



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Four Elms Primary School
Local Authority	Kent
Number of pupils on roll	111
Exec Headteacher	Liz Mitchell
Head of School	Katie McCann
RRSA Coordinator	Jessica Fermor
RRSA Assessor	Jilly Hillier and Hilary Alcock
Date of visit	8th July 2020
Attendees at SLT meeting	Executive headteacher, Head of School and RRSA coordinator
Number of pupils interviewed	10
Number of adults interviewed	5
Evidence provided	Silver evaluation form, discussions, digital evidence and school website
Date registered for RRSA	November 2017
Bronze achieved	June 2018

ACCREDITATION OUTCOME

Four Elms 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.

- Children had a good understanding of children's rights and know they are for all children everywhere from birth. They explained that there are some children who might not access all their rights due to, for example, war or financial restrictions. One Year 6 child explained, "*All children under 18 need rights to live a good and equal life*". Children learn about the CRC through assemblies, Rights Days, curriculum experiences, charitable fundraising activities and awareness raising campaigns. "*We do the rights everyday*" said one Reception child.
- All staff, teaching and non-teaching, are involved in the rights respecting journey. A member of the office staff commented, "*I thought it was something that just the teachers did... but now I know what I can say when I am dealing with children, parents and staff*" (digital evidence). Regular staff training, including specific induction for new staff, ensures that staff have a well-developed knowledge of the CRC. There is careful monitoring of the rights respecting journey by senior leaders, governors, and children.
- Parents are kept well informed through the Welcome Induction meetings, letters home, newsletters, assemblies, home learning, curriculum information sessions and school events. Senior leaders and staff consider that the school's RRSA journey is enabling children to engage more empathetically with global issues and to develop more of a wider world view.

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

- Continue to develop children's understanding of the UNCRC including its origins, values and principles and support children to understand the concepts that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children's age and ability. Consider using the RRSA resource ABCDE of Rights.
- Continue to develop the language and understanding of 'rights holders' and 'duty bearers'.
- Further develop the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Continue to support children in developing their understanding of sustainable development and explore the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.



- Look for ways to incorporate an explicit commitment to rights and education for global citizenship and sustainable development into the heart of the school's mission and purpose.

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.

- RRSA is led by an experienced team and a child rights approach underpins actions and decision making. Relationships between adults and children were consistently identified during the visit as mutually respectful. Children commented that, *"Everyone is respected,"* Class charters reinforce this. Children also emphasised that they share things and treat everyone equally. Pupil Justice League helpers put into practice the school's approach to restorative justice. As a result of this and the playground charter, one Year 5 pupil commented that, *"The playground is a happier and calmer place"*. They gave examples of how adults treat pupils in a dignified way e.g. speaking to them in private and making sure that different sides of any issues are heard.
- As part of their work on inclusion, diversity and Article 2, children have worked with their local community to see how they can support people with a range of disabilities to ensure they are treated fairly.
- Children feel safe at Four Elms. *"This is a really safe school; we close the gates and don't let strangers into the classroom,"* said one Reception child. A Year 1 pupil commented that, *"Duty Bearers keep us safe in this school."* School Safeguarding and behaviour policies refer to the CRC.
- One Year 5 child described Four Elms as, *"A happy school where we are all focused on learning and having fun"*. Older key stage two children also explained how important the class Worry Boxes are and they trust that adults will respond supportively to any concerns that are raised.

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

- Ensure that children and adults know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights.
- Continue to involve children in developing systems and policies to ensure they feel safe in school.
- Further develop opportunities to explore and celebrate diversity in a range of ways.



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.

- The development of children's participation in decision making has clearly been an important impact of the rights respecting journey. Children frequently talked about the '*right to be heard*'. Empowerment begins in Reception where children apply to be Rights Superheroes and wear special capes which identify the article they are helping to ensure other children experience. This is clearly important to them. Pupil Rights Ambassadors also help to promote charitable activities, e.g. Red Nose Day, Macmillan Cancer support and the local foodbank. Children explained that they now understand more about how charitable activities can support children to access their rights in the UK and in other countries.
- Staff consider that as a result of the school's RRSA journey children are now more assertive about sharing their views and ideas commenting that, "*They are not afraid to come into school and say 'we want to do this.'*" Staff are supporting them to do this in a mature and reflective way. The headteacher explained that RRSA was supporting the whole school community to develop more of an understanding of the wider world and to take action to improve the environment.
- Children are taking action locally and spoke enthusiastically about their project with the local council to improve accessibility access in the local park. They also described a recycling initiative to, "*Stop so much plastic getting into the oceans.*"
- Children are keen to tell others about the positive difference learning about the CRC makes. One Year 6 child said he would like to, "*Tell the teachers in the secondary school about how children's rights has really changed our school and that it could change their school too if they did it*".

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

- Continue to provide opportunities for more children to be involved in pupil led groups, so that they can articulate the positive impact they have on school improvement. This could include involvement in the school development plan and policy reviews e.g. Behaviour Policy.
- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Continue to develop children and young people's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers who challenge discrimination and stereotypical attitudes and engage in a range of advocacy, campaigning and fundraising activities. See Unicef UK's Outright Campaign and Unicef's Youth Advocacy Toolkit.
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.