

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:	A small school with 202 pupils from Reception to Y6. 4% are eligible for Pupil Premium funding, 1% have an EHCP and 33% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	23 from Y1 upwards
Adults spoken with:	1 Governor, 1 Administrator, 1 TA/parent, 1 TA, 3 teachers, one of whom is also the SENCO.
Key RRSA accreditations:	Registration: 13 th January 2017 Silver achieved: 14 th May 2018 Gold previously achieved: 18 th May 2019 and 30 th November 2022
Assessor:	Isobel Mitchell
Date:	18 th November 2025

REACCREDITATION OUTCOME

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

Rickmansworth Park JMI school continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

STRENGTHS OF CURRENT PRACTICE

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 a good range of digital evidence.

It was evident during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

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.

Strengths include:

- Articulate and passionate pupils who value child rights education. The children spoken with demonstrated an excellent knowledge and understanding of rights, they discussed a wide range of articles and used mature rights language such as 'inalienable' and 'indivisible,' to explain how rights operate. One child explained how rights are, "...for everyone in the whole world," and another added, "You get them from birth." Children are aware of how some do not have their rights met, mentioning for example, how war in Gaza is impacting on children and how in some parts of the world, women do not have the freedom to leave the house without a male accompanying them.
- The extent to which rights are explicitly linked to all areas of the school's work and are visible on displays, linked across the curriculum and very prominent on the website and school communications. Rights are woven into school policies and staff gave examples of how learning about rights occurs in assemblies and across the curriculum in all classes. For example, the geography curriculum has been revised recently and now uses film resources from Oddizzi to transport children to another part of the world linking to sustainability and rights. In Reception the children have been learning about their right to a name and parents have recently been into school to celebrate Diwali, linking to the right to follow your own religion. A whole school art project created some lovely 3D art pieces exploring different rights which are displayed in the school hall.
- Consistent messaging about rights and respect underpinning every dimension of the school's work, with staff passionately championing children's rights in all areas. The school has a very stable staff body; most stay for many years and are very passionate about how the rights respecting ethos underpins everything in school. The headteacher said, "*It (the rights-based approach) gives us a value system to hang everything else off. We pin everything on the CRC, and no-one can argue with that.*" The RRSA Link governor said, "*Rights are embedded into the ethos of the school.*"

- Courage and confidence in using rights to help frame discussions about challenging topics such as the increase in St George's flags on display in the neighbourhood. The headteacher explained that whilst other schools have found it difficult to discuss controversial issues with children and families, the rights framework has helped her to navigate these issues; *"Discussing these issues has not been a problem here. We are very open and transparent about it."*
- A nurturing family atmosphere with strong relationships with parents and carers who also value and engage with the school's Rights Respecting work. There are at least 60 parent volunteers regularly giving their time to support the school. The staff spoken with explained how the school *"...always goes above and beyond,"* to support any families in financial difficulty with advice, food and uniform. One parent spoken with lost her husband to Covid and said, *"I can't thank the school enough, the school made sure my children felt safe and loved. The school has shaped them to how they are."*

Strand B: Teaching and Learning through Rights

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.

Strengths include:

- The excellent use of charters across the school which include actions for duty bearers and are clearly supporting positive relationships. Class charters and the whole school charter form the basis of the Rights Respecting Behaviour Policy. They are co-created with the children and regularly referred to in class and in the playground. One member of admin staff explained how when external visitors such as nurses visit the school, they always comment on how respectful the children are, and she has also noticed when on playground duty that children *"...wait and listen to others...they listen to each other's voices."* Children spoken with during the visit said that one key feature of their school that they appreciate is how everyone is kind to each other. One child said, *"We all respect the rights,"* and another added, *"I feel really happy to come here, I know I will be safe and will be listened to."*
- The school's Rights Respecting restorative practice that ensures children's views are considered in all decisions that affect them. Children spoken with felt that the school's restorative approach to behaviour was a good example of how they are treated with dignity in school. One child said, *"If we are not being kind, teachers give us time to reflect."* Another child said, *"If we have an argument with a friend the teachers listen to both sides."*
- A strong focus on health and wellbeing where pupils are clear that the school supports them to make healthy lifestyle choices, with a clear connection to how this links to their rights. In addition to following the Jigsaw PSHE curriculum, the children from Y1 to Y6 have an additional 6 weeks of lessons on health and wellbeing. This was introduced as a short-term response to Covid but has continued since. The children spoke about how they learn about different food groups in their lessons as well as being given time to be calm and reflect through mindfulness

sessions. Every year group also takes part in a 6-week programme of 'Outdoor Adventurous Activities.'

Strand C: Teaching and Learning for Rights

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.

Strengths include:

- Very confident pupils who feel listened to, know that their views are taken seriously and that they are making a positive difference in school. Children spoken with shared many examples of the impact of pupil voice in school, for example, new equipment in the playground, planters with flowers and shrubs outside and a new Lego and book corner for those wanting a more peaceful playtime. Children were recently consulted on the behaviour policy and suggested including a range of words on the reflection sheet which children could choose from to describe how they were feeling when an incident took place. Their suggestions have been implemented. Children are increasingly taking the lead in sharing their learning with others, for example, assembly PowerPoints are created by the pupils in the Digital Leaders group who create the content and design the slides based on rights, values and global days.
- The extent to which pupils feel empowered to campaign for change and advocate for children's rights. Children are very active campaigners supporting sustainability and rights both locally and globally. One child said, "*It is important to know your rights so you can stand up for them if there is anything wrong.*" Children and their families have recently been engaged in a successful campaign to retain access to a local green space, citing their right to play and their right to health. Last year the 'Vital Voices' (rights steering group) undertook a campaign relating to online safety. Through a survey of children and parents, they identified that children were not adequately protected from unsafe content. In response they wrote to Peter Kyle MP, who at the time was the Secretary of State for Science, Innovation and Technology. They received a reply detailing the policies and activities underway to improve online safety for children.

RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice. Consider enabling more staff to attend the [RRSA training courses](#) and use the [RRSA Spotlight](#) staff training resources in staff meetings/INSET days.

- Focus on the precision of language when discussing rights with pupils, ensuring all rights language used and resources are true to the content of the UNCRC. UNICEF UK's [Myths and Misconceptions](#) resource will support staff.
- Continue to support parents, carers and families to learn about and understand the [UNCRC](#) and engage further with the school's Rights Respecting journey. Consider a parent/carer workshop on Balancing Rights and/or Rights Language for Positive Relationships using the [RRSA Spotlight](#) resources, to enable them to implement a rights-based approach at home.