

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Allen Edwards Primary School
Headteacher:	Louise Robertson
RRSA coordinator:	Nicola Harris and Diarnah Edwards
Local authority:	London Borough of Lambeth
School context:	Allan Edwards Primary and Nursery has 391 pupils. 46% are eligible for Free School Meals, 31.2% are on the SEND register and 13.55% have an EHCP. 57% speak English as an additional language. There is an ASD resource base within the school.
Attendees at SLT meeting:	2 RRSA Leads one of whom is Deputy for Inclusion, Headteacher and Deputy Headteacher
Number of children and young people spoken with:	20 in focus group
Adults spoken with:	6 teachers, 2 teaching assistants, 2 parents, 1 member of office staff
Key RRSA accreditations:	Registered for RRSA: 22/08/2017 Silver achieved: 13/06/2018 Gold achieved: 15/07/2020
Assessor:	Isobel Mitchell
Date:	22/06/2023

REACCREDITATION OUTCOME

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

Allen Edwards 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- The strategic approach of senior leaders and the RRSA Lead to embed a rights-based approach in policy and practice.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life and their views and suggestions are driving school development.
- Effective use of the child rights-based approach to support children and families with their mental health and wellbeing, particularly those with learning differences and special educational needs.

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 revisit RRSA guidance around language of rights ensuring that all staff use the language of 'rights and respect' rather than 'rights and responsibilities,' to emphasise that rights are unconditional and not contingent on responsible behaviour. UNICEF UK's [ABCDE of Rights](#) resource and '[Myths and Misconceptions](#)' will support staff.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the [UN Global Goals](#) for Sustainable Development as a framework for this and the UNICEF UK [Youth Advocacy Toolkit](#).

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 spoken with during the visit understood a wide range of rights and applied them to their school and the wider world. <i>“Children have a right to music, leisure and art, and we have lots of clubs at school.”</i> <i>“Article 2 is the right to non-discrimination – our school is very inclusive and diverse; we learn what is OK to ask someone and how to be inclusive.”</i> Another pupil talked about the importance of the right to freedom of expression but explained that when sensitive issues are discussed in PSHE, there are rules to make sure the conversations are respectful, she went on to say, <i>“We take respect very seriously in school, it is one of our values.”</i> In relation to the wider world, the discussion with the children during the visit focused on refugee rights, the children had recently chosen to make this the subject of their rights focus day and were able to discuss current government policies. The children and staff choose a focus article every half term which is launched with a learning day and explored through story books and discussion in class. The template for assemblies on other topics starts and ends with references to relevant articles. In Nursery the children talk about rights as part of their topic themes ‘people who help us’ (linked to the right to be safe) and ‘all about me’ (the right to a name). Children spoken with during the visit were clear on the key concepts of rights, <i>“Rights are universal, and you are born with them.”</i> <i>“You don’t have to be well-behaved to get your rights, you inherit them, and they are unconditional.”</i> All staff are trained on the rights-based approach and families are well-informed and engaged. Comments from staff and parents indicate that learning about rights is making an impact, one parent said, <i>“My daughter mentions rights every day, I think it is very important because it empowers her - we went to my home country, and she noticed some places don’t have clean water.”</i> Staff agreed that children are becoming more aware of global issues and are wanting to act, <i>“Children came to ask if they could do something about the earthquake in Syria and Turkey, they are seeing rights on a global scale.”</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 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</p>	<p>Comments from parents spoken with during the visit made it clear that the school continues to use a child-rights based approach to support children and their families. One parent said, <i>“School is very supportive, and they implement the rights,”</i> adding, <i>“they are behind me like a family.”</i> She went on to explain further, <i>“There were lots of changes in childcare for my little one because of covid and he struggled to settle in all of them except here, he loves the Nursery, and he can’t wait to come in!”</i> Since the previous accreditation visit, the use of Zones of Regulation has become more prominent in the behaviour policy in response to children needing more guidance on how to manage their emotions. Staff have received further training and now children are provided with a range of tools for self-regulation. The children spoken with during the visit felt that this was helpful, <i>“...we can reflect on our problems and issues and calm down.”</i> The approach is still very much rooted in rights and dignity. Staff said that they frequently refer to the agreed class rights charter to help children understand the importance of respecting each other’s rights and one member of staff explained that using the Zones of Regulation, <i>“...is about</i></p>

<p>learners and promotes wellbeing</p>	<p><i>treating them with dignity – rather than trying to speak to them if they are angry and upset, we help them to regulate and then have the conversation.</i>” There has been a real focus on mental health and wellbeing this year. The school audited the support available to children and their families in school and in the community and have produced a detailed guide for families signposting them to relevant organisations and advice. The pupil Mental Health and Wellbeing Ambassadors are available for children to talk to in addition to trusted adults and they have re-written their own child-friendly guidance leaflet. Staff explained that because of the work on rights, children now come to them to ask for a particular type of therapy (such as music therapy) if they feel they need it. <i>“We don’t always know what they need and now they are recognising themselves when they need more support – they are empowered to seek help.”</i> The headteacher explained how the focus on rights has made a difference, <i>“Knowing everyone has a right to health and food has removed the stigma and children and families are not embarrassed to ask for help.”</i> The school has an Additional Resource Base for children with autism and a high percentage of children in the mainstream school with learning differences or special educational needs. In recognition of this and to prevent children feeling stigmatised there is a ‘Universal Offer.’ This means that there are a range of resources such as headphones, fidget toys, and movement breaks available for all children whether they have been identified as having a learning need or not, so that all children can choose to access support if they feel they need it.</p>
--	--

STRAND C	Highlights and comments
-----------------	--------------------------------

<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>Staff make excellent use of surveys and focus groups and act on the results. Teachers are given a safeguarding related question to discuss with their class each term, for example, classes recently discussed the question, ‘do you feel safe in the playground?’ They then placed red and green dots on areas of the playground where they might feel worried or unsafe, and changes were made to ensure the children felt more comfortable. The changes, such as, more staff in certain areas, were fed back in assemblies. One of the school improvement priorities this year is for every child to have a voice in the school whether that is through focus groups, surveys or one of the pupil leadership groups such as Mental Health and Wellbeing (MHWB), Rights Steering Group, School Council and Eco Group. Pupil voice is making an impact, for example, the MHWB ambassadors recognised the need for more support for all children’s wellbeing and the school responded by setting up a ‘Place 2 Be’ drop in at lunchtimes. A member of this group shared her view, <i>“In our modern world there are lots of images of what people should be and people are always comparing themselves to others - we give out kindness awards to those we see who are supporting others and anyone can come and talk to us if they need to.”</i> The school are very active in supporting the rights of children locally and globally through fundraising, for example, to support the local food bank, water aid, and they have recently held a sponsored silence to support victims of the Turkey/Syria earthquake. They are developing their role as campaigners for children’s rights and have taken part in the OutRight campaign this year, writing letters to the Health Minister about access to health care for children globally, particularly those affected by war and natural disasters. The Eco club have been busy improving biodiversity in the school grounds, which they consider to be important because, <i>“Children might feel calmer when they are with plants, and it might inspire them to care for nature.”</i></p>
--	---