

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Kingsway Junior School
Headteacher:	Jo Beale
RRSA coordinator:	Sally Robinson
Local authority:	Watford
School context:	A two-form entry Junior School with 235 pupils. 27% are eligible for FSM or Pupil Premium, 28.5% speak English as an Additional Language and 4.2% have an EHCP.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	24 from Y3 to Y6 in focus groups
Adults spoken with:	1 teacher, 1 parent, 1 governor
Key RRSA accreditations:	Registered for RRSA: 20 th September 2020 Bronze achieved: 18 th November 2020 Silver achieved: 26 th May 2022
Assessor:	Isobel Mitchell
Date:	18 th June 2024

ACCREDITATION OUTCOME

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

Kingsway Junior School has met 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 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:

- Confident and articulate children who excellent knowledge of rights. They discussed a range of rights, were clear on the key concepts and were passionate about ensuring everyone in the world can access their rights.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children.
- An ethos that places positive relationships based on mutual respect, equity and dignity at the heart of school life.
- A caring and inclusive ethos where staff and students ensure that everyone particularly those with learning differences or a disability feel supported and fully involved in school life.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.

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:

- Support children and staff to explicitly refer to rights when managing relationships in the playground and around school through creating [rights-based charters](#) and building rights into the restorative reflection and work of the 'conflict crushers.'
- Develop the role children and young people have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.
- Continue to develop pupil voice by involving children in strategic decision making such as school development planning and policy review.
- Continue to develop opportunities for children to campaign and advocate on behalf of other children locally and globally. Consider attending the [Strengthening Global Citizenship](#) course engaging with [OutRight](#) and using [Youth Advocacy Toolkit](#).
- Continue to act as Ambassadors for children's rights and RRSA with the Infant school and other local schools.

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 (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Children spoken with during the visit displayed an excellent knowledge of rights, they were very clear that rights are universal, inalienable, indivisible, inherent and unconditional. One Y3 child said, <i>"Rights are for every person in the entire world."</i> The children were able to apply their knowledge to their lives and global issues. For example, they explained that the right to non-discrimination meant, <i>"...not treating people differently or worse because of something they can't control such as their race or religion."</i> They understood how this applied to the work they have completed in school to diversify the books in the book corner. They talked about the right to be protected from harm, both in the context of how they are kept safe at school and how children working on cocoa plantations in Ghana are not being protected from harmful work. Pupils are learning about rights through assemblies (many of which are led by children) and through displays and links across the curriculum. Teaching staff took part in training where they considered how rights linked with curriculum plans. This led to explicit links to rights made in different topics. For example, Y3 discussed how unequal Roman societies were and how children were not protected from slavery – this is further developed in Y6 where children learn about the slave trade in more recent times. Since the silver accreditation, there has been a focus on learning about dignity and equity. Classes created equity posters following an assembly and staff and governors have been engaged in creating a 'dignity statement' which is currently being incorporated into policies. The headteacher said, <i>"I find myself referring to rights in conversations with staff, parents and pupils."</i> One parent spoken with during the visit talked about how his daughter has become very passionate about justice and children's rights, he said, <i>"...she knows there is something there she can grab onto – something that is there for all children."</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children's comments during the visit make it clear that children enjoy their rights at this school. One child said, <i>"We all work as a team to respect rights,"</i> and another added, <i>"Everyone in the school feels like they belong, and the teachers are kind."</i> The recently revised school mission statement emphasises inclusion and dignity and states, 'we are committed to children's rights, global citizenship and sustainable development.' This rights focus is driving change in the school particularly with regard to broadening representation in the curriculum, greater support for children with SEND and more powerful pupil voice.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>The children spoken with during the visit confirmed that the staff treat them with dignity and fairness, they explained that if incidents of poor behaviour occur, the staff would <i>"...talk through it and see what went wrong."</i> The staff take a therapeutic and restorative approach to behaviour management, supported by pupils trained in peer mediation (known as the Conflict Crushers.) The governor spoken with during the visit confirmed that recorded incidents of poor behaviour are reducing and said, <i>"Behaviour has really improved."</i></p>
<p>4. Children and young people are safe and protected and know what to do</p>	<p>Children have benefited from 'Bigfoot Theatre' workshops on online safety and anti-bullying and the right to be safe forms a significant part of their learning in PSHE through the Jigsaw curriculum. The children spoken with during the visit talked about the ways they are kept safe at school, mentioning, for example, First Aid, security gates and fire drills. One child said, <i>"At playtime, we have lots of</i></p>

if they need support.	<i>adult Duty Bearers to help us.</i> " Bullying is rare and one class recently led an assembly clarifying what constitutes bullying and re-iterating the importance of telling an adult if you feel unsafe.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children gave examples of how the school supports their social and emotional wellbeing, mentioning the 'blue room' where children can go if they need emotional support and how they learn techniques about keeping a positive mind through 'Feeling Good Week' and through PSHE lessons. There are a variety of clubs and events children can access which support physical and mental health such as skateboarding, dance festival, bikeability and cross country running. Children have recently benefitted from healthy eating and mental health workshops.
6. Children and young people are included and are valued as individuals.	There is a strong focus on inclusion and diversity in the curriculum, books available are now more diverse and topic work now includes discussion of, for example, the Windrush Generation and the roots of the Notting Hill Carnival. Staff spoken with during the visit felt that the changes have led to "... <i>children of colour feeling more engaged and excited.</i> " 'Equity' and 'Dignity' are explicitly applied to documents outlining reasonable adjustments made for children with SEND. Children's comments make it clear that the school is an inclusive environment, " <i>We respect everyone no matter their race, religion or culture.</i> "
7. Children and young people value education and are involved in making decisions about their education.	Children are involved in making decisions about their education, one particularly strong example is the diversity book audit. Children in all year groups audited the books in their book corners. They explained during the visit that they found that "... <i>a lot of the books were just from one race and religion.</i> " The audit included consideration of diversity in relation to disabilities, gender and different types of families. The Rights Respecting Ambassadors analysed the data and ordered books to address the problem.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice is making an impact both within school and in the local and global community. The school councillors run class meetings with an open agenda which any pupil can contribute to. The school council then sort the issues into class level or school level and discuss the latter at School Council meetings. The resulting proposals are reviewed by SLT leading to action where appropriate and feedback to the pupils. Examples of impact include creation of an outdoor quiet book area, colour coding for year group footballs, girls football club (which is now thriving and playing matches with other schools) and reinstating a climbing frame. Staff have had some training on developing a listening culture and children are provided with the opportunities to take on leadership roles. The 'Conflict Crushers' proudly shared how they are active listeners solving problems in the playground, the Rights Respecting Group are leading on fundraising and campaigns to support children's rights.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The RRS group have led on a litter picking project to respect their right to a clean and safe environment. They have also had a recent focus on 'Making Rights Real' through visiting parliament and hosting a visit from their local MP who they encouraged to sign a letter to show his commitment to making rights real for all children. Children recently chose to support KitAid, donating sports kits to children around the world and a local homelessness charity, recognising every child's right to a safe home. Following learning about Fair Trade in PSHE the children wrote to the president of Ghana to ask for his support in upholding all children's rights to education and to not take part in dangerous work.