

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Chisenhale Primary School
<b>Headteacher:</b>	Gemma Anidi
<b>RRSA coordinator:</b>	Tracy Miller
<b>Local authority:</b>	London Borough of Tower Hamlets
<b>School context:</b>	Chisenhale Primary School has 336 pupils on roll. 33.3% are eligible for Pupil Premium funding, 28% receive SEN support and 33% speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, Assistant headteacher x 2, RRSA Coordinator
<b>Number of children and young people spoken with:</b>	4 children on tour of the school, 16 children in a focus group, Y4 class of 22 children
<b>Adults spoken with:</b>	11 adults including teachers, TAs, parents, parent governor and non-teaching staff
<b>Key RRSA accreditations:</b>	Registered for RRSA: 19 <sup>th</sup> August 2015 Silver achieved: 3 <sup>rd</sup> July 2017 Gold achieved: 17 <sup>th</sup> January 2020
<b>Assessor:</b>	Helen Trivers with Chloe Banks shadowing
<b>Date:</b>	26 <sup>th</sup> June 2023

## REACCREDITATION OUTCOME

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

Chisenhale Primary School 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:

- Happy, confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- Staff who are passionate advocates for ensuring children access their rights.
- The relationship between school staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the school.
- The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.
- The empowerment of children to be campaigners for their rights and the rights of others, notably their work on safer streets and their campaign to retain the play space outside the school.

## 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:

- Focus on the precision of language used when discussing rights with children ensuring the rights language is true to the content of the CRC. In particular, support children to develop their understanding of balancing rights.
- Continue to deepen awareness of global issues. Consider further developing children's understanding of the UN Sustainable Development Goals. Use the World's Largest Lesson resources to support this.
- Continue to develop your Class Charters with actions for duty bearers as well as rights holders, further developing children's understanding of the roles members of the school community play in respecting, protecting and promoting rights.
- Continue to create 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.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

## 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>Supporting children to become active, responsible global citizens is central to the vision of Chisenhale Primary School. Children learn about rights and discuss rights issues through assemblies, linked to their oracy work, through specially chosen books and throughout the curriculum, one child stating, <i>"Almost everything is about rights!"</i> Children in the focus group spoke about a wide range of CRC articles and were able to explain how rights link with their learning and their day-to-day lives at school. They also demonstrated their understanding of the nature of rights saying, <i>"Every child has the right to have their rights,"</i> and, <i>"All rights are important,"</i> and explained that teachers, parents and the government are responsible for their rights being met. Children in nursery learn about rights through a programme called Think Equal which explores issues through specially written books and linked activities and is closely tied to Article 29 of the CRC. Children participate in news assemblies and were able to reflect on access to rights across the world, <i>"Every child has rights, but some girls can't go to school,"</i> <i>"Some people don't have a safe home,"</i> and that some children across the world have to work which means they can't go to school and aren't always kept safe.</p> <p><i>"They have a great understanding of what rights mean,"</i> shared one teacher, who went on to emphasise the link between the school's work on oracy and rights, in particular a recent rights-themed Poetry Slam. Another teacher said that they now make links with rights, <i>"...in sessions that aren't explicitly rights-based."</i> The assistant headteacher said, <i>"We have core books and you hear rich rights discussions happening linked to these texts,"</i> explaining that many core books had been chosen for their rights-based themes. The whole school also focuses on rights at agreed points during the year through shared texts and for key celebrations.</p> <p>Parents spoken with were very positive about the school's work as a Rights Respecting School, and said they are kept informed through newsletters, including a specific half-termly newsletter all about their work as a rights respecting school. Parents and carers are regularly invited into school to participate in workshops and coffee mornings, including one about rights led by the Rights Rangers, and a member of staff said that rights are referred to in conversations with parents, for example around attendance.</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-</p>	<p>Children's rights are a driving force for decision-making within the school and are referenced in key policies and within the School Development Plan. The school is 1.5 form entry and has moved from mixed year classes to two smaller classes in each year group to ensure that children feel secure and a sense of belonging and wellbeing. Everyone is known by their first names to create a sense that everyone is equally important.</p> <p><i>"Relationships come first,"</i> said the RRSA lead. The school rules of 'Ready, Respectful and Safe' are embedded and there are clear stepped sanctions, with restorative conversations held to talk through more serious problems. Class charters are created each year and referred to by staff and pupils and a teacher said, <i>"Rights have informed our approach, which is restorative not</i></p>

<p>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>punitive.</i>” When talking about dignity one member of staff said, <i>“We are the duty bearers. We praise in public and restore in private. When child emotions go big, adult emotions go small.”</i></p> <p>The school emphasises the importance of children being healthy and encourages regular activity throughout lessons and walks around the school grounds, with Active Ambassadors leading the way. Post-pandemic, staff reported that there were increasing numbers of anxious children, and so wellbeing has become even more of a priority. Zones of regulation are used, the RRSA lead saying, <i>“Children in nursery understand the zones. They talk about it and strategies are made explicit,”</i> and seven members of staff are trained as Mental Health First Aiders. Families are supported through the Schools Counselling Partnership. Children took part in Children’s Mental Health Week and they can also self-refer to the school counsellor. One teacher said, <i>“I tell them I have two jobs: one is educating them and one is keeping them safe.”</i></p> <p><i>“We have the right to be who we want to be,”</i> said one child when asked which rights they enjoy at school. A priority in the School Development Plan has been to create an anti-racist curriculum, and the school is working with the Tower Hamlets Global Education Team on this. The assistant headteacher said, <i>“We’ve looked at our core books. There is a big focus on identity – it’s very important to explore issues with children,”</i> adding, <i>“We are also thinking about other subject areas and how we are making sure there is representation – it’s a work in progress.”</i> There are high proportions of children who have special educational needs, and teachers plan carefully to ensure their needs are met through adaptive teaching, Pupil Passports and Individual Green Zone plans linked to the Zones of Regulation. All children are celebrated and valued and children receive ‘praise postcards’ home to recognise their efforts.</p>
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<b>STRAND C</b>	<b>Highlights and comments</b>
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<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>Rights Rangers meet regularly and lead the school’s rights respecting work. They were involved in recruiting the new headteacher in summer 2022, and the questions they asked included how the new headteacher would continue to promote and protect rights. Children don’t wear a uniform on Fridays after feedback post-pandemic, the RRSA lead explaining, <i>“Parents wanted us to go back to uniform and kids didn’t, so we introduced a ‘dress-down Friday’.”</i> Children have also been consulted about school meals, leading to a change in policy and have been involved in reviewing the Behaviour and Relationships policy.</p> <p>Children at Chisenhale Primary were clear that they can make a positive difference in the world. Described as, <i>“...little eco warriors,”</i> by one teacher, many have been involved in a campaign to maintain the local low traffic school streets scheme, saying that the person who removed the scheme, <i>“...wasn’t thinking about children’s rights.”</i> There has also been a high-profile campaign to keep a play space near their school which had been introduced during Covid, with local and national media coverage after children blocked the diggers sent by the council to remove it. After their action, the children were invited to speak at an Amnesty International event about freedom of expression. Pupils have taken part in the OutRight campaign and also led a Soccer Aid schools challenge, raising money to support children around the world to access their rights.</p>
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