

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Uphall Primary School
Headteacher:	Kulvarn Atwal
RRSA coordinator:	Kulvarn Atwal
Local authority:	London Borough of Redbridge
Number of pupils on roll:	932
Attendees at SLT meeting:	10 members of the RRSA leadership team including the Headteacher, RRSA Curriculum lead, RRSA Lead for EYFS, and two RRSA Lead Ambassador pupils
Number of children and young people spoken with:	34 children from Y3 to Y6
Adults spoken with:	17 adults including teachers, support staff, parents and governors
RRSA key dates:	Registered: 30/03/2011 Bronze achieved: 26/07/2011 Silver achieved: 2/7/2012
Assessor:	Helen Trivers
Date of visit:	23 rd May 2024

ACCREDITATION OUTCOME

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

Uphall Primary School 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.

- Children were familiar with a number of CRC articles including non-discrimination, protection from war, and education. They understood that rights are universal and unconditional, *"All children have rights, all around the world,"* and, *"You just have them,"* but they were also clear that not all children have their rights respected, *"In some countries, children have to do jobs and they can't learn."* Children said they learn about rights through weekly whole school and class assemblies and also through lessons, one child adding, *"After break we watch Newsround and we learn about things around the world... like in Gaza, children are being bombed."*
- A teacher reflected on learning about rights and global citizenship, *"When we look at the articles it gives children more of a world view; you can't talk about the articles without context so you start talking on a global level,"* and shared some of the class texts that encourage discussions about rights. An Early Career Teacher said, *"What I like is the understanding of the rights of children as individuals,"* another adding, *"We are creating global citizens... it's embedded throughout the curriculum."* A teacher summed up saying, *"This is powerful."*
- The headteacher spoke about the areas of impact saying, *"One area is [children's] sense of empowerment, that their voice means something. We are completely child centred. We go above and beyond to get children into school – to see what we do to support them."* A governor said, *"Rights respecting is embedded in everything the school does; it's the core of the school."*
- Parents receive information about rights through the weekly newsletter, which contains the article of the week, and through a well-attended parent forum on RRSA values. The headteacher shared, *"Parents say having a values-based curriculum is very important to them. [They] know that being a good reader and writer is not enough, you have to be a good person too,"* and one parent added that learning about their rights, *"...has an impact in their wider life."*

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

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability and ensure that children can talk about a wide range of CRC articles.
- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#) and [Myths and Misconceptions](#).

- Continue to support children to develop their understanding of sustainable development. Continue to explore the UN Global Goals (Sustainable Development Goals) and consider how they impact on children’s rights and the wellbeing of the planet.

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.

- Every class has a rights respecting class charter that promotes the importance of relationships, respect and dignity and teachers take part in CPD about creating rights respecting classrooms. Children move around the school between lessons independently, the headteacher saying, *“They move around sensibly. They are respectful. We want an equitable environment.”* Children who struggle with developing positive relationships are supported through ELSA support and through the Hamish and Milo programme.
- Children said, *“We talk about rights all of the time - we talk about them to make us feel comfortable and safe.”* The headteacher said, *“This links to our safeguarding culture. Children know what their rights are, what is safe, what is acceptable, they open up about things that are happening to them.”* There are safeguarding posters around the school so that children are clear about who to speak to.
- *“Social and emotional health is at the heart of our culture, and rights are embedded through this,”* shared the headteacher. Children talked about both physical health, *“During playtime we have something called the daily mile. We are active and this makes us healthy,”* and mental health, *“It’s important to keep your mind healthy,”* *“We have a right to leisure and so we have breaks to help our minds.”* The school works in partnership with the local mental health hub to offer support to children and their families. Staff are trained as Emotion Coaches, and there are Emotional Literacy Support Advisors and Trauma Informed Mental Health Leads.
- The curriculum has been reviewed by experts from The Black Curriculum to ensure that it reflects the cultural diversity of the school community and promotes children’s sense of belonging. Teachers also participated in Masters modules on Inclusion and Cultural Diversity. Children are involved in shaping their learning and there is a focus on dialogic teaching and metacognition strategies.

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

- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- Explore the concept of dignity with staff and children – what it means and how it underpins policies, actions and interactions between everyone at school.

- Continue to support all adults to use the language of rights and respect to strengthen school systems for resolving conflict and the promotion of positive attitudes and actions for rights.
- Ensure that all children and adults understand the procedures for addressing disagreements and conflict, and that these are based on respect for children and young people's dignity and rights.

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.

- The headteacher said, *"We have a distributed approach to leadership... there is no hierarchy between children and adults."* This leadership approach supports children to be actively involved in decision-making and there are various pupil groups including Eco Warriors, JTAs and RRS Ambassadors. The Rights Respecting Steering Group meets half termly with one member explaining, *"In RR, children talk about what they want and what topics they want to cover."* Through this group children shared that supply teachers didn't understand the school's rights respecting approach. One child spoken with shared the leaflet that children created for future supply teachers to quickly introduce them to the Uphall way of working where rights are embedded across everything they do.
- Children feel empowered and are learning to be active global citizens, the headteacher saying, *"Our children are very articulate and aware. They know they can make a difference."* One child shared, *"In our community, Eco Warriors do lots of projects. We talk about ways we can improve the local area. We are part of the Superzones project; we went around Ilford and tested the air quality. No cars can come around our school to make a safe environment for children. We are trying to improve our school grounds too."* Children are passionate about global issues and recognise the power they have to make a change – they recently organised a peace fair to advocate for the medical needs and rights of children in Gaza.

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

- Continue to provide opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school.
- Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with UNICEF UK's [OutRight Campaign](#) and using UNICEF's [Youth Advocacy Toolkit](#).
- Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity.
- Continue to enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools, particularly across the London Borough of Redbridge.