

# RRSA RE-ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Christ Church Primary School
<b>Headteacher:</b>	Katy Forsdyke
<b>RRSA coordinator:</b>	Katy Forsdyke
<b>Local authority:</b>	Camden
<b>Assessors:</b>	Anita Haigh and Annie Eagle
<b>Date:</b>	2 <sup>nd</sup> July 2018

### 1. INTRODUCTION

This assessment is the school's third re-accreditation. It first achieved Level 2 in July 2009 and was reaccredited in June 2012 and June 2015.

The assessors would like to thank the children, the head teacher, staff, parents and governors 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 assessment visit, the school provided a very comprehensive School Evaluation: Gold form, along with data from the adult and pupil questionnaires.

It was clear throughout the visit that everyone is committed to and proud of the school's rights respecting work. A foundation governor described how *'it permeates the whole school, across all ages.'*

Particular strengths of the school are:

- an effective and systematic approach to ensuring that the whole community learns about and understands the UN Convention on the Rights of the Child (CRC)
- a strong sense of community with mutually respectful and supportive relationships
- the importance placed on the safety and well-being of all, including mental and emotional health

Outcomes for strands A, B and C have all been met.

## 2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None required.

## 3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

Our experience has shown that there are actions that have proven useful in other RRS schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

Further extend children’s knowledge and understanding of the Articles of the CRC and how they apply in a range of contexts; in particular, develop the younger pupils’ understanding of rights and how they relate to their everyday experience.

Consider including the actions for Duty Bearers as well as for children when drafting charters to support children’s understanding of the role of adults.

Extend opportunities for children’s participation and decision making in shaping the schools’ rights respecting work; for example, creating a visual illustration of how the school’s Christian values relate to respect for rights, developing their own promotional materials.

## 4. ACCREDITATION INFORMATION

<b>School context</b>	A small Church of England primary school in Hampstead with 196 children on roll; 52% are EAL learners, 7% are eligible for Pupil Premium.
<b>School evaluation: Gold form received</b>	Yes
<b>Attendees at SLT meeting</b>	Headteacher
<b>Number of children and young people interviewed</b>	90 children in classes, 8 children in focus groups, 4 RRS Ambassadors
<b>Number of staff interviewed</b>	2 teaching staff and 1 trainee teacher, 2 support staff, 2 parents (1 of whom a parent governor), 3 governors (staff, parent and deanery representatives)

<b>Evidence provided</b>	Learning walk, assembly, discussions in classrooms with pupils and staff, website, written evidence.
<b>First registered for RRSA: 2008</b>	<b>Level 2 achieved: June 2015</b>

**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.

**Strand A has been achieved**

Children displayed a sound knowledge of the Articles of the CRC, citing their rights to clean water, nutritious food, family life, education, developing their talents *‘so you can get better at something’*, a clean environment, play and relaxation, *‘knowing your rights’*, being listened to, being *‘safe and protected from harm...from being made to do dangerous work’*, privacy and being able to *‘follow your own religion’*. Some children were able to cite Article numbers. They understood that these rights apply from birth to *‘all children under the age of 18’* and that rights cannot be earned or taken away. They also recognised that *‘some children don’t get them’*, and gave examples including the impact of conflict, drought and crime: *‘some children under 15 have been forced to go to war’*, *‘some children have had to leave home and go to live in refugee camps’*, *‘some children cannot get clean water’*, *‘when children’s parents go to prison, they get separated.’* A display of key rights vocabulary was visible in the school hall, and some older children were familiar with these terms (such as duty bearer) and could explain them. Teachers described how knowledge of rights informs class discussions, for example, that the right to access clean water is *‘not just about charitable giving but also about technology and information.’*

Global issues and sustainable development are addressed through assemblies, the curriculum and specific events and campaigns. For example, the assessors observed an assembly exploring the impact of child labour on rights to health, safety and education. Children were encouraged to think about why children are employed and the conflicting needs of families affected by poverty. In conjunction with the school’s fundraising efforts for WaterAid, Year 6 children learnt about water collection, filtration and water-borne disease as part of their science curriculum. As part of a Year 2 geography topic focused on the Aboriginal peoples, children considered the importance of respect for cultural identity. While not all children were familiar with the terms *‘sustainability’* or *‘global citizenship’*, they could discuss how rights can be affected by environmental concerns and economic decisions, such as the impact of single use plastics and the importance of Fairtrade. A parent commented on how children are encouraged to develop a global perspective: *‘A chicken pox outbreak at school was linked with cholera and its impact in other parts of the world.’*

The CRC enjoys a very high profile throughout the school environment; in colourful topic displays, specific rights posters, in children’s workbooks, and on highly visible charters in the dining hall, play areas and classrooms. Coverage of rights is systematic and a display in the

school hall gives an overview of the current rights focus for each year group. Governors confirmed that it is *'re-iterated through all aspects'* of school life, citing projects, policy review and fundraising. Governors have also watched a Unicef video about RRS *'so we understand it.'* Children have attended governing body meetings to give RRS presentations. Staff receive regular updates on the CRC and RRS at staff meetings and training days. Parents described how they are regularly reminded about the CRC in school newsletters, the 'Article of the month', the website, home learning tasks and at the beginning of parent workshops and consultation evenings. Prospective parent tours and induction meetings for new parents include an introduction to the school's rights respecting work. One parent described how the CRC helps in *'making connections and giving a context'* for children's learning and to support parents in their role. Beyond the school gates, campaign posters and bunting, linked to the Outright campaign, have been displayed in the local area. Children have given RRS presentations to trainee teachers from the Teaching London course and the school council's participation in the Camden schools debate has provided a platform for promoting the CRC and a rights respecting approach. This year's debate addressed the question: 'Should all schools be rights respecting?'

**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.

**Strand B has been achieved**

In discussion, children gave examples of how the school helps them to enjoy their rights, for example, after school clubs (Articles 15, 31), participation in the Camden Dance Festival (Article 29), Anti-Bullying Week and how to be an 'up-stander' not a 'bystander' (Article 19), and learning about healthy eating and hygiene (Article 24). A visit to the Reception class saw children tasting different types of healthy snacks and learning how to wash their hands thoroughly *'so we don't get germs.'* Children understood the concepts of fairness and equity. When given a typical school scenario, they were able to understand the need to balance the rights of all, and the role of the adult in deciding priorities in the best interests of all concerned. On a global scale, having learned about Fairtrade, one Year 3 pupil wrote to the head teacher to ask that the school change its banana supplies to Fairtrade. This was implemented. Children spoken with were agreed that they were confident that they could *'tell a grown up'* if they felt their rights were not being met, and talked about suggestions they have made that have been acted upon, such as the development of junior lunchtimes and the request to have an assembly on reducing plastic use.

There is a strong sense of community across the school. Older children are supportive and encouraging of the younger children, pupils listen with respect while others take their turn to speak, and adults are affirming and encouraging in their approach. A Year 6 pupil described how her class had collaborated to create their charter *'democratically'* and Year 1 pupils talked

about how everyone had *'signed a leaf'* on their class charter to show how they respect the rights: *'Teachers have done it [signed a leaf] too.'*

Children's dignity is seen as central to the school's Christian values, which include compassion and understanding. Staff gave examples of what this means in practice such as promoting respect for different family structures and cultural backgrounds, learning about all major world faiths and organising visits to different places of worship. Year 6 pupils described their role as *'playground friends'* for the younger children. All key stage 2 children are trained in peer mediation to support them in resolving disagreements respectfully. The school's Positive Behaviour policy makes clear the expectation that 'all members of the community have a clear understanding of their rights and how to respect the rights of others, based on the UN Convention on the Rights of the Child'.

Children agreed that they felt safe at school, as reflected in the pupil survey (97%). They cited fire drills, security gates and the playground charter as ways in which the school ensures their safety. During Anti-Bullying Week children wore odd socks to promote the message 'All different, all equal.' Children helped to produce an anti-bullying leaflet underscoring the rights of all to be safe, heard and respected. It states, 'Everyone is equal no matter who they are or how they look'. A Digital Citizenship week in March 2018, referenced to Article 17, focused on safe and responsible online activity across the whole school community.

Mental health and well-being is a particular school focus. During Autumn 2017, the school engaged in a 'Listening Project' that included assemblies, staff training and parent workshops on active listening skills and the importance of talking to others if sad or worried. Mindfulness sessions and 'Try Something New' week are other examples of how the school promotes emotional health and well-being. Healthy eating and lifestyles form part of the curriculum, and produce from the school's kitchen garden is used in the salad bar at lunchtime. In Spring 2018, the school was re-accredited as a Healthy School.

Diversity and uniqueness are valued. Each year, children create an individual presentation in celebration of their identity, interests and talents. This year's theme was 'My precious place'. In Reception class, parents worked with their children to produce a 'Spotlight' poster to illustrate their family life. International events and books from different cultures are examples of how the children's different heritages are acknowledged and celebrated. A governor highlighted the importance of the language used around support for children with special educational needs and disabilities to ensure it is inclusive. A parent described how learning about disability at school has prompted positive dialogue at home resulting in the inclusion of wheelchairs in her children's artwork and role play.

The Teaching, Learning and Assessment policy cites Article 29 and highlights the importance of 'engaging activities and topics which capture children's interest' and the 'promotion of active engagement from the pupils' in order to develop their talents and abilities to the full. The head teacher explained that children are encouraged to develop as independent learners through *'real life and concrete experiences'*. For example, visits to Hampstead Heath for outdoor learning, and to places of worship. Children are involved in peer and self-assessment of their work and to develop their own success criteria. Year 6 pupils described how they add labels to their class charter to make links between the Articles listed and their learning: *'we made connections between the circulatory system and medicine, and Article 24 about health care.'* Year 5 pupils recently attended the Camden Careers Conference and took part in a science workshop at the Crick Institute.

**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.

**Strand C has been achieved**

Children agreed that they are listened to. School council suggestion boxes in each class enable pupils to share their views. These are discussed at regular meetings by an elected school council. Suggestions and actions are fed back in assemblies. The school council notice board referenced to Article 12 includes the section ‘You asked, we did’ and records how the request for buddy benches has been met for both key stage 1 and 2 playgrounds. Pupil voice and participation are valued. Both school-wide consultations and individual suggestions are an important aspect of this. In February 2018 children participated in a whole school vision consultation, and the Christmas charities supported included one suggested by a pupil to buy medicines for a sick child in Armenia. A Fairy Magic book club was established in response to a Year 2 pupil’s request. Currently, the school council are discussing pupils’ suggestions to improve the after school club provision. Other pupil leadership roles include the Year 6 Playground Friends and Register/House Point monitors, Year 5 Anti-Bullying Champions and the Christ Church Eco Warriors (CREW).

Children and adults gave examples of how they champion the rights of other children at local and global levels. The CREW team have been campaigning to reduce single-use plastic in school and are growing vegetables on the school site. Everyone was encouraged to take part in the Walk to School Week in May to improve health and promote a cleaner, safer environment. Year 4 pupils learnt about a Sports Relief project in South Africa and how it supports children’s rights to play in safe spaces, and linked this to Articles 15 and 31. In response, they set themselves a ‘step challenge’ to raise money in support of Sports Relief. Other campaigns and fundraising activities include Soccer Aid, Unicef’s Outright campaign, a Harvest collection for a local homeless charity and food bank, and the Operation Christmas Child boxes.

Children are taught the skills of advocacy. For example, the whole school wrote to the Secretary of State for International Development to highlight the plight of child soldiers, and Reception children have written to Greenpeace to express their concerns about the pollution of the oceans. A parent commented, *‘They [the children] are campaigning and fundraising all the time - they feel so empowered and excited.’* A pupil said, *‘We see it, we tell them [adults] and make it happen.’*