

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Aycliffe Community Primary School
<b>Headteacher:</b>	Jacky Cox
<b>RRSA coordinator:</b>	Emma Coade
<b>Local authority:</b>	Kent County Council
<b>School context:</b>	Aycliffe Community Primary has 91 pupils on roll aged 4-11. 65% of the pupils are eligible for Pupil Premium funding and 20% have SEND, 6% of whom have an EHCP. 11% of pupils speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA lead
<b>Number of children and young people spoken with:</b>	14 children including current and previous Rights Ambassadors
<b>Adults spoken with:</b>	Five adults including teachers, TAs, a parent and a governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: 16 <sup>th</sup> September 2014 Silver achieved: 13 <sup>th</sup> June 2017 Gold achieved: 2 <sup>nd</sup> December 2020
<b>Assessor:</b>	Helen Trivers
<b>Date:</b>	24 <sup>th</sup> January 2024

## REACCREDITATION OUTCOME

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

Aycliffe Community Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. 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:

- Confident children who clearly know that they have rights and are committed to helping realise these for other children locally and globally.
- Rights learning is fully embedded across the curriculum using a wide range of age appropriate, creative resources.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way and all children feel valued and supported to be the best they can be.
- 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 provide further opportunities for pupils and staff to learn about rights in greater depth, including the origins and wider context of children's rights.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Consider creating a rights-based charter to replace golden rules, with actions for both adults and children.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals and support children to develop and lead rights-based campaigns on issues they are concerned about.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

## 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>Children talked confidently about a range of rights. One child said, <i>"Rights keep people safe... they protect you from having problems."</i> Children learn about rights through assemblies and lessons and one child added, <i>"We also have posters around the school, and we put rights posters up in the local shop."</i> Children understood the principles that underpin rights, saying, <i>"Everyone has rights,"</i> and, <i>"You have them when you are born, and they can't be taken away."</i> It was reported that children's knowledge and understanding of rights had deepened since the school's previous Gold accreditation visit, and that the language of rights was now deeply embedded across the school. There has been an increased focus on global learning, including embedding learning about the Sustainable Development Goals across the curriculum. Children said, <i>"Children's rights aren't always respected... we watch the news, and we do research on global issues."</i> The RRSA lead said, <i>"We've explored SDGs such as Zero Hunger, Climate Action, and Life Under Water. They are more aware of things going on in the world – they know all children have rights, but they know that not all children can access rights."</i> Learning about rights starts with the youngest children, an EYFS teacher sharing, <i>"We lay a lot of the bedrock for this to permeate through the school."</i></p> <p>The school is in an area of high deprivation and the school ensures that each child has access to a wide range of opportunities to develop their full potential. The school's motto, 'Make a Difference' was referenced frequently throughout the visit, and it was felt that this is underpinned by their work as a Rights Respecting School. The headteacher said, <i>"Being a Rights Respecting school is one of the best things we have done. The children now really know about rights; they know they have the right to be heard and have a voice and opinions."</i> Teachers were overwhelmingly positive about the impact of RRSA, <i>"It permeates everything across the school. There has been a marked improvement in children's sense of empathy and understanding of the world around them."</i> They shared stories of individual children for whom knowledge of rights has been powerful in their development of confidence and sense of self. Children are discussing rights outside of school too, one parent sharing, <i>"My children come home and talk about the rights they are learning about and they want us to make changes..."</i> Governors are also committed to ensuring that rights are promoted and protected at school; a governor spoken with talked of the positive impact of RRSA: <i>"Rights are everywhere... It is very impressive,"</i> and explained that when they meet with children, <i>"...they know about the rights... they are part of their lives. It is totally embedded."</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</p>	<p>The RRSA lead said, <i>"Strand B is where we have really strengthened our work as a Rights Respecting School. You can see this in the children, the way they treat each other and their understanding of equality and equity... they understand that some children need more. They know that children need this to engage in their learning in the same way they do."</i> She added that the children's understanding of rights, <i>"...underpins relationships,"</i> as they learn</p>

<p>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>to value and respect that everyone is different but equal. One child commented, <i>"We all respect each other, and we are really nice to each other."</i> The headteacher agreed saying, <i>"We now have better relationships; children have more respect for each other and adults."</i> Children have explored the concept of dignity and what this means for them at Aycliffe, explaining, <i>"Dignity means that you have the right to be equal and treated fairly."</i> Children also talked confidently about the principle of equity, <i>"Equity means that you have what you need, for example someone might have anger issues and they might need more rewards and brain breaks. It wouldn't be fair if someone couldn't learn because they needed a brain break,"</i> and talked about how different children are supported to learn in different ways.</p> <p>There is a strong emphasis on personal development, the RRSA lead sharing that this has really grown in recent years and that a rights approach had supported their work in this area. Children use Zones of Regulation to talk about how they are feeling and are supported to self-regulate using this and an Emotion Coaching approach. The school is also working towards its Nurture Schools status in order to strengthen work around wellbeing. Staff and pupils shared their pride in how inclusive their school is, <i>"Pupils are so understanding. This is why our SEND children are thriving. People treat everyone with respect, and this meets their needs."</i> The headteacher said, <i>"They don't just understand diversity, they celebrate it."</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<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><i>"Adults try their best to let us have a say,"</i> reflected one pupil. The weekly pupil panels give children a regular opportunity to share their views and make a real difference in the school and local community. All pupils are free to take part and the headteacher said, <i>"We throw as much of it over to them as we can... it's about them having an opinion and making a difference."</i> Rights Respecting Ambassadors are actively involved in leading the pupil panels and are playing an increasing role in talking about rights with different classes across the school. Children now have an art room, were involved in reviewing the school's behaviour policy, and are also involved in choosing the extra-curricular activities on offer. A governor commented, <i>"They are making an impact. They are able to talk about what they have done."</i></p> <p><i>"We learn about rights so much, people in our school have become mini campaigners,"</i> shared one pupil. Children take part in a themed Day for Change at the end of each half term where they learn about global issues and take action in different ways. Pupils took part in the UNICEF UK Outright campaign the RRSA lead sharing, <i>"The children loved sending off the good luck cards. It was good to campaign in a positive way. They wrote about what we do as a school and what they wanted to see change and we've just had a letter back from the Department of Education."</i> The local MP visited the school and the children 'grilled' her on issues such as poverty. Children are also taking on roles as changemakers in the community, with one pupil taking part in the Boxing Day Dip to raise money for children in Uganda and another winning a local award for her campaigning and fundraising work. The headteacher reflected, <i>"They need to know they can make a difference."</i> <i>"With our children, it's not all about their school,"</i> added a governor, <i>"It's the wider world and how they are having an impact. They are global citizens."</i></p>