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# RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL ONE

<b>School:</b>	Applegarth Academy
<b>Headteacher:</b>	Zoe Harris
<b>RRSA coordinator:</b>	Stephanie Rose
<b>Local authority:</b>	STEP Academy, Croydon
<b>Assessors:</b>	Jonathan Hart
<b>Date:</b>	18 July 2014

I would like to thank the leadership team, staff and young people for their warm welcome to the school, for the opportunity to speak with staff and pupils during the assessment and for the evidence detailing the work towards becoming a Level 1 rights-respecting school. It was clear during the visit that everyone places a real importance on developing a rights respecting ethos. It was particularly notable that the development of RRSA had been systematically planned and thoughtfully implemented to ensure a secure journey to Level 1.

Standards A, B, C and D have exceeded expectations

## THE ASSESSMENT IN DETAIL

### The school context

There are 380 pupils at this semi urban primary school which serves a diverse socio economic community. The school has 55% white British pupils, and 34% EAL pupils. 66% of the pupils are eligible for free school meals. 20 children are identified as having a statement for special educational needs. In addition the school has an enhanced learning provision for speech and language disorder, which occupies a new suite of rooms.



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<b>Assessment information</b>	
<b>Impact evaluation form received</b>	Yes
Attendees at SLT meeting	Headteacher / Deputy Headteacher RRSA coordinator
<b>Number of children and young people interviewed</b>	16 children
<b>Number of staff interviewed</b>	3 teaching staff 2 support staff 3 governors 2 parents
<b>Evidence provided</b>	Learning walk Displays, class charters Written and 'Fronter' evidence: policies, letters, emails, photographs, video clips newsletters

## **Standard A:** Rights-respecting values underpin leadership and management

### **Summary**

**Standard A has been exceeded.**

There has been and there continues to be a strong commitment from the school's leadership to the process of becoming a 'Rights-Respecting School'. The values of the UN Convention on the Rights of the Child (UNCRC) are firmly embedded in the ethos and life of the whole school community. RRSA is prominent in the School's Development Plan. This has been presented to teaching staff who now understand how the RRSA underpins the schools vision for improvement. An edited version of the SIP is displayed in the reception area, for parents to refer to. The headteacher has altered the school timetable to accommodate a weekly RRSA circle time across the school, in which each class participates once a week

The RRS curriculum team have planned to create an RE policy and include reference to the convention through emails and team meetings. Governors will decide on policies to be updated with the support of the head teacher at their next meeting. There are also copies of



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an excellent newsletter which outlines the RRS journey, explains children's rights, and why they are important for the school.

Relationships across all sections of the school community are very positive. There is an emphasis on values such as respect, humility, simplicity, freedom and diversity, which are introduced in assemblies and inform and encourage personal reflection, and group activities. The school ethos also reflects the importance of supporting the rights of others globally, including those who are most disadvantaged. There are examples of support for Day for Change, Comic Relief, Jeans for Genes, the Teenage Cancer Trust and the Pethes Charity. Some of these are personally relevant to the school community and decided upon by the 'Team RRS'.

## Standard B:

The whole school community learns about the CRC

### Summary

**Standard B has been exceeded.**

The children whom I met understand the concept of 'rights' at levels in advance of their age. They can give examples of individual rights of the child, for example *'the right to have clean water'* which is a right that without which they understood could cause fatal health problems, in other parts of the world, because of pollution. They know about the UNCRC and appreciate that it is a set of rights for all the world's children. They are able to link these rights to a strong sense of personal responsibility which they see in terms of supporting the rights of others.

There are regular assemblies where rights are discussed and where they may be enjoyed, sought after, or denied in a global context. This has contributed to the children's awareness of rights, which is linked to the focus values. I attended a year 5 assembly on rights, values and dreams for the future, which was meaningfully and sincerely presented. The school has held a rights week, which raised the profile beyond the school gates, followed up by a celebration assembly and a 'good gestures' day where all members of the school community were recognised and affirmed with 'high fives' etc.

The school has wonderful displays illustrating articles and linking them to a variety of themes. These really 'speak' to the children and were explained to me by an enthusiastic and well informed group from Team RRS, on my learning walk. Parents/carers and governors have been given information about the UNCRC and why the school is working towards the RRSA. A governor explained to me that there is a *'noticeable difference'* in behaviour and attitude since the school became rights respecting. A parent told me that she felt the pupils were now *'more aware of other's feelings'*

When asked in the focus groups about rights, one child said,

*'In Nigeria the girls got kidnapped because they had the right to education but it was taken away. You have rights no matter where you live and we respect them and can show them to other people'*



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When asked if their parents/carers know about rights, one replied,

*'Yes, they respect them, but they don't know every single one.. I know my Mum respects rights because she goes to the RRS meetings.'*

The children I spoke to were able to tell me which was their favourite article, and give cogent reasons for their choices. One said,

*RRS is my favourite thing because I like to know about different kinds of rights that I didn't know before\**

## Standard C: The school has a rights-respecting ethos

### Summary

**Standard C has been exceeded.**

Every class has a charter of rights and respect for the rights of others, which are used as a basis for building a positive learning environment. These show a progression in complexity and understanding relevant to the age of the children. All classroom behaviour displays include a poster displaying 'the rights we respect in school every day' to support teachers in referring to particular articles when referring to behaviour. Lunch time staff also display a poster displaying 'the rights we respect every day during lunchtime' and P.E coaches display a poster displaying 'the rights we respect every day during P.E'.

The school has now achieved a 'rule free' ethos which underpins the behaviour management at Applegarth. This works to help children understand the reasons behind unacceptable behaviour, in respecting the rights of other children. They can talk freely about their own rights and how to respect and protect the rights of others. In response to a question asking if there were any changes since introducing charters one pupil replied,

*'instead of teachers telling you 'Don't do this, don't do that' they say you're not respecting other's rights, '*

When asked about respecting others, a focus group child said,

*'It means you respect them, not by the colour of their skin, or where they come from'*

The school has been introducing rights through themes in fiction books. There is an attractive display on this, which links stories to articles of the Convention.

In each classroom there is a wish box and an 'time out' area where children may reflect on the effects of their behaviour on others. These are interesting places with several artefacts and pictures which encourage a wider perspective



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## Standard D:

### Children are empowered to become active citizens and learners

#### Summary

#### Standard D has been exceeded

The school now has Team RRS as its main student voice body. Team RRs have ensured that each class is aware of the decision making process, and wish boxes are available in every classroom. Minutes from Team RRS meetings indicate that they have organised and designed leaflets, displays and assemblies. I spoke to members of Team RRS, who were able to explain clearly their roles and to provide examples of decisions that they have made. I was impressed with how seriously they took their positions in the groups and with their understanding, confidence and awareness of the issues relating to rights. One child proudly explained to me how they had changed the size of the Key Stage 1 plates, so that there was equality of food provision at lunch.

There was unanimous agreement that the school is a very safe place, and the school has displays presenting the learning during Anti-bullying Week and E-Safety week.

The launch of the 'Talk to anybody policy' is documented on the assembly timetable.

Team RRS went on a walk around the school to identify any areas that they felt were unsafe/ needed improving, and photos and notes were taken down for school improvement.

The school has had visits from outside agencies promoting a safe environment such as Road Safety/JRSO/Bikeability and there are photographs to illustrate what was learnt.

Ideas were put forward for how a new 'solutions hut' will be designed for the playground, Team RRS have also discussed how it should be run, which is confirmed through minutes of their meeting.

There are timetables and a display indicating the KS 2 children that have been chosen as buddies/monitors to guide others in making the right choices around the school.

Staff memos, photographs and a display illustrate the learning during anti bullying week.

There was a discussion about bullying and the children chose a name for a new school anti bullying mascot.

A nurture room has been established and is used daily to support targeted children in making the right choices.

The school comes across as a very caring environment, and is committed to the global dimension. Team RRS regularly decide which cause they will support, and how. They have supported the UNICEF Day for Change, Comic Relief, Jeans for Genes, the Teenage Cancer Trust and the Pethes Charity, which have local to global significance.

#### The future

The assessor would like to encourage the school to continue work on becoming rights respecting and work towards the award at Level Two.



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The following recommendations are made to support the journey based on those that have proven valuable in other schools and settings in helping them to develop their practice at Level 2. The recommendations made by the assessor are listed below:

*Continue to embed opportunities for teaching and learning about rights and respect across the curriculum in each class, establishing continuity and progression in rights-based learning through the school.*

*Encourage children to see themselves as 'global citizens' who look for ways of supporting the rights of others locally and globally, building on existing fund-raising activities to include actions such as supporting fair trade practices, campaigning on rights issues, e.g. through writing letters, and acting in ways that promote sustainable living.*

*Attend training at UNICEF House for moving to Level 2*

*Share your good practice incorporating the CRC with other local schools.*