

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Elmgrove Primary School and Nursery
Headteacher:	Sarah Neary
RRSA coordinators:	Marta Bialy and Reshma Patel
Local authority:	London Borough of Harrow
School context:	Elmgrove Primary School and Nursery has 749 pupils on roll from the ages of 3-11. 22% of pupils are eligible for Pupil Premium, 23.5% of pupils have SEND needs and 74% of children speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and 2 RRSA Leads
Number of children and young people spoken with:	43 children from Reception to Year 6 including Rights Rangers and School Council representatives
Adults spoken with:	4 Teachers, 1 parent and the school's Learning Mentor
Key RRSA accreditations:	Registered for RRSA: 20 th February 2017 Bronze achieved: 7 th November 2017 Silver achieved: 22 nd November 2018
Assessor:	Katelyn Farrenson
Date:	3 rd July 2023

ACCREDITATION OUTCOME

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

Elmgrove Primary School and Nursery 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 accreditation 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 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concepts of rights.
- A strategic approach of senior leaders and the RRSA Lead to embed a rights-based approach, putting it at the core of the school's ethos.
- Continued commitment by the whole school to place the CRC at the heart of policy and practice.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all children to put their suggestions forward and for these to be acted upon.

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 work on enabling the pupils and adults to use rights vocabulary such as dignity, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- Continue to create opportunities for children to be at the heart of decision-making, influencing and shaping their learning and life of the school, recognising the role of children in helping adults understand problems and develop achievable solutions.
- Further develop children's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination. Support them to be informed about the world and current affairs so that they are critical thinkers and lead campaigns from a rights perspective.
- Seek to make links more explicit between the school's charity work and the realisation of children's rights.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere	<p>All children interviewed from reception to Y6, spoke very confidently and articulately about a wide range of rights and the ABCDE of rights, explaining how, <i>"All children have rights from birth; they cannot be taken away and they are all equally important."</i> The community of Elmgrove Primary School and Nursery learn about rights through assemblies, Article of the Week, classroom and playground charters, lessons, policies, displays, the school website, parent/child home learning activities, newsletters, and class Dojos. One pupil explained how, <i>"The lessons teach us about our rights."</i> Another talked about how <i>"...the UNCRC is displayed in the classrooms and everywhere. We learn about rights."</i> A Rights Respecting Ranger defined their role as <i>"teaching people about rights and the ABCDE of rights."</i></p> <p>Pupils were aware of different issues that may impact on children not being able to access all their rights, describing how, in Geography, for example, they had been learning about <i>"the right to a clean earth"</i> and <i>"...some children who don't have shelter or food and don't get their rights."</i></p> <p>The headteacher discussed how, <i>"After the lockdowns, the children were driven about rights and were really committed and wanted to spread the message. They could see the difference it could make."</i> Connections made with families during COVID have continued with Friday parents' meetings in the nursery, which now provide the opportunity for families to engage with the rights learning in the school.</p>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	<p>One pupil, talking about the way in which Elmgrove supports them to access their rights, said, <i>"They let us enjoy all our rights."</i> Another asserted, <i>"If the school didn't respect our rights and we don't know our rights, we might get bullied."</i> They went on to say proudly that there is <i>"...no discrimination"</i> at Elmgrove because <i>"...it's safe and everyone cares about you and respects your rights."</i> Class charters, playground charters and school golden values were referred to by children and staff as ways in which rights are referenced and lived at Elmgrove. Children understand the concept of equity, with pupils saying, <i>"Teachers really help children."</i> <i>"They give some extra support for learning in little groups."</i> <i>"Not everyone needs this."</i> <i>"It helps for it to be challenging."</i></p>
3. Relationships are positive and founded on dignity and a mutual respect for rights	<p>Relationships between staff and pupils at Elmgrove are strong, with one pupil explaining how, <i>"Teachers listen to what we have to say. If there is an argument, the teachers ask both sides what happened and help us."</i></p> <p>Restorative conversations are based around rights with the headteacher describing how, <i>"The children are used to the level of conversation about which right might have been broken and how they can reflect on that."</i> One pupil explained how if somebody was discriminatory, <i>"...somebody would tell them why they shouldn't do that."</i> Another pupil then quoted the pupil-devised words from their school mural: <i>"Take a stand, lend a hand."</i></p>
4. Children and young people are safe and protected and	<p>All children spoken with agreed that they are safe in school and listed many ways in which the school keeps them safe, explaining, <i>"When you feel insecure, you can always tell a teacher. They will tell us how to look after ourselves and help us."</i> Pupils also explained that they could make use of the worry boxes, class</p>

know what to do if they need support.	Dojos and "Ask it Baskets" to contact staff if they would rather not vocalise their concerns. They also mentioned several staff, including the school counsellor, to whom they could go to for help and additional support.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	As an accredited Healthy School and Fit4Life Harrow school, Elmgrove is committed to the wellbeing of its pupils. As well as supporting children in school with their physical and mental wellbeing with a variety of clubs, small group working, time with Cerys, the therapy dog, and healthy eating initiatives, Elmgrove are also engaging with families to offer strategies to use at home. One teacher described how <i>"...the rights empower the children to express how they are feeling."</i>
6. Children and young people are included and are valued as individuals.	Pupils described a <i>"...diverse school..."</i> [where] <i>"...people can come and feel welcomed."</i> One child said, <i>"We can be who we want to be."</i> Another said, <i>"Teachers trust us and know who we are."</i> One member of staff described how, even in less structured school time such as at lunch, <i>"Every child feels like their rights are being met."</i> Staff and pupils also gave examples of how the school has provided quiet spaces and opportunities for support and self-expression, culminating in an Article 31 art and rights display to which families and members of the local community were invited.
7. Children and young people value education and are involved in making decisions about their education.	Children spoken with agreed that teachers talked to them about their learning, with one pupil explaining how, <i>"The teacher always gives us a few ways of doing work."</i> The reception class teacher described how, from an early age, children are given choices every day about what activities they want to undertake. A KS2 pupil said of their learning, <i>"All ideas are listened to."</i> The school's recent curriculum focus, and campaigning work on the environment and active travel was pupil driven.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupils spoken with explained how, <i>"It's important that children have rights in their school because it's always important to have a say in what you're doing."</i> <i>"Our opinion and our choice matters."</i> <i>"We are valued whatever we say."</i> <i>"All our ideas are listened to."</i> Pupils in the Rights Rangers Group, Prefects and School Council lead school improvement but it was clear that all children spoken with felt empowered to effect change at Elmgrove.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Members of the School Council described how they had been successful in campaigns to <i>"get more footballs," "Walk to School," "put plants for more oxygen," "make murals [where] people at Elmgrove drew pictures and they combined children's drawings," "pick litter"</i> and fundraise for <i>"people who need help,"</i> including UNICEF and the Make a Wish Foundation. One pupil explained that they <i>"...donate money to people who need help if their parents have abandoned them, so they can have their right to a home."</i> The headteacher spoke about how the school had used OutRight as a springboard for campaigns that pupils were interested in. This culminated in a pupil planned and led assembly, described by a pupil as being about <i>"how to be smart with energy;"</i> a project to reduce the amount of single use plastic in the school; and pupil letters being sent to parents, governors, local MPs, and the local newspaper to raise awareness of plastic pollution.