

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Nettlesworth Primary School
<b>Headteacher:</b>	Donna Lee
<b>RRSA coordinator:</b>	Donna Lee
<b>Local authority:</b>	Durham
<b>School context:</b>	Nettlesworth Primary has 118 pupils of which 31.4% are eligible for Free School Meals. 12.7% of all pupils are on the SEND register.
<b>Attendees at SLT meeting:</b>	Headteacher (Deputy Head, Early Years Lead, Science/Geography/E-Safety Lead accessed meeting at different times)
<b>Number of children and young people spoken with:</b>	8 children from the Rights Respecting Champions plus 8 children from across the school
<b>Adults spoken with:</b>	4 x teachers, 1 x HLTA, 3 x parents, 6 x governors, 1 x community family health wellbeing coordinator, 1 x volunteer and past pupil
<b>Key RRSA accreditations:</b>	Registered for RRSA: March 2009 Last Gold Reaccreditation: October 2018
<b>Assessor(s):</b>	Jilly Hillier & Kathy Allan
<b>Date:</b>	16th November 2021

### ACCREDITATION OUTCOME

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

**Nettlesworth Primary School has met 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 assessors 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 collection 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:

- An unwavering commitment to children's rights, and to RRSA, at all levels which is tied into the ethos and values of the school. This strategic approach has led to children's rights being embedded across all aspects of school life and beyond.
- The inclusive and nurturing ethos of the school where each child is valued as an individual and the values of dignity and respect are understood and lived by children, staff, and families.
- Confident and articulate children who know they have a right to a voice in school and the community. Children are actively engaged in their learning and decision making across school.
- Strong advocates for children's rights promoting a rights-based approach when children transition into school from nursery, when introducing families to the school and during transition to secondary.

### 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 strengthen children and adult's understanding of the CRC including key terminology and principles. Consider using the [ABCDE of Rights](#) resource.
- Further develop children's awareness and understanding of global citizenship. Continue to support children to be aware of current affairs so that they develop as critical thinkers and challenge discrimination. Utilise the UN Global Goals to develop understanding and support engagement in campaigning on global issues such as climate change and inequality.
- Continue to develop opportunities to utilise children's voices and leadership skills to influence school improvement. For example, consider how children can develop their pupil school improvement plans by engaging in reviews of teaching and learning.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Children at Nettlesworth have a comprehensive awareness of the CRC explaining that rights <i>"are for children all around the world, all the time."</i> <i>"Knowing about rights is empowering for children"</i> said one parent with a member of staff adding, <i>"It is having a huge impact on their education but also relationships including at home and in the community."</i> From the youngest in school, children are supported to understand how their rights impact on them and others. They recognise when rights might be denied, and why, for example <i>"where children are homeless or living on the street," "some children have had to flee their country to be safe" and "sometimes children don't have a choice and they get enslaved to get food and survive."</i> As a member of staff explained <i>"Children use their rights respecting knowledge all the time, they are ambitious in supporting others and understanding current affairs."</i> It was clear that parents are well informed and value the school's rights respecting ethos. The school has strong links with the local community such as the Messy Church which is also embracing the CRC in its activities.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>The headteacher explained, <i>"RRSA is massive to us and integral to the school's development and success"</i> adding <i>"our ethos is based around pupil voice, inclusion and respect."</i> Children understand that adults are duty bearers and have the responsibility for ensuring all children can access their rights and that this means some children may need additional support. <i>"If someone needs help in class, we help them"</i> explained one child, and <i>"teachers are there to help us when we need them."</i> Children talked about how they still have their right to an education even if they need to isolate and can still be included in lessons remotely. <i>"Rights impact every area of your work and teaching"</i> commented one staff member.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Mutually respectful relationships shine through and are visible to staff and children. A member of staff explained how dignity and respect shape her work saying, <i>"They know they can come to me to discuss behaviour and won't be told off. We have a discussion and move forward."</i> Another explained <i>"Children here can reflect on their actions and how they impact others using their rights,"</i> while a parent described how <i>"Children are aware of everyone's rights which impacts on their interactions and the way they relate to others."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>A pupil explained how rights are helping her to feel safe and empowering her to support others saying, <i>"Knowing rights are important here makes me feel comforted, like I am at home"</i> and <i>"if people need help, I can link it to an article and I can tell someone about it."</i> Children explained, <i>"The adults in school make us feel very safe,"</i> and <i>"they watch over us at playtime and when we go home, they help us across the road."</i> Children spoken to were also confident in discussing internet safety: <i>"On the laptops and iPad we all have the safety settings to make sure we don't see things we shouldn't."</i></p>
<p>5. Children's social and emotional</p>	<p>Children spoke positively about their mental health and wellbeing and access to support, explaining that there are mental health leaders and opportunities to access Lego therapy. <i>"Some children have autism and if they are</i></p>

<p>wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p><i>overwhelmed then they might need support</i>" explained a pupil. The school has worked hard to ensure all pupils are supported becoming a hub for families, providing food, support, and guidance. <i>"No one is excluded. It's about the dialogue with the children and using the CRC to explore and support individuals,"</i> explained a member of staff. It was clear that knowing their rights is giving children a voice and increasing self-esteem.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>The successful rights-based model of inclusion means that Nettlesworth has an increasing number of children with an EHCP or challenging behaviours. <i>"We pride ourselves on inclusion and acceptance"</i> explained the headteacher. She went on to describe how the school's rights respecting ethos underpins inclusion supporting <i>"quieter, more able children to have a voice and engage"</i> and <i>"rights help those who have behavioural issues to regulate their actions and we see the impact on behaviour and welfare."</i> All children are treated as individuals allowing them to engage in school life. Children's understanding of and ability to talk about inclusion was powerful. <i>"If I find something hard then I won't just sit out, I will find another way to contribute and participate"</i> explained a child with a disability. The Behaviour Policy states, 'We do not have a one size fits all approach' which highlights the school's inclusive ethos.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Staff describe how understanding the right to education has helped children value their learning saying, <i>"Children are always ready to learn," "children understand this is their school."</i> In reception children initiate topics by discussing what they want to learn and voting for the next topic. A KS2 pupil explained, <i>"We can see our targets in the front of our books and next steps are written in green."</i> Charters are helping create rights respecting classrooms. <i>"We are a partnership, there aren't rules."</i> explained a member of staff.</p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children understand their right to a voice saying, <i>"We can choose to be part of clubs or sports leaders, it's our choice."</i> The rights respecting steering group explained, <i>"We drive rights respecting and make sure everyone knows the articles,"</i> and <i>"I am proud we help everyone to have their own opinion."</i> Children can voice their priorities in a Pupil School Improvement Plan. <i>"Leadership is now natural to our children. It's embedded from reception."</i> explained a staff member. Children have created a guide for visitors which explains the rights respecting ethos and language that will be experienced during their visit. When an external sports tutor didn't use the language of respect children were used to, they spoke to the headteacher and shared their concerns which resulted in the tutor changing their approach.</p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children are active fundraisers and campaigners, leading on issues such as Fairtrade. In discussing a recent sleepover event children explained that it is important to raise awareness of homelessness, <i>"We raised money for Crisis. It will help their rights by buying food and providing shelter for the homeless."</i> A member of staff stated, <i>"Children are knowledgeable about the environment and know they can pick up rubbish and reduce emissions."</i> A child explained, <i>"Cars and things that run on gas pollute the air, so we are trying to make more electric cars"</i> and <i>"we need to recycle as plastic in the seas is damaging animals like turtles."</i> Staff confirmed that <i>"children take an issue on board and are accountable, they want to make a difference."</i> For example, a road safety campaign led to increased road marking and children are now writing to the LA to request a new lollipop person to support their safety.</p>