

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Heathland School
Headteacher:	Fiona Hopkins
RRSA coordinator:	Jessie McDonnell and Lucy Farrant
Local authority:	London Borough of Harrow
School context:	A three-form entry primary school with Nursery. (655 pupils on roll). 17% of children are eligible for Free School Meals or Pupil Premium. 1.5% of children have an EHCP and 73% speak English as an Additional Language. Part of the Heathland Whitefriars Federation which includes Whitefriars School, an all-through school which achieved RRSA Gold in 2018.
Attendees at SLT meeting:	Headteacher, Deputy Head/RRSA Lead and Assistant Headteacher/RRSA Lead.
Number of children and young people spoken with:	19 children from Yr1 to Y6
Adults spoken with:	5 teaching staff, 1 support staff, two governors (one of whom is also a parent) and 1 parent.
Key RRSA accreditations:	Registered for RRSA: July 2011 Bronze achieved: June 2012 Silver achieved: July 2014 Gold achieved: June 2015
Assessor(s):	Isobel Mitchell and Jilly Hillier
Date:	22 February 2022

ACCREDITATION OUTCOME

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

Heathland School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. The assessors 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:

- Children's breadth of knowledge about their rights, how they can claim them for themselves and their commitment to affect change to enable others to enjoy them locally, nationally, and globally.
- Respectful relationships provide a solid foundation for their rights respecting ethos and this guides policy and practice in all areas.
- A child-centred approach to behaviour based on positive relationships and communication.
- The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.
- Pupil voice and participation is well developed. The children know they have a voice, and are engaged in strategic decision-making and school improvement.
- A strong pupil led 'Rights Respecting Council' who are increasingly taking ownership of their activities and enabling change in school and beyond.

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:

- Seek ways of making the Convention and your commitment to RRSA more explicit when introducing the school's values and ethos on the school's website.
- Continue to analyse and discuss pupil survey results with staff and pupils to continually improve all children's confidence in claiming their rights and respecting the rights of others.
- Continue with plans to get out into the community now that COVID restrictions are reducing and use this opportunity to continue to act as ambassadors for rights.
- Continue to strengthen work on global citizenship by giving children further regular and appropriate access to world news and create more opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the [UN Global Goals for Sustainable Development](#) as a framework for this, and the UNICEF [Outright campaign](#).

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 and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>The children’s knowledge of rights is excellent, they talked about a range of rights and applied them to everyday situations in school and the wider world. They were aware that the responsibility for protecting children’s rights lies with adults - ‘duty-bearers,’ and they knew that rights are universal from birth, unconditional, cannot be taken away and are all equally important. They referred to situations where rights are denied to children; <i>“Sometimes if people go to another country they may not be treated fairly and in some countries, they might not go to school.”</i> With reference to the UK, the children spoke about how in some cultures children still get beaten and that this was counter to children’s rights. They have learnt about rights through discrete lessons on rights, assemblies, displays and throughout the curriculum. For example, children in Y3 talked about how reading the Big Friendly Giant connected to the right to be with your family and the right not to be sold. The staff are given ample opportunity to learn about rights through INSET, but they also commented; <i>“It doesn’t stop with the INSET, we work as a team to help and support each other.”</i> School governors (known as directors) meet regularly with the Pupil Council to learn about rights and both directors and parents are fully informed and involved through: ‘Heathland Hub’ a newsletter written by pupils, and pre-COVID through playground drop-in sessions and events. The parents we spoke to were very enthusiastic about the school’s work on rights: <i>“Even my child in Nursery mentions the rights. It gives them confidence, empathy, and kindness to others.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>A child-centred approach drives policy and practice in school. The Headteacher talked about how the rights are ingrained in everything they do in school, running alongside the school values and supporting their mission for children to be life-long learners and their pedagogy which is rooted in positive relationships. The children displayed an excellent understanding of equity and fairness. They gave examples of how equality and equity are evident in school, for example, <i>“There is a special room to give additional support to those who need it.”</i> When asked why they thought it was important to be a rights respected school, they said; <i>“It makes the pupils feel safe and everyone will be equal and there will be democracy. Whenever we respect our rights – it is actually fun!”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Positive relationships are at the heart of the school and the headteacher spoke about the success of this approach. Rights charters are used to good effect in classrooms and the playground. The children spoken with agreed that they are treated fairly in school and with dignity. One child told us; <i>“In this school, I never get shouted at, there is a calm conversation to solve the problem.”</i> Rather than staff issuing sanctions, children reflect on their behaviour using a ‘What happened sheet’ which references rights. Lunchtime supervisors meet once a half term, and rights are a standing item on the agenda. They each have rights language on their lanyards to refer to during playtimes.</p>

4. Children and young people are safe and protected and know what to do if they need support.	The children spoken with during the visit, quotations shared from other children and the survey results show that the vast majority of pupils feel safe in school; they know how the school keeps them safe and were confident to speak to an adult if they felt unsafe. If children have a worry, they can access 'Place2Talk.' Children from the 'Health and Well-Being Sub-committee' are involved in risk assessing, for example, through Health and Safety walks and in preparing for educational visits.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Mental health and wellbeing are whole school priorities. The school uses the Mind-Up curriculum, so that children understand how the brain works and develop strategies to support their mental health. Children have shared these strategies with their families through 'Heathland Hub'. The Place2Be service delivers staff training and supports children within the classroom, as well as provide counselling support. As a Bronze Healthy School, the school are working on the 'Sugar Start' and 'Daily Mile' campaigns.
6. Children and young people are included and are valued as individuals.	Staff and pupils from the 'Equalities Committee' have been working on representation in the curriculum. The children told us; <i>"we have been looking at the books in the library and most of them are written by white people and we want to make it more diverse."</i> A new continuous provision - the 'Elder Room' - has been created for children with Special Educational Needs.
7. Children and young people value education and are involved in making decisions about their education.	Pupils take an active role in directing their own learning. For example, in PE they can choose the skill they want to improve on, in topic lessons they can choose how they present their learning. Pupils have been heavily involved in suggesting improvements to the curriculum as part of their work on the School Development Plan. For example, for Y2, they suggested taking more walks around Harrow to explore diversity through restaurants, food stalls and places of worship.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The Rights Respecting Council is divided into sub-committees; Equalities, Taking Action and Health and Well-Being. The children in the council gather ideas from their classes and feed these into a child-friendly version of the School Development Plan. Many of their ideas have been implemented, for example, they have created videos about the school to share with school directors to develop their engagement and they have shared Mind-Up mindfulness techniques with families. The Taking Action committee have received 154 suggestions into the pupil suggestion box this half of term – they have reviewed these and passed on actions to staff or other committees. They also create feedback grids every half term to share what has been actioned with the rest of the school.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Pupils have been taking their message about rights out into the local community by creating posters about rights which are displayed in local shops. They have planted trees in a local park and worked with architects and the local council to suggest improvements to South Harrow. They regularly learn about the Global Goals and have interviewed local Councillors, putting questions to them relating to traffic, safety, pollution, and climate change. Children themselves are taking a lead role – for example, creating videos, analysing news events, and linking these to rights, creating a job description for the expanded Eco-Committee and raising awareness of children's rights and eco issues through the pupil led newsletter.