



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Valley Invicta Primary School at Holborough Lakes
Local Authority	Kent
Number of pupils on roll	165
Headteacher	Lisa Vickers
RRSA Coordinators	Lisa Vickers
RRSA Assessor	Paul Harris
Date of visit	7th February 2019
Attendees at SLT meeting	Headteacher and parent (member of RRSA steering group)
Number of pupils interviewed	Focus group: 17 pupils (years 1 to 6); Year 4 class: 16 pupils and learning walk: 10 pupils from the steering group.
Number of adults interviewed	5 (3 teachers [includes an assistant headteacher and SENCo], a member of support staff and a school governor).
Evidence provided	Pupil focus group discussion, meetings, class visit, learning walk and written evidence.
Date registered for RRSA	January 2017
Bronze achieved	January 2018

ACCREDITATION OUTCOME

Valley Invicta Primary School at Holborough Lakes has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



EVIDENCE FROM THE ACCREDITATION VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

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.

- School leaders are committed to the principles of the UN Convention on the Rights of the Child. The headteacher explained how the school's Rights Respecting work has helped to support Holborough Lakes' aims and values, and that the "children are very aware of the language associated with it". Similarly, staff commented how this has become embedded in the everyday practice of the school and is "part of what we do now". Other examples of impact included how pupils were "showing much more awareness of other people's rights" and also greater global awareness.
- Pupils gave examples of several rights, often quoting the relevant article number from the Convention as well. These included the right to an education, to privacy, to be protected from violence, abuse and neglect, to express opinions, to have an adequate standard of living, to have best possible health care, and to relax and play. Pupils were very clear in their understanding that rights are universal and for "everyone", inherent, unconditional and inalienable. They also know that many children and young people in the world are being denied their rights because of issues such as conflict, natural disasters and not being able to access education. Links with rights have also been made to elements of the curriculum. Examples include RE, a year 5 topic about refugee children and school events such as 'Cultural week'. Several lessons have been planned to help pupils learn about rights; these include the use of Unicef resources such as 'wants and needs' cards and the 'abcde of rights'. Class charters, unique to each class, are prominently displayed in classrooms and help to highlight particular rights.
- Stakeholders within the school community are enthusiastic and committed advocates of the school's Rights Respecting work. The Convention has given Holborough Lakes a rights based language which is being used consistently across the school. Training has been provided for staff and updates given through staff meetings. The school website includes comprehensive information about the Convention and RRSA. Newsletters also include references, as appropriate.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Work towards deepening and widening the knowledge and understanding of CRC articles across the whole school community, appropriate to age and ability. As part of this process, embed a focus on the planned learning about children's rights throughout most aspects of the curriculum, referencing this by including relevant articles in planning documentation. Highlight particular articles from the Convention in classroom and corridor displays, as appropriate.
- Enable pupils to look at global issues from a perspective of rights. Consider engagement with the Sustainable Development Goals through [The World's Largest Lesson](#), fair trade and further opportunities through the taught curriculum.
- Continue to embed a clear understanding of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional. The resources '[ABCDE of rights](#)' and



'Myths and Misconceptions about the Convention' will help with this. Similarly, promote understanding and usage of the terms 'Rights Holders' and 'Duty Bearers'.

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

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 includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

- Holborough Lakes' inclusive and caring ethos is underpinned by a culture of respect which was very evident throughout the accreditation visit. In the focus group meeting, pupils listened carefully and respectfully to the contribution of their peers. The school has engaged with 'A Mind to be Kind' project, a 'kindness week' was held last autumn and 'respect' is also one of the school's 'core values'. Pupils understand that adults are responsible for ensuring that their rights are upheld. The school's home school agreement which references article 5, includes how the school will 'ensure every child is given the opportunity to be safe, to learn and to be treated with fairness and respect'.
- Pupils' safety and wellbeing are supported in a variety of ways. Examples include Internet Safety week, 'bikeability' training for year 6, swimming lessons for year 4 pupils and above, and presentations from external organisations such as the Transport Police. The availability of salads at lunchtimes, 'worry boxes', learning about online safety, participating in 'daily mile' activities three times a week and mindfulness were also examples given by pupils as to how the school helps support their wellbeing.
- Pupils know they have a right to an education. 'Pupil voice' helps to support learning through self and peer assessment. Pupils also have an opportunity at the start of a new topic to say 'what they already know and what they would like to learn about'. During the learning walk, members of the steering group were able to explain how a display about attendance could be linked to the right to an education and how the school values of 'perseverance' and 'determination' help to support learning.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Review class and playground charters using the [Unicef RRSA Charter Guidance](#).
- Ensure that children and young people are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Continue to develop the school's strategic documentation (such as the school improvement action plan & policies) to link to and reflect relevant articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC.
- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.



- Ensure that children and adults are kept informed on the school's provision to support their physical and mental health and well-being, and that information is accessible to all.
- Further explore the role pupils play in engaging in their right to learn. Consider, with them how this can be further enhanced.

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

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 that children experience their rights.

- Pupils know that they have a right to express their views and for these views to be taken seriously. The school council is made up of two pupil representatives from each class (years 1 and above) who have been elected by their peers. The impact of the council's work in recent years has included the introduction of playground markings, choosing playground equipment, provision of clubs such as gymnastics and football, creating a 'child friendly child protection policy' and organising a questionnaire survey about writing. The steering group also includes pupils from years 1 and above. The group has helped with some assemblies and with organising a recent coffee morning event which included delivering a presentation to help parents learn more about the Convention.
- Pupils' global awareness is being developed in a variety of ways. For example, in a recently held 'Cultural week' which was linked to non-discrimination and article 2, each year group had the opportunity to explore the culture, language and traditions of a particular country. Assembly themes have included Martin Luther King Day and Fair Trade. The school has supported a wide range of charities including a local women's refuge, Macmillan Cancer Support, the Royal British Legion, Comic Relief and Save the Children.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to strive for further creative and significant opportunities for the participation and decision making of pupils (including the role of the steering group) to influence and shape the life and work of the school, such as through explicit involvement in school improvement planning and/or the evaluation of learning and teaching, as appropriate. Ensure that children can articulate the impact of this work and for this impact to be celebrated.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Seek to build upon fundraising activity by further developing a rights based approach and alongside this, facilitate further opportunities for pupils to initiate powerful advocacy and campaigning work, particularly with regard to children's rights. Consider engagement with Unicef UK's OutRight Campaign.
- Aim to participate in RRSA training to support your journey to Gold.