

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Clapham Terrace Community Primary School and Nursery
Headteacher:	Julie Miles
RRSA coordinator:	Caroline Ashcroft
Local authority:	Warwickshire County Council
School context:	There are 210 children on roll at Clapham Terrace Community Primary School and Nursery. 15% of children are eligible for free school meals, 23% require support with additional education needs (9 of whom have an EHCP for complex needs), and 33% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	31 children across 2 focus groups including those holding a number of school leadership roles.
Adults spoken with:	4 Teachers, 2 Parents and the Chair of Governors
Key RRSA accreditations:	Registered for RRSA: 19 th August 2019 Bronze achieved: 14 th April 2020 Silver achieved: 18 th January 2022
Assessor:	Katelyn Farrenson with Kate Vickers
Date:	16 th December 2024

ACCREDITATION OUTCOME

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

Clapham Terrace Community Primary School and Nursery has met 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 accreditation visit. 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 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:

- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report.
- A passionate commitment to children's rights from all duty bearers that ensures the Convention is evident in all aspects of school life.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions.
- Very confident pupils who feel listened to, know that their views are taken seriously and that they are making a positive difference in school and in the wider world.
- The extent to which the global goals are used as an inspiration for activism.

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 to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability. As you do so, ensure that you stay true to the wording of the CRC.
- Continue to revisit RRSA guidance around language, wording and vocabulary of rights, particularly as children talk about the universality of rights and those who may have their rights denied.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included. You might find the [Global Dimension calendar](#) a helpful resource.
- Continue to act as ambassadors for rights and the RRSA through your networks, your new MAT and in collaboration with the Local Authority and other schools.

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>Children interviewed at Clapham Terrace Community Primary School and Nursery were aware of a number of rights that they knew that they and all children around the world have, saying, <i>"They have the rights but some children don't have access to them..."</i> and giving examples of, <i>"...girls in Afghanistan [who] don't have access to an education."</i></p> <p>They were also keen to assert that they felt able to help realise children's rights globally, saying, <i>"We raise money to help them get a right to an education."</i> The pupils of the school take a valued role in teaching staff about rights, with one pupil explaining how they, <i>"...were teaching the duty bearers how to be duty bearers. We showed them the ABCDE [of rights resource] and our playground charters."</i> The Clapham Terrace Community Primary School also learn about rights through: fortnightly article of the week assemblies; Picture News assemblies; the new, globally themed curriculum; the school development plan; school tour scripts; World's Largest Lesson activities; many school policies; class and playground charters; weekly home-school newsletters; the school website; new parent welcome packs; school displays; staff CPD; the Clapham Terrace Children's News (CTCN) rights reports and the school's social media posts.</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>It is clear from the extensive evidence provided and from speaking to people at Clapham Terrace Community Primary School that rights are being met. The commitment to ensuring that everything at the school is underpinned by rights is clear from the school's development plan. The Clapham CARL (Caring, Achieving, Respectful Learners) sets out the expectation that rights are respected. One teacher explained, <i>"Children know and articulate what their rights are"</i>. This was borne out by parents asserting, <i>"[My child] comes home with the concepts of rights"</i>, and, <i>"They've got the rights and this is helpful to know as a parent."</i> One pupil asserted that the best thing about their school is that, <i>"Duty bearers are all around to help us in case we need help."</i> The headteacher noted that, <i>"The biggest change in culture has been the children's influence on staff."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Relationships are reported to be strong at Clapham Terrace Community Primary School. Pupils described the best things about their school being that, <i>"Everyone's really nice and helpful"</i>, and, <i>"We have kindness cards that anyone can sign ... so people know they've been recognised."</i></p> <p>Pupils described how they learn about dignity by <i>"[standing] up for something that's not right"</i>, <i>"talking about self-esteem"</i>, and <i>"making sure no-one's embarrassed."</i> This work on dignity has been supported through work with the Children's Parliament organisation as well as explicit lessons and assemblies.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>All children spoken with agreed that they feel safe in school and gave a number of ways in which the school uphold their right to be safe. They were clear that if they didn't feel safe, they, <i>"... can ask one of the duty bearers"</i>, or, <i>"We have a worry box and we write on a paper and they empty it and talk to you about your problem."</i> One member of a pupil focus group said, <i>"We have duty bearers ... who take care of us."</i> Another said, <i>"If you don't feel ready to talk to a duty bearer, everyone knows everyone, so you can talk to anyone."</i></p>
<p>5. Children's social and</p>	<p>As a Thrive school, wellbeing is a priority, with zones of regulation and Commando Joe's being used and discussed by children in the focus group as ways to be</p>

emotional wellbeing is a priority. They learn to develop healthy lifestyles.	<i>"calm, resilient and self-aware."</i> Pupils spoke of how Commando Joe's is <i>"...a fun way to engage us in our mental health."</i> They also talked about the <i>"calm room for children who get dysregulated"</i> , that they helped to design. Wellbeing ambassadors support the school to deliver support and mindfulness sessions. One pupil proudly spoke about how they changed the use of children's pictures to anonymous avatars on the zones of regulation boards. They said, <i>"I came up with this idea that you have this picture and no-one else knows it's you when you put the picture on how you're feeling ... because I don't really like people, unless they're a duty bearer, to ask if you're OK."</i>
6. Children and young people are included and are valued as individuals.	As an Inclusive School quality mark holder, Clapham Terrace Primary prides itself on having inclusion at its heart. The school has won the Warwickshire early help inclusion and diversity award and holds the Gold EAL Quality Mark. A pupil ICE committee (Including Children Everywhere) was set up to ensure that children joining from different communities were welcomed, creating a pack for new starters. A pupil explained how they, <i>"...make sure that everyone's included."</i> International days and collaboration with local schools help to share inclusive practice. One pupil was quoted as saying, <i>"Equity is when different people get what they need. We all need different things."</i> A governor asserted, <i>"Inclusion is so important to Clapham."</i>
7. Children and young people value education and are involved in making decisions about their education.	Children at Clapham Terrace Community Primary School are active participants in their own learning, with the learning ambassadors and class ambassadors playing an important role in making decisions about their learning. Learning ambassadors regularly meet with governors and subject leaders to share what they enjoy about their learning and to suggest improvements to how they learn. One pupil learning detective asserted, <i>"They listen and tell teachers so then you get to learn what you want to."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice is very strong, with regular surveys and many pupil leadership groups including: the junior leadership team, CTCN group, reading ambassadors, junior Joe's leaders, science ambassadors, arts committee, wellbeing ambassadors, Carl's rights leaders/UNICEF ambassadors, learning detectives, gardening committee, class ambassadors and the ICE committee. One ambassador explained, <i>"We have a lot of leadership teams that help with rights. We do meetings and teach people about rights and dignity."</i> Another pupil said, <i>"The UNICEF ambassadors wrote the playground charter and made a podcast about rights."</i> Pupils talked about their impact when they, <i>"...changed lunch so all children can have vegetarian if they like," "made a rota that changes," "opened up the library at lunch because it was cold"</i> , and made the position of the worry box more accessible as well as placing one in every classroom.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The whole school curriculum now includes units on activism as well as global days. Children spoken with were keen to talk about how they had made a difference to the lives of others as a result of their actions. Pupils talked about how they, <i>"... collect shoeboxes for homeless people", "...sing songs to elderly people", "...did an ambulance [collection] for Ukraine"</i> , and, <i>"... did a bake sale for the earthquake."</i> The RRSA coordinator explained how, after supporting the Malala fund, <i>"They wanted to support children's education all year and so they met Malala's parents and came away inspired and wanting to make a difference."</i> They have done much work to raise awareness of this issue. Pupils have also taken part in local litter picking and planting trees in the local church grounds.