

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Shoreditch Park Primary School
Headteacher:	Penny Smith
RRSA coordinator:	Muna Mohamed
Local authority:	London Borough of Hackney
School context:	Shoreditch Park Primary School has 431 pupils on roll. 51% of pupils are eligible for Pupil Premium funding, 10% are identified as requiring additional support with their learning and 37% speak English as an additional language.
Attendees at SLT meeting:	Senior deputy headteacher, head of inclusion and RRSA coordinator
Number of children spoken with:	12 children from Y1 to Y5
Adults spoken with:	2 teachers, email from governor
Key RRSA accreditations:	Registered for RRSA: March 2015 Silver achieved: July 2016 Gold achieved: July 2018
Assessor(s):	Frances Bestley and Isobel Mitchell
Date:	13 July 2022

REACCREDITATION OUTCOME

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

Shoreditch Park 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 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 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:

- Articulate children who demonstrated good knowledge and understanding of rights and were confident in the concept of rights.
- 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 school with inclusion at its heart which is understood and articulated by children and adults alike.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions, was notably strong.

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:

- Work with the RRSA steering group to continue to widen the range of articles that the whole school community are familiar with, appropriate to children's age and ability.
- Continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions. Consider for example, training children as peer mediators / mental health ambassadors and involving children in the Cultural Bias group.
- 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, the [OutRight campaign](#) and the UNICEF UK [Youth Advocacy Toolkit](#).
- Ensure that the excellent work to put rights at the heart of school policies, curriculum and practice continues when the head teacher and new RRSA Co-ordinator are in post.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Children had a good knowledge of rights and could discuss what these rights meant to their lives in school. The focus group presentation showed a strong focus on rights principles going beyond the ABCDE of Rights resource. <i>"Every child should have them, and all the rights are equal and all as important as each other and that's how everyone should be"</i> stated a child. Children described how they <i>"learn about rights and why they are important and what happens in other countries,"</i> in assemblies, through Aspire lessons (Aspire is the school's bespoke curriculum linking PSHE, SMSC, RSE, safeguarding, key texts and rights) and in their topic work such as learning about refugees. The coordinator explained how they have used scenarios about where children's rights are not being met to develop an understanding of how local and global issues are linked to rights. It was evident from discussion with the senior leadership team that there remains a strong commitment to the CRC. <i>"We have kept rights at the forefront of everything we do."</i> stated the senior deputy headteacher. Ongoing staff meetings and training means that staff remain confident in teaching and discussing rights. <i>"There's been a lot of focus on the four general principles [of the Convention]. We're making sure staff are upholding their roles as duty bearers and are confident in teaching about rights and promoting them."</i> added the coordinator. Evidence provided showed a thorough exploration about rights in staff training. Relevant articles are identified in curriculum planning and others are added following discussion in lessons. Aspire lessons have an explicit half-term focus on rights. Staff identified that <i>"Children are increasingly confident talking about rights."</i> The senior deputy explained that since the previous Gold accreditation there had been a focus on <i>"Ensuring our most vulnerable children can access rights."</i> The inclusion lead identified an increased ability of children within the Autism Resource Provision on site to understand rights and what they are entitled to. An email from a governor provided evidence that 'The impact of the programme is clear; both on pupil's own sense of their own rights and wellbeing; as well as their behaviours and their respect for the rights of others.'
STRAND B	Highlights and comments
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	Classes create class charters each year, and a child explained these <i>"show how we pledge to uphold children's rights, there are actions for adults and children. Our charter has articles 2, 27, 28."</i> Children are consulted when policies are reviewed and are developing their own child friendly versions. Children feel safe at school, they enjoy and have influence over their learning and are confident to talk to adults saying, <i>"There's a lot of staff that support and take care of you ... and make sure that all the children have a good time."</i> Children and adults frequently refer to duty bearers. Mental health is a school priority. The inclusion lead described staff training, recognising that, as a school, mental health is <i>"paramount to learning and safeguarding."</i> Place2Be counsellors are based in school and children can self-refer to Place to Talk. Work with parents has developed their understanding of how to support their children's mental health and

includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing	has reduced CAMHS referrals. Children have been taught explicitly about mental health – using the Zones of Regulation framework for check ins and learning different strategies to develop resilience. Children can share information that is worrying them in ‘Tell Me’ folders. The inclusion lead identified that there is <i>“A commitment from everyone ... Children are much more confident about talking about their mental wellbeing.”</i> A teacher described the calming corners in EYFS and KS1 – <i>“A dedicated space to calm down and use visuals to discuss their emotions.”</i> Children created placards and leaflets speaking out about mental health as part of the UNICEF UK OutRight campaign. Shoreditch Park holds the Inclusion Quality Mark flagship status. Building on this, they have established a Cultural Bias steering group. <i>“It’s important to ensure children feel seen, and that their learning reflects them and their experiences”</i> explained the deputy. CPD has been delivered by the Local Authority to enable the staff to understand cultural bias. The geography and history curriculum are being diversified using local history. Staff and children have identified the aims of being an anti-racist school to be closely linked to rights, particularly articles 2 and 30. Aspire lessons focus explicitly on culture, identity and discrimination, using child friendly texts that are age appropriate. Staff explained that children understand and celebrate difference.
STRAND C	Highlights and comments
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.	All children agreed that they were asked about their views and felt they are listened to. <i>“Staff respect all of the children’s opinions”</i> said a child when asked what the best thing about their school is. There are opportunities to be members of a range of pupil voice groups including School Council, RRSA Steering Group, Green Team and Aspire Ambassadors; each group is linked to appropriate rights and have identified areas to work on. Suggestion boxes are in classrooms and ideas get passed on to the pupil voice members. The RRSA Steering Group is linked to articles 2, 14 and 42 and a child explained <i>“The RR Steering Group meets regularly to raise awareness of children’s rights”</i> The School Council is working with the business manager to improve the playground, including managing a budget. <i>“The change to the playground has achieved a lot, it’s better and there are more options to play with.”</i> explained a child. The deputy headteacher explained <i>“Children really know that they are a representative of their class.”</i> The pupils are also working with Hackney Council to design information plaques to go into Shoreditch Park. Children have met the local MP virtually and wrote to her to learn more about her experience. Another child stated <i>“My job is to make sure the school is eco-friendly. In our school, sustainability is very important.”</i> Children explained, <i>“We encourage children to bring reusable bottles for water and not litter because pollution can kill you; we want people to use less cars - it’s linked to the rights to life and clean air.”</i> Fundraising is linked to rights and children are celebrated as global citizens recognising that all children around the world have rights.