

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Kentish Town Church of England Primary School
<b>Headteacher:</b>	James Humphries
<b>RRSA coordinator:</b>	Marcia Freixeiro
<b>Local authority:</b>	London Borough of Camden
<b>School context:</b>	A one form entry primary school with 236 pupils. The proportion of children eligible for pupil premium is above average at 35%. 9% have an EHCP and 39% speak English as an Additional Language. The school has an Autism Resource Base supporting 15 children and a base for 6 children with physical disabilities.
<b>Attendees at SLT meeting:</b>	Headteacher, Deputy headteacher, RRSA Lead who is second lead teacher for Autism Resource Base and PSHE Lead.
<b>Number of children spoken with:</b>	14 children from Y2 – Y6
<b>Adults spoken with:</b>	1 teacher, 1 teaching assistant who is also a parent, 1 parent, Chair of Governors.
<b>Key RRSA accreditations:</b>	Registered for RRSA: July 2012 Silver achieved: March 2014 Gold achieved: July 2016 and July 2019
<b>Assessor(s):</b>	Isobel Mitchell
<b>Date:</b>	14 July 2022

## REACCREDITATION OUTCOME

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

**Kentish Town C of E Primary 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 evidence during the visit.

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 children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- Rights explicitly linked to all areas of the school's work - linked across the curriculum prominent on the website and school communications and linked into school policies.
- 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.
- A caring and inclusive ethos where staff and students ensure that everyone particularly those with learning differences or a disability feel supported and fully involved in school life.
- Children are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.

## 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 to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example dignity and equity and how these are enacted in school practice.
- When charters are next reviewed endeavour to include actions for adults (duty bearers) in addition to actions for children, following the latest UNICEF UK [Charter Guidance](#).
- Continue to 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, recognising the role of children in helping adults understand problems and develop achievable solutions, perhaps involving children earlier in policy review, and training children in conflict resolution.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, we did' approach, showing how the voice of pupils has brought about meaningful change.

## 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 spoken with shared examples of issues they are passionate about, action they have taken and how this relates to rights. They were knowledgeable about climate change and explained how it can affect the right to health, shelter, and the right to be safe, with one child noting that <i>"...in fact, climate change will affect all of our rights."</i> They talked about the right to be treated fairly without discrimination and the rights of refugees, citing their work to support Ukrainian refugees. They were confident on the core principles of rights being universal, unconditional, inalienable, inherent, and indivisible. Learning about rights is explicitly linked across the curriculum, for example in Science, the study of life cycles and human biology is related to A24, the right to health and rights are embedded in everyday language, policies, and practice across the whole school. Parents talked about how rights are included in homework sheets and curriculum plan summaries and confirmed that their children talk about rights at home. Staff training on rights is comprehensive and regularly refreshed. The Chair of Governors explained how the work on rights is regularly discussed in governor meetings because <i>"it is totally embedded in everything we do."</i></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 learners and promotes wellbeing</p>	<p>The work on rights links strongly to the school's Christian values of 'love, equality and compassion.' Children and staff are passionate about equality and non-discrimination and when challenges arise the CRC is used as a tool to address them. For example, post-lockdown, influenced by extended periods at home using social media apps, some Y6 boys were using sexist language. The girls raised this and explained this was making them feel unsafe. Staff worked with the boys on the dangers of sexist language and attitudes, relating this to A2 non-discrimination and A19 the right to be safe. The headteacher regularly checks in with the girls and the language has completely stopped. <i>"The girls felt really empowered, they were so eloquent in expressing how they felt."</i></p> <p>Since the last gold accreditation rights have been more firmly embedded into the school's positive behaviour policy. Detention has been renamed 'reflection' and children reflect on the impact of their actions on others, with reference to the CRC. A relatively new member of staff commented on the difference between this school and others; <i>"the children are more independent, using rights respecting language to create a more harmonious environment."</i> The children showed a good understanding of the concept of 'dignity' meaning <i>"worthy of respect."</i> They confirmed that the staff listen to them and treat them with dignity, describing the system for managing behaviour as <i>"quite fair."</i> The children learn about keeping safe through PSHE and circle time and confirmed that if they felt unsafe, they would speak to an adult or put a message in the worry pot or 'ask it basket.' The school is further developing work to support mental health and well-being. Children have recently been identified as 'mental health heroes' who</p>

	<p>others can talk to if they are struggling. The children talked about how they use 'zones of regulation' to understand how they are feeling and explained how Y5 recently conducted an assembly, sharing strategies such as five finger breathing to help someone get back to the 'green' zone. Staff have recently received training in 'trauma informed' practice. The children in the autism and disability units are fully integrated into school life. The approach to school activities and trips is fully inclusive, <i>"if we can't do it for all the children, we don't do it."</i> The staff told me that <i>"the children look after those in the autism base"</i> and the inclusive approach was reflected in the children's comments, <i>"everyone is welcome in this school and given the chance to shine."</i></p> <p>Work to decolonise the curriculum is on-going and parents are very much involved. All staff and governors took part in a training session to learn about decolonisation and how it is relevant to our curriculum. They are now working to create a curriculum that promotes an accurate view of all cultures and their histories. The headteacher commented, <i>"we aim to make Black History Month redundant."</i> When asked if they were ever asked for their opinion on their learning, the children replied, <i>"Yes, all the time!"</i> Feedback from pupil focus groups informs curriculum planning, for example, the children fed back that they would like more art - as a result the staff have created 30-minute art activities which are slotted into the curriculum.</p>
<b>STRAND C</b>	<b>Highlights and comments</b>
<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 number of pupil groups operating was reduced during covid bubbles but there are plans to get more groups such as playground buddies up and running again. The children felt listened to and are particularly involved in leading assemblies, for example, on mental health and well-being, climate change and anti-bullying. Children recently interviewed for a Teaching Assistant position and decided on who should be appointed. Charity work and campaigns on rights and sustainability are frequently initiated and led by children. For example, children's concern about climate change led to them delivering an assembly and writing to COP26. Two pupils took part in the Children's Parliament with hundreds of other schools and the whole school learnt about climate change as part of a focus on Sustainability in STEAM subjects in 2021. In school, the children have been planting in the school grounds and saving energy. There are solar panels on the roof and the streets around the school are closed at pick up and drop off to reduce pollution. One girl, moved by the war in Ukraine, set up a 'gallery of hope' - students created artwork which was then displayed for parents to raise money. Every child in KS1 and 2 wrote their own Girls' Education Declaration to express their views on why girl's education is important as part of UNICEF UK's efforts to promote children's voices at the G7 summit.</p>