i>“Teachers treat us fairly and don’t yell at us.”</i> Children and adults have worked together to create the whole school rights charter, class charters and a playground charter and these are regularly referenced to support positive relationships.</p> <p>Safeguarding systems are robust and the children spoken with during the visit could give examples of how the school keeps them safe and confirmed that they would feel comfortable to speak to an adult if they had any concerns. This is backed up by survey results where 97% of children said they felt safe in school with the remaining 3% answering ‘sometimes.’ The children explained during the visit how they keep themselves safe on-line for example, through never using their real name or giving away personal information.</p>

<p>learners and promotes wellbeing</p>	<p>The headteacher felt that the focus on rights had helped support children and their families during the pandemic, extra health and wellbeing sessions on-line and a close connection with teachers during the lockdown meant, in her view, that children did not struggle as much as some other children with their relationships and wellbeing once they were back in school. Children who are more vulnerable and their families receive long term support through weekly meetings with the SENCO and a family support worker. Inclusion in school is strong, care is taken to select texts celebrating diversity in all its forms and this helps children to understand and welcome differences.</p> <p>Learning in class is based on a 'talk partners' model, so everyone gets to say what they think in a safe environment. This begins at the start of Reception when Y6 children each buddy up with a new Reception child. Staff subject leaders gather pupil views on their subjects and report back to governors twice a year, this has led to some changes being made to subject content, for example and increase in practical science and a more concrete approach to maths.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<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>The School Council and the Global Goals Group are increasingly taking the lead on campaigns inside and outside school and are sharing their knowledge with others through writing and delivering assemblies and writing the 'Global Goals Gazette'. Pupil voice in school has led to more equipment for the playground and the re-introduction of the Fair-Trade Tuck Shop. The School Council explained during the visit that they have recently been working on creating displays on kindness for anti-bullying week and they are working towards becoming a 'Fair Trade School.'</p> <p>The Global Goals Group have been focussing on Global Goal 12 on sustainable consumption. They have been developing their knowledge through visiting a local farm which is run sustainably and a local re-fill shop which does not use plastic packaging. To influence others on this issue they have written to Herts Catering to ask for a reduction in plastic in school lunches and shared their research on plastic packaging in packed lunches with parents and families. More recently, they have written to their local MP and the Secretary of State for Education to encourage more schools to become rights respecting and teach children about their rights.</p>