

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Deanesfield Primary School
<b>Headteacher:</b>	Kris O'Sullivan
<b>RRSA coordinator:</b>	Kimberley Benn and Kieran Wallace
<b>Local authority:</b>	London Borough of Hillingdon
<b>School context:</b>	A large primary school in Northwest London with 697 pupils on roll. 15.5% are eligible for Pupil Premium funding or Free School meals. 2% have an EHCP and 14% of pupils require SEND support. 37.7% speak English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Headteacher, Deputy Headteacher, 2 RRSA Leads.
<b>Number of children and young people spoken with:</b>	60 in classrooms and 18 from Y3 to Y6 in focus group.
<b>Adults spoken with:</b>	3 Teachers, 1 Teaching Assistant, 1 Inclusion Manager/Governor, 1 Parent/Governor (in addition to RRSA Leads).
<b>Key RRSA accreditations:</b>	Registered for RRSA: 22 September 2014. Silver achieved: 03 November 2016. Gold achieved: 04 December 2019.
<b>Assessor:</b>	Isobel Mitchell
<b>Date:</b>	13 September 2023

## REACCREDITATION OUTCOME

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

Deanesfield 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 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:

- Children's knowledge of rights is excellent, and they have a secure understanding of key rights concepts such as equality and equity.
- SLT Commitment to children's rights is very strong and rights are firmly embedded in all policies and prominent in communication with parents/carers.
- Confident children who are given effective opportunities to express their views and feel heard by school staff.
- A strong ethos of inclusion with increasing support for children and staff's mental health and wellbeing.

**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 involve pupils in strategic decision making, for example, policy review – consider reviewing the behaviour policy with the whole school community, perhaps moving from a sanctions and reward based approach to one based more explicitly on reflection and restoration.
- Continue to provide opportunities for your pupils to campaign to support the rights of other children and progress towards the UN global goals.
- Review your golden charter to refresh the Articles that are featured and to ensure rights language is accurate. Unicef UK documents [‘Myths and Misconceptions’](#) and our latest [‘Charter Guidance’](#) may be useful for staff.
- Continue to involve parents and carers in your Rights Respecting work and create more opportunity for discussion at home, perhaps through homework.

## 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>In the pupil focus group and in the classes visited during the accreditation, children spoke confidently about a range of rights and how they are applied in school, for example, they explained that everyone has a right to follow their own religion and that they could see this right applied in school because <i>"...we are allowed to fast and if we are struggling a teacher will check we are OK and offer us a glass of water."</i> They were clear that rights are for all children from birth, should not be taken away, do not have to be earned and are all equally important. A member of staff commented, <i>"They (Rights) are in everything they do, the curriculum, diaries and charters, they know them inside out."</i> The school have recently started following the Jigsaw curriculum which explicitly links learning in PSHE to rights. This has helped broaden the children's knowledge of rights and <i>"...has really opened up discussions."</i> Deanesfield is a large school with a relatively high staff turnover (as they host trainee teachers) and they have 100 to 200 prospective parents visiting each year. The SLT have ensured that new staff and existing staff continue to learn about children's rights through regular training and a focus on rights at the start of every year when the children transition to their new classes. The headteacher explained that the rights are <i>"the main focus"</i> for her parent tours and that the CRC gives all staff a <i>"common framework so that they are all responding in the same way"</i> and enabling the children to develop into <i>"decent human beings who can make a difference."</i> The focus on rights is hard to miss when walking around the school due to the plethora of colourful displays featuring rights themes. Since the previous gold accreditation, the links to Articles in communication with parents through the 'Friday Flyer' have become more explicit and rights continue to be referenced in all policy documentation. Children's understanding of the wider world has been further developed through a Global Goals week held in the Summer term and picture books relating to rights issues such as 'Malala's Magic Pencil' studied in Y5 and 'Freedom We Sing' studies in Y4. As a result, children's understanding of rights in the wider world is increasing, they were able to talk about global issues such as gender discrimination in accessing education and how child soldiers are denied their right to protection in war.</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</p>	<p>The RRSA Lead commented that the focus on rights is <i>"lifting them (the children) up and giving them self-worth."</i> One parent spoken with during the visit said, <i>"...they feel so empowered, they understand that the rights are for every child...it is a fantastic foundation."</i> The Inclusion Manager spoken with during the visit explained that the number of children requiring additional support is the highest ever this year but that the focus on rights has helped because it has encouraged <i>"...the children to be supportive of the needs of others and to include everyone in the classroom."</i> Children spoken with had a good understanding of fairness and equity and agreed that these principles are applied in school. One child explained that <i>"...if someone is disabled, they should be given more attention."</i> The children spoken with felt that their school offers lots of support such as allowing the use of fidget toys and they appreciated how the school allows them to express themselves and their</p>

includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing	identity. The children understood the meaning of dignity explaining it as being about preserving your self-confidence, being treated with respect, and protecting privacy. All agreed that they are treated with dignity in school. Each class creates a rights-based class charter every year which highlights the actions that adults 'Duty Bearers' and children 'Rights Holders' should take to uphold children's rights. Children and adults agree that the rights focus helps to support positive behaviour and relationships in school, as one Y6 pupil said, <i>"We really focus on our rights and we behave really well,"</i> with another adding, <i>"We are all treated equally."</i> Anti-Bullying week has become a strong annual event. In 2022 each class took part in a workshop led by One Day Creative exploring relevant rights in relation to anti-bullying. The children spoken with during the visit were clear that they would talk to a member of staff if they felt unsafe or were being bullied, but most felt that this was not necessary as <i>"...we don't have bullies in this school."</i> Y4 were taking part in a lesson on trusted adults and online bullying during the visit and they were able to link their learning to their right to be protected from harm and their right to a voice. Staff commented that one of the impacts of the work on rights was that <i>"...from a child protection perspective, they know what is OK, and what is not OK."</i> Mental health and wellbeing is a current priority on the school development plan and the children were aware of and appreciative of the support provided for them including for example, play therapy, mental health week, PSHE lessons and worry boxes (known as bubble boxes). SLT described how they have worked to support wellbeing in families as well as with the children. There is a Welcome Week for new families joining the school to encourage social contact and the school ensures they have contact with every family each half term.
STRAND C	Highlights and comments
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.	The school have introduced a new system to ensure that every child's voice is heard. There is a class council meeting every half term in each class and representatives from each class collate this and share it with SLT. There are also impact groups such as the Rights Rangers who have specific goals they are working towards, and good use is made of google classroom to facilitate discussion. A You Said, We Did display board lets everyone know the impact that pupil voice is making. Recently the pupils have influenced decisions in relation to which charities to support, lunchtime clubs, activities to celebrate the King's Coronation, rewards for children achieving Good Day Ticks consistently and books in the KS1 library. Pupil voice is also gathered regularly through surveys and circle time discussion. The Rights Rangers are spreading awareness of children's rights and described their role as <i>"...to make sure every child knows their rights."</i> Charitable fundraising is led by the children and a focus on the UN Global Goals involved each class learning about a goal and creating a campaign to help support that goal which they promoted through corridor displays. For example, Y5 focussed on Life on Land and are now in the process of setting up a Terracycle collection point to increase recycling in school and local community. The children and staff worked hard to influence the local council and create a Safer Streets Zone outside school but this has been put on hold due to a change in council leadership. Following further discussion on global citizenship with staff, the global goals campaigns will start earlier this academic year to enable more time for children to develop their campaigns and have a greater impact.