



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Alexandra Primary School
Local Authority	London Borough of Hounslow Council
Number of pupils on roll	697
Headteacher	John Norton
RRSA Coordinator	Joanna Mansfield
RRSA Assessor	Jenny Price
Date of visit	3rd July 2019
Attendees at SLT meeting	John Norton & Joanna Mansfield
Number of pupils interviewed	18 in focus group, 4 on tour, 3 classes
Number of adults interviewed	5 teaching staff
Evidence provided	School tour, class visits, focus groups, evidence file, website
Date registered for RRSA	5th December 2017
Bronze achieved	13th December 2018

ACCREDITATION OUTCOME

Alexandra Primary School 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.

- The children spoken with were enthusiastic and articulate in sharing their knowledge about children's rights, citing examples from the CRC such as the right: to play and rest, to clean water, to education, to have nutritious food, to access reliable information, to have religious beliefs, to be protected from violence and to be protected from discrimination. Most children also understand that rights are universal, unconditional and inherent, one saying, "We have them from when we are born until we are eighteen".
- Some children were able to explain why others may not be able to access their rights, listing examples such as war, earthquakes, floods and other natural disasters as well as families living in poverty. One class shared learning about rights through a story (The Journey) about refugees and explained, "Refugees are trying to get away from harm". Some children pointed out that child refugees are often not able to access quality education and are not safe.
- Learning about rights has happened through: whole school assemblies themed with the school's values; class lessons such as World War II, Victorians and circle time to address any issues (PSHEE); the creation of class charters; fundraising linked to rights; and, Fairtrade. The RRSA Lead explained, "We are embedding rights into our curriculum and making them more explicit at assemblies to share the message".
- It was clear that the SMT are committed to embedding a rights-based approach, by making links between rights and school documents such as the School Development Plan (SDP), Attendance Policy, and curriculum plans. The Headteacher said, "Children's rights is the basis of everything we do. Our job is to make sure everyone understands them". The creation of the school's values and overall aims (Aspire, Perform, Succeed) is underpinned by the CRC and will continue to inform practice and the development of other policies when they are reviewed.

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

- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older children its place within the wider framework of Human Rights.
- Work towards deepening the knowledge of articles across the whole school community, appropriate to age and ability. Develop awareness of rights being inherent, inalienable, indivisible, universal and unconditional - including appropriate CPD and staff induction (ABCDE of rights).
- Find creative ways of making articles even more visible and high profile around the school and on the website to engage parents/families/wider community.
- Enable the children to look at global issues from the perspective of rights so that they develop a heightened sense of justice and equity.



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.

- Children acknowledged that adults in school help them to access their rights which contributes to them feeling safe and protected. Children talked about the importance of knowing about their rights, saying, “We wouldn’t be able to ask for help if we don’t know we needed protection”. Another child said that knowing about rights has helped them to “Grow and learn as a person”.
- The Headteacher said, “School is about relationships first and foremost”. Positive relationships between staff and children seem to have strengthened since starting RRSA. The SMT pointed out that, “Children are now more engaged, they want more information about rights and they are now making more suggestions for improvements based on their rights”. It was clear that children feel valued and included in their school. A child said, “We have the right to different cultures” and other children agreed that they learn about and respect different cultures.
- With a diverse and mobile school community, the school has put many measures in place to support the wellbeing of children and their families. They have Pastoral Support Officers to provide therapeutic support to families and ELSA (Emotional Learning Support Assistants) to support children. The Headteacher talked about the CPOMS (Child Protection Online Monitoring Support) system being particularly effective for communication amongst staff, ensuring that any concerns raised are dealt with immediately. The Headteacher also acknowledged that the language of rights is supporting discussions with parents/families.
- Children make choices in their learning and understand education to be a right, which is referred to in most class charters. It is common practice for classes to start new themes of learning by identifying what children know and what they want to learn (KWL grid). Children also have choices in how they share their learning whether through PowerPoints, role play or posters. The Headteacher also talked about Growth Mindset, P4C and Thinking Skills as ways in which children are building resilience alongside the RRSA approaches. One child pointed out that, “Making mistakes helps learning”.

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

- Ensure that children are clear about how adults (as duty bearers) should uphold their rights and help facilitate their access to rights.
- Use the language of rights, respect, dignity, equality and equity to strengthen school systems for resolving conflict and the promotion of positive attitudes and actions for rights.
- For charters, focus on the language of ‘respect for rights’ include actions for duty bearers as well as for children – use RRSA Charter Guidance.



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.

- Children talked enthusiastically about expressing their opinions and sharing ideas in school. It is clear that the teaching staff spoken with value hearing the views of their children and seek different ways to encourage this in the classroom as well as at assemblies. All children have the opportunity to be in the School Council, RRSA Steering group or the Eco Group to influence school improvements. Children initially volunteer to be a member of the groups and are then voted for by their class peers to ensure a class representative is in each group.
- The RRSA Lead explained that, “Children are recognising global issues and the similarities of their own lives locally to the global issues being discussed”. Some children talked about fundraising, saying, “We can raise money to help others”. A staff member explained that the children chose local (Shooting Star Chase), national (Children in Need) and global (Comic Relief) causes to support through fundraising. Some children were able to explain how these causes supported children’s access to their rights such as better health and education.
- Some older children have learned about the democratic process of campaigning and voting, by writing letters to their local MP, visiting the Civic Centre, Council Chamber and the Houses of Parliament. Children wrote letters to their local MP about litter, pollution and homelessness and invited the MP in to discuss the matters. Following her visit, the children were then invited to the Houses of Parliament to address the issues further. Children have also learned some skills for debating and they participate in “Collabor8 Debate” with eight other local schools.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Further build opportunities for children to be involved in child led groups and ensure that children can articulate the impact that these groups have on the school and / or its community.
- Empower children (and the school community) to recognise connections between actions and impact locally and globally and respond appropriately.
- Continue to build upon fundraising activities by facilitating more opportunities for children to initiate powerful child-led advocacy and campaigning work on local, national and global issues in connection to children’s rights. Consider joining in with Unicef UK’s Outright Campaign.
- Extend opportunities of participation and leadership by empowering the RRSA steering group to lead on promoting children’s rights across the whole school community (eg displays, assemblies, staff induction, parent workshops).