

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Nettlesworth Primary School
Headteacher:	Donna Lee
RRSA coordinator:	Donna Lee
Local authority:	Durham
School context:	There are 104 pupils on roll at Nettlesworth Primary. Of these 30% are eligible for free school meals, 20% are on the SEND register and
Attendees at SLT meeting:	Headteacher/RRSA coordinator and deputy headteacher
Number of children and young people spoken with:	12 from the Rights Respecting Council and 7 from across the school plus class visits and discussion around charters
Adults spoken with:	4 x teachers, a parent and governor
Key RRSA accreditations:	Registered for RRSA: March 2009 Silver achieved: March 2010 Gold achieved: July 2011 Last Gold achieved: November 2021
Assessor:	Kathy Allan
Date:	8 th October 2024

REACCREDITATION OUTCOME

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

Nettlesworth Primary continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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:

- A sustained commitment to children's rights and to RRSA from leaders and staff at all levels tied into the vision and values of the school, supported by quality training for staff.
- Rights learning that is embedded across all faculty areas, ensuring all pupils receive a rich curriculum linked to Articles of the CRC.
- A caring and inclusive ethos where staff ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life. The dignity of the child is integral to strong positive relationships.
- Every child being involved in a group which provides opportunities for all to put forward suggestions and for these to be acted upon.
- Strong community partnerships that enhance rights knowledge in the school's wider community.

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 how RRSA leadership can be distributed across interested staff as part of professional development, supporting their leadership and management skills. Utilise staff experience and creativity to sustain good practice around promoting and engaging with children's rights.
- Continue to strengthen pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders and concepts such as the [ABCDE of Rights](#).
- Continue to develop strategies to empower pupils 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](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority and other schools.

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’s rights continue to be at the forefront of Nettlesworths ethos and values. The school environment is focussed on promoting children’s views and linking rights to learning, display and real life experiences. The deputy head shared how, <i>“Nettlesworth breathes the essence of children’s rights. Children feel valued and so do parents.”</i> Children shared their understanding of the CRC explaining, <i>“You have to be rights respecting outside school too. We have our rights all the time,”</i> <i>“They should be everyone’s”</i> and <i>“Every right applies to everybody.”</i> They understand that not all children will be able to access their rights and that it is the role of duty bearers to support them to do so. During an assembly about Buddhism a Yr4 pupil shared why Buddha wasn’t a refugee, explaining, <i>“Refugees have no choice and have to leave their home as they aren’t safe.”</i> In the focus group pupils talked about the conflict in the Ukraine referencing children’s right to be protected from war. In school they shared examples of their right to reliable media saying, <i>“We are learning not everything you read or hear is true.”</i> Other examples of rights being denied included children whose families cannot afford food or clean water or when abuse occurs in a home.</p> <p>The headteacher explained that <i>“Everything we do stems from our rights respecting ethos.”</i> This was supported when talking to a parent, <i>“The schools rights respecting ethos is one of the first things talked about in school.”</i> With them going on to share, <i>“Children here are very supportive you can see them helping each other and respecting everyone for who they are.”</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 learners and promotes wellbeing</p>	<p><i>“Knowing their rights is empowering them.”</i> Staff reported on the strength of having a consistency of language and ethos, explaining that children talk with pride about going to a Rights Respecting school. <i>“Children are given maximum opportunities to shine whatever their level. We are inclusive of everyone. Children offer each other support and encouragement. We see that rights empower not only pupils but families too.”</i> One example shared was that in PE even those children who may not be able to participate or engage physically are included in the lesson taking on a range of different roles. Active participation for all pupils has been underpinned across all learning opportunities with a focus on the right to education and Global Goal 4: quality education, leading to deeper pupil understanding. Rights based charters are integral to classrooms. Produced collaboratively, pupils and staff set expectations for behaviour and respect for rights which are actions demonstrated and reviewed across the school year. Nettlesworth prides itself on its inclusive approach which staff talk about from the perspective of the CRC. A staff member shared the impact on SEN pupils specifically, <i>“We have 14 children in school with EHCP. Understanding rights is empowering them to engage in their learning, to share their views and to be the best they can be (Article 29). They feel part of our school and that they can achieve.”</i></p> <p>Nettlesworth pledge to support the mental health and wellbeing of staff and pupils. Yr5 pupils have accessed mental health peer mentor training from Investors in Children and this is now rolled out annually. Mentors are available</p>

	<p>to pupils across the week whenever needed and ongoing training and support is offered through an after school club. Children know how to respect each other. An example was shared related to play, <i>"They know not to play with imaginary guns as it might make others feel scared, it's about everyone's right to be safe."</i></p> <p>Children are advocates for their right to education and to develop their talents. There are a range of leadership roles available linked to the curriculum which children take pride in discussing. For example, Art Ambassadors helped organise and run a recent coffee morning and support younger children in their art lessons. An artist of the half term is celebrated, and work shared across the school. Science Ambassadors lead on planning and delivering Science Week with session for each class. Staff shared how all children inform planning through completing self and peer evaluation sheets each half. There are also sensory areas in every classroom, <i>"You can use it if you need it,"</i> shared a pupil. <i>"We also can ask friends or teachers or get the useful resource files if we need extra help."</i></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>All children at Nettlesworth play an active role in school life and decision making. Pupils are split into 4 groups and these teams work together and build relationships. Each team produces its own school improvement plan which is shared prominently on a notice board with time given to progress chosen actions. Recently pupils wanted to learn more about coding so this was investigated and a club developed. <i>"Children know their entitlements and that they have a voice"</i> shared a member of staff. Another explained how the team structure means that all children from the very youngest participate and can see how children's voices matter at Nettlesworth. As the headteacher explained <i>"Every child in school has a responsibility, they may be part of the Rights Council, or a science ambassador or a mental health peer mentor."</i></p> <p>Nettlesworth have sustained their work with the wider community, and the local Messy Church sessions continue to be linked to articles of the CRC while the local youth project also promote the articles into the community. A parent shared how pupils have led change in the community. <i>"A class wrote to the MP and got a new dog poo bin another class have been involved in choosing new equipment in two local parks after raising their concerns about their rights to play and safety."</i></p> <p>Children are engaged in learning about, and taking action for, the wider world. They explained how their Fairtrade Tuck Shop <i>"...makes sure the farmers are treated fairly,"</i> and discussed reducing food waste in school. Pupils have developed an action plan with Waste Warriors team working on combating food waste and learning about the link to the school's carbon footprint. <i>"Rights contextualise conversations, particularly about the wider world. They are strengthening learning,"</i> explained a member of staff.</p>