

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Kirklevington Primary School
Headteacher:	Joanne Lewis
RRSA coordinator:	Julie Patterson
Local authority:	Stockton
School context:	There are 131 pupils on roll at Kirklevington Primary plus a further 21 in nursery. 5% are eligible for Pupil Premium, 16% receive support through SEND provision. 0.8% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	13 from the RRSA Steering Group and 16 from across the school
Adults spoken with:	1 teachers, 2 support assistants, 1 parent, 1 governor (vicar)
Key RRSA accreditations:	Registered for RRSA: November 2015 Silver achieved: March 2017 Gold achieved: March 2019
Assessor:	Kathy Allan
Date:	21 June 2022

REACCREDITATION OUTCOME

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

Kirklevington Primary 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 an in-person 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:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.

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:

- Consider working with pupils to develop a school welcome pack for visitors and new staff. For example, they could design a leaflet explaining about important aspects of the school including RRSA.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example dignity and equity and how these are enacted in school practice.
- Consider if the term 'rules' is the best way to describe 'be ready, be respectful, be safe.' The schools ethos appears to be underpinned by values which are agreed by the school community rather than being enforced.
- Reflect on how children and staff use your school and classroom charters. Consider if you need both or for example you could develop classroom versions of the school one using 'be ready, be respectful, be safe.'

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>An explicit focus on children's rights and the CRC remains consistent at Kirklevington, underpinning all the school's work. The continued commitment by the whole school to place the CRC at the heart of policy and practice means that pupils and staff are knowledgeable and engaged in understanding how rights impact on their lives and the lives of others. The headteacher explained how rights respecting was supporting pupils <i>"...develop knowledge of the wider world; promoting good behaviour; increased attainment and language skills and a sense of what is right in the world for everyone."</i> RRSA is a key thread through the whole school curriculum intent document, each intent statement and a whole school progression map links topics to the CRC, strengthening rights-based learning and ensuring all staff are using rights language. A member of staff explained how <i>"It is important for children to know they have these rights as they create a sense of identity and community."</i> Each classroom door highlights the duty bearers to children and visitors and the RRSA Steering Group run regular assemblies to ensure understanding of the role across the school community. Children confidently articulate rights, having experienced them in practical ways such as writing for a purpose which is now about real-life issues that children have opinions on or developing balanced arguments about rights. They shared how rights are discussed when talking about books such as 'The Boy at the Back of the Class', when learning about Rosa Parks and Paddington's Postcards. Staff explained, <i>"...the vocabulary of rights is powerful and helps children to engage in deeper discussion and understand and relate to rights-based issues around the world."</i> Children were able to talk about rights being denied, saying, <i>"They should get them [rights] but if people speak over you might not be able to learn,"</i> with another adding, <i>"There is a right to be a refugee – families might leave their country because they aren't getting their right to be safe."</i> There has been continued engagement of staff and the wider school community through updates and reference to rights across home-school communication, newsletters, and exciting homework tasks. Governors are also kept informed and have met with Steering Group children to find out about RRS progress.</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</p>	<p>The school's ethos is based on being 'safe, ready and respectful' and forms the foundation for the whole school charter which is well known by children. Rights are <i>"...constant and in everything we do,"</i> said the RRSA Coordinator, and this was seen in the way children recognise how the duty bearers in school support access to rights such as privacy, in having locks on the toilets and explaining, <i>"We have freedom of speech, there are lots of child leaders."</i> Staff and pupils are caring and nurturing, strengthening mutual respect across all relationships. Children talk about staff at Kirklevington being fair, as <i>"Duty bearers talk to each pupil and hear both sides of a story."</i> The percentage of children who strongly agree they are treated with respect by adults in school has increased from 79% to 87% since the last Gold visit. The headteacher explained how they are <i>"...explicit</i></p>

<p>participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p><i>that all staff are duty bearers and will listen to children.</i>" A school governor shared her experience of respectful and courteous children in school, and outside, making the link to their understanding of rights and respect. The language of rights is modelled and experienced across the school, and this is supporting pupil confidence to know who they can talk to if there is a problem or worry, saying, <i>"Teachers always listen and respect us."</i> Children are confident in the school systems and knowledgeable about where to get support and advice about their safety, health and wellbeing if needed; NSPCC assemblies take place across the year and organisation such as Childline are signposted. Sports Leaders run games and activities on the yard, and children spoke of using emotions boards in class. Senior leaders, in developing the curriculum, are ensuring that there are opportunities to celebrate diversity and challenge stereotypes as, <i>"We want to ensure we reflect a picture of all of our children,"</i> so that they can see themselves and their own heritage reflected through their learning, to build their cultural capital. RRSA was described by staff as a way of <i>"bringing children together to develop compassion and a sense of belonging."</i> Actively engaged in their own learning, children are confident in making choices be it about the books they read, completing activity grids, or creating charters. Pupils in Upper KS2 have also planned and delivered their own lessons.</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>Pupil voice is valued highly, and the range of pupil voice groups provides opportunities for children to take on leadership roles, put forward ideas and for these to be acted upon. The School Parliament, RRSA Steering Group and Sports Leaders have developed their own school development plan showing how they plan to work with the rest of the school to make positive change. Children are proud to be part of the Steering Group and take the role seriously: <i>"I get to tell people about rights, it's fun to do assemblies,"</i> and <i>"We help make improvements to the school."</i> The school's RRSA Coordinator is active in supporting and working with other schools on their RRSA journey locally and nationally. The Steering Group have met with pupils from other schools and are also sharing their expertise and experiences.</p> <p>Children are actively engaged in raising awareness of children's rights in the community and supporting children globally to access their rights. As they explained, <i>"We learn about the Global Goals and how we can make a positive change,"</i> and <i>"We've done litter picking, recycling and now have lights which automatically turn off if no one is in the room."</i> The Global Goals feature in PSHE and children celebrate Fairtrade Fortnight; most recently, children chose to bring donations to support families in the Ukraine. KS2 pupils wrote letters to Matt Vickers when learning about climate change, raising their concerns about pollution, and sharing ideas about reducing their carbon footprint - all children received a reply. Locally, the whole school took part in 'Random Acts of Kindness Week' when they made cards spreading kindness, delivering them with a tea bag to homes across the village. School leaders also organised a sponsored Rudolph Run for Teesside Hospice. <i>"Their knowledge and understanding of rights is supporting our children to become global citizens with a sense of what is right in the world for everyone,"</i> said the headteacher.</p>