

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	The Leamington Federation
Executive Headteacher:	Juliette Westwood
RRSA coordinator:	Josie Lloyd, Jill Manley
Local authority:	Warwickshire
School context:	Sydenham PS: 406 pupils on role, 24% of pupils eligible for FSM/PP, 49.5% EAL learners and 1.5% of pupils with an EHCP. Lighthorne Heath PS: 80 pupils on role, 57% of pupils eligible for FSM/PP, 8.3% EAL learners, and 11.7% pupils with an EHCP.
Attendees at SLT meeting:	Executive Headteacher and both RRSA coordinators
Number of children and young people spoken with:	17 pupils in two focus groups 26 children in a class setting
Adults spoken with:	4 teachers, 1 parent governor, 1 EAL link governor
Key RRSA accreditations:	Registered for RRSA: 2 nd February 2018 Silver achieved: 11 th September 2018 Gold achieved: 27 th June 2019
Assessor(s):	Stuart Whiffin and Hilary Alcock
Date:	5 th July 2022

REACCREDITATION OUTCOME

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

The Leamington Federation 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:

- Children's commitment to claiming their rights for themselves and to affect change to enable others to enjoy them locally, nationally and globally.
- A clear strategic approach to further embedding children's rights in school life, guided by recommendations from the Gold report, so that the CRC underpins every dimension of the school's work.
- Active and engaged governors who fully support embedding a rights-based approach across the whole school community and beyond.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- A caring and inclusive ethos, where diversity is celebrated resulting in all children feeling supported and fully involved in school life.
- Children are increasingly engaged in raising awareness of children's rights in the community and supporting children globally to access their rights.

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 writing links to explicit rights into long and medium term curriculum planning to support new teaching staff and ensure the sustainability for your whole school rights based approach
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change. Consider pupils sharing this on the school's website.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).

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>All children spoken with identified a wide range of rights from the CRC and understood the principles which underpin them. They were clear that, “You get your rights when you are born...you don’t have to do anything to get them.”, “They are for all children in the world. None of them are more important than others and no one can take them away from you.” and “Governments around the world made the rights and when you are 18 you get your Human Rights.” Pupils explore world events using children’s news media and explained how some children are denied their rights because, “They have had to leave their houses because of war. They don’t have a safe shelter and can’t go to school and their voices are not heard. They become refugees and they have rights to protect them.” The RRSA Ambassadors described how they, “Teach other children about their rights...we went into the Reception class and told them about their rights to be safe and to play.” They also said, “We made posters to put in the school newsletter so that adults and parents know about our rights.”</p> <p>The Executive Headteacher commented, “A child rights-based approach is now embedded within our practice. It’s reflected in our policies and curriculum. It underpins what we do and how we do it and it has a positive impact across school and the community.” Teachers described how they have, “Woven rights into long term planning as well as teaching some rights discretely and sensitively in an age-appropriate way.” They described how, “Children now find the links to articles for themselves as they build on their knowledge of rights.” One commented that “Learning about rights provides a vehicle for our children to be more globally aware and to know that they can have an impact locally and in the wider world.” The RRSA coordinator leads regular CPD, and new teaching staff are supported by colleagues as well as using online RRSA training resources. The link governor for RRSA described how on a learning walk with the RRSA Ambassadors, “I could see lots of evidence of how children’s rights is linked to pupils’ topic work and learning about different cultures and special days like World Book Day.” Parents are kept well informed about the school’s RRSA journey through induction sessions for new children joining the school, newsletters, the school’s website, and global focus days. One commented, “We have more discussions at home now about children’s rights for example, talking about access to clean water and how we can help to improve this.”</p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children and young people are rooted in, reviewed and resolved through rights. Children and adults collaborate to develop and maintain a school community based on equality,</p>	<p>Children had a good understanding of who duty bearers are within and outside of the school commenting, “They have to make sure that you get your rights.” They said they would speak up if they felt they were not getting their rights. Children consider that the school treats everyone fairly and according to individual need commenting, “For things to be fair it doesn’t mean that everyone takes part in everything, but they get what they need to help them, like someone with diabetes.” Pupils are treated with dignity explaining, “If there is a disagreement then teachers talk to both people in private and discuss our right to be respected and to be safe.” They</p>

<p>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>commented on how their class charters, “Help us to respect each other’s rights.”</p> <p>All children spoken with said that they feel safe in school. They described how, “The fire department and the police came into school to talk to us, and we had a theatre company to tell us about road safety.” Children said that they would tell a trusted adult if they had any concerns or felt unsafe. The ‘Taking Care’ and ‘Protective Behaviours’ projects are two of many initiatives the school uses to support personal safety and self-empowerment skills. One pupil said, “If you want to talk in private with a teacher you can put a message in the worry monster.”</p> <p>Children described having healthy lunches plus, “PE lessons and lots of racing around on the playground,” to keep them physically healthy. Children described, “Books in the library have more than one language in so it helps all children to learn.” A teacher commented, “I think children are more comfortable to share their own religion and views because they know they have right to do this and that they will be accepted.” A parent noted in digital evidence; ‘My son has told me it’s important to learn about all religions because we have the right to follow the religion of our choice or none at all and all religions are equally important.’ The link governor for EAL said, “Children’s rights provide a framework linked to different languages and cultures...our curriculum and a rights-based ethos benefits all children.”</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<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>Children vote for Ambassadors saying, “If you have ideas for how to change things you can tell them, and they will try to make your dreams come true. One pupil said, “My idea was to have a nativity play and perform it for KS2 pupils and that came true.” Ambassadors do learning walks to, “Look at what is going well and what could be better.” Children instigated changing the previous house point reward system to make it fairer for all. Staff commented, “Children are now really empowered. They know that that they will be listened to. They see their ideas come to fruition.”</p> <p>The school takes part in a wide range of charitable and fundraising activities linked to children’s rights both in the UK and abroad. One teacher described how he developed maths investigation activities to enable the class to make decisions on how money raised would be spent. This was led by the RRSA Ambassadors. “The children are taking ownership for upholding the rights of others.” Other staff noted how, “We can see how as the children get older, they are becoming more passionate about injustice and global issues. One pupil said, “We are helping people get their rights in lots of countries around the world.” As part of the school’s commitment to sustainable development children have contacted local decision makers in relation to campaigns about clean air, road safety and upgrading their allotment to increase opportunities for growing and cooking.</p>