

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Egerton Primary School
Headteacher:	Alison Hooper
RRSA coordinator:	Alison Hooper
Local authority:	Cheshire East Council (The school is part of the Learning Alliance MAT)
School context:	The school has 203 children on roll. 8.3% are supported through the Pupil Premium and 6.2% speak English as an additional language. 3.1% have an EHCP.
Attendees at SLT meeting:	The headteacher (Who is the RRSA coordinator), deputy headteacher, and two senior leaders.
Number of children and young people spoken with:	Numerous small group and one to one discussions took place whilst visiting the children working in their Ambassador Groups. 4 pupils were spoken with as they led a tour of the school which also included a short discussion with the Y4 class.
Adults spoken with:	A teacher, one member of class-based support staff and two governors, one of whom is a parent.
Key RRSA accreditations:	Registered for RRSA: June 2016 Bronze achieved: May 2018 Silver achieved: June 2019
Assessor:	Martin Russell
Date:	13 th July 2022

ACCREDITATION OUTCOME

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

Egerton Primary 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 the staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed and thorough 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:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- Planned links to relevant articles are embedded across the curriculum in a way that enriches the learning for all children.
- A passionate commitment to children's rights from all duty bearers ensures the Convention is evident in all aspects of school life.
- An ethos that places positive relationships, based on mutual respect and trust, at the heart of school life.
- The caring and nurturing ethos of the school, where the values of dignity and respect are lived and experienced by children and their families.

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 the excellent practice around rights that has become embedded across the school. Ensure that all new initiatives are explicitly related back to rights. Be ambitious in exploring the technical vocabulary surrounding human rights with children of all ages. UNICEF UK's [ABCDE of Rights](#) resource will support with this.
- Continue your innovative approach to putting children's voices 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.
- Continue to support children to engage, as appropriate, in campaigning from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach, particularly with partner schools in your Trust.

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>All children and adults spoken with demonstrated a very good understanding of children’s rights and, whilst not overly familiar with all the technical terminology, demonstrated a clear awareness of the key characteristics underpinning rights such as universality and indivisibility. They explained that rights can’t be taken away and you don’t have to earn them. One pupil said, <i>“The rights make sure that everyone’s life is even. The rights are there to make sure that you are properly protected and safe.”</i> All subject areas include relevant articles in their planning and the children explained how rights are often spoken about in their learning. Over the last three years a process of curriculum redesign, in line with the school’s vision, has carefully integrated children’s rights and the UN Sustainable Development Goals; this work has been published as action research. Articles are a central component of assemblies and the RRSA article posters are visible around the school; they are framed and easy to remove because staff bring them into their classrooms when they are relevant to the learning. A staff member explained, <i>“Rights are now fully embedded into our curriculum. What’s interesting is that the children often see the connections before we do.”</i> Pupils’ global awareness is a distinctive feature of the school with, for example, each class having the name of a continent and learning about that part of the world. There were many conversations during the visit related to the global perspective including an explanation of the school’s long standing, reciprocal, and mutually beneficial partnership with a school of the same name in Kenya. Other discussions included exploring the impact on children of war and climate change. The Y4 class demonstrated a thorough understanding of the rights to clean water and sanitation around the world.</p> <p>Staff understand and are committed to a child rights-based approach; one adult commented, <i>“Our approach to rights framed all our work during lockdowns. Children’s right to access a broad curriculum took us down a thematic route.”</i> Parents, carers, and the governors are kept well informed of the school’s rights respecting work in various ways including, newsletters, the posting of learning on SeeSaw and headteacher reports to governors. The leadership’s strong commitment to the CRC is clear and they spoke of the school’s core values and their focus on equality and social justice as being intrinsically related to rights. The headteacher said that the school’s unwavering focus on children’s rights and global citizenship is reported by parents as a key reason for choosing to send their children to Egerton.</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>Pupils realise their rights in school and know that it is the role of the adults in their lives, to ensure that they can access and enjoy their rights. <i>“We have charters in every class. We decide on which rights to include ... they remind us about our rights and respecting everyone”</i> They expressed a high level of trust in all the staff, <i>“...they are always there for you if there is a problem.”</i> and they spoke about experiencing fairness in school. A staff member explained, <i>“We always listen and give them the time they need. They feel valued and that we really listen. We are open to them.”</i></p>

3. Relationships are positive and founded on dignity and a mutual respect for rights	Strong, supportive, and mutually respectful relationships are an important feature of the school and both children and adults made clear that respecting everyone's rights is key to this. One pupil made the connection with compassion, which is one of the school's values. One of the Safe and Happy Ambassadors said, <i>"We organise Anti-bullying week."</i> but explained that bullying is very rare. It was evident that dignity and respect underpin all relationships at Egerton. A parent said that learning about rights has helped their child <i>"...to understand and believe in their uniqueness as a person."</i>
4. Children are safe and protected and know what to do if they need support.	All aspects of being safe and protected from harm, and understanding this as a right, are strong features of the school's ongoing narrative and of the curriculum, with its additional provision such as input from the NSPCC and local PCSOs. The pupils articulated their awareness of many strategies put in place to help keep them safe around school and the Digital Ambassadors explained that they lead on promoting all aspects of E-safety.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	All components of wellbeing are prioritised for everyone in the school and there is highly personalised provision for the most vulnerable. Core to this is extensive curriculum content, based on the rights informed Jigsaw programme. Also, considerable thought has been given to additional support, including an ELSA trained staff member and a Wellbeing Newsletter for families with helpful tips and signposting to additional support. One child said, <i>"You need to know what to do if you feel low."</i> and another added, <i>"If your mental health is not good, it's hard to progress in your learning."</i>
6. Children and young people are included and are valued as individuals.	Staff recognise their duty to promote the valuing and appreciation of difference. Books chosen to show the diversity of contemporary society and the RE programme incorporating 'world views' as well as traditional religions, are two examples of this. A staff member said, <i>"Promoting diversity in our community is so important."</i> and a parent valued the school's work to <i>"help our children appreciate and welcome different types of families."</i>
7. Children value education and are involved in decisions about their education.	Children value their right to learn and before any new unit, they identify what questions they would like answered through the learning. Staff suggested, <i>"This gives them ownership and increases engagement."</i> Children spoke of sharing their learning with their peers and using 'traffic lights' to indicate their understanding. All agreed when one child said, <i>"It's really fun to learn."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The children's right to have their views taken seriously is pivotal to how the school works. The innovative Ambassador Programme replaces a traditional School Council; all children opt into thematic groups and have timetabled meetings twice each half term. These group are consultative, democratic, link to school improvement and are highly inclusive. Sessions use the Design for Change 'FIDS for Kids' framework – Feel – Imagine – Do – Share. Outcomes include roles for older pupils to lead play at lunchtime, the introduction of The Daily Mile and planting a meadow area. An adult reflected, <i>"Through this approach, we are learning from the children, it's reciprocal."</i>
9. All pupils have taken action to uphold their rights and the rights of others, locally and globally.	The children believe that they are empowered to support and advocate for rights and for a better, more just world. Their success in having more salad choices added to the school menu has led them now to say, <i>"Next we want to reduce food waste because some of the bins are too full."</i> An Eco Ambassador gave various reasons why <i>"We should try to reduce the amount of CO₂."</i> Another child shared their philosophy about charity and activism, <i>"If everybody each did a little bit, together it would make a big difference."</i>