

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Vauxhall Primary School
<b>Headteacher:</b>	Vanessa Bennett
<b>RRSA coordinator:</b>	Vanessa Henry-Edwards
<b>Local authority:</b>	Lambeth
<b>School context:</b>	One form entry primary school with 189 pupils. 55% Pupil Premium/FSM, 20% receive support for SEND, 89% speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, RRSA coordinator, and Inclusion Leader,
<b>Number of children and young people spoken with:</b>	17 from Y1 to Y6 in focus group, 2 in Reception and 28 in Y5 class.
<b>Adults spoken with:</b>	Chair of governors, 2 parents, 3 teachers and 1 HLTA/ELSA.
<b>Key RRSA accreditations:</b>	Registered for RRSA: 17 <sup>th</sup> September 2014 Silver achieved: 3 <sup>rd</sup> July 2017 Gold achieved: 29 <sup>th</sup> June 2018 and 17 <sup>th</sup> November 2021
<b>Assessor:</b>	Isobel Mitchell
<b>Date:</b>	27 <sup>th</sup> November 2024

## REACCREDITATION OUTCOME

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

Vauxhall Primary School continues to meet 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 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 range 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:

- Pupils who have an excellent knowledge of rights and can explain why they are important and relevant to their lives. They were very clear on the key concepts of rights.
- The extent to which rights are explicitly linked to all areas of the school's work and are visible on displays and explicitly linked across the curriculum.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school, supported by quality training for staff.
- A focus on inclusion where pupils feel valued and supported to be the best they can be.
- A strong focus on the health and wellbeing of students within the context of rights so that children feel supported and protected.
- Excellent work to introduce rights in Early Years.

## 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's age and ability, and further develop children's oracy skills to enable them to share their knowledge confidently with others.
- Continue to develop strategies to empower pupils to challenge injustice and create further 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 UK [Youth Advocacy Toolkit](#).
- Continue to explore how adults and pupils discuss behaviour, perhaps involving pupils in reviewing the use of the public 'good to be green' display and moving further towards a Positive Behaviour or Relationships policy.
- Continue to support parents/carers and families to learn about and understand the [UNCRC](#) and engage further with the school's Rights Respecting journey.
- Work as ambassadors for RRSA through Lambeth Child Rights Steering Group and local networks.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children spoken with during the visit could discuss a range of rights and were very clear that rights are inherent, unconditional, cannot be taken away, are all equally important, and <i>"...are universal for all children and adults."</i> They knew that children's rights are protected by 'Duty Bearers' who they said included the government and staff in school. The children are aware that global challenges such as conflict, discrimination and poverty deny children their rights. One child said, <i>"Some children don't have enough food or money to get to school,"</i> with another adding that some don't have access to a safe home. Links to rights are made explicit across the curriculum for example, work on climate zones in Y3 is linked to Article 6 (life survival and development) and Article 24 (best possible health) and the reading book in Y1 'Julian is a Mermaid' linked to Article 13, (Freedom of Expression.) Article of the Week resources are used in both whole school and class assemblies. Children in the Nursery and Reception class are gaining a strong foundation in rights, through well thought out links made through displays and circle time discussions about the right to play, have healthy food, and an identity and the right to be cared for by your family. All staff have received training on rights and those spoken with during the visit were passionate about the impact that learning about rights was having for the children. One member of staff spoke about how they have recently introduced children to the Global Goals and said, <i>"It is important to teach them to think beyond themselves,"</i> and others added, <i>"It is empowering for them,"</i> and, <i>"It gives children a voice."</i> Parents are informed about the work on rights through the newsletter and confirmed that their children talk about rights at home, particularly in relation to how they can support children's rights by protecting the natural environment. One parent said, <i>"I can see the change in him, it is making him more confident."</i> Another added that the work on rights, <i>"...sets the tone to create a better world."</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>The school is in a disadvantaged area of Lambeth and families and schools are facing considerable challenges. The Chair of Governors who has recently taken on the role, explained that the school's focus on rights was particularly valuable considering the context, <i>"We need to make sure they are protected, look after them and show them what their rights are."</i> Links to Articles are embedded in targets in the School Development Plan, for example a target to develop a whole school health and wellbeing initiative is related to Article 24 and policies are linked to rights. Conversations with children during the visit make it clear that they feel their rights are protected at Vauxhall Primary, one child said, <i>"The teachers are kind, and they respect you,"</i> and another added, <i>"They make sure we have our rights."</i> In response to the legacy of the pandemic and other economic and social challenges the school have recently employed a Family Support Worker who co-ordinates physical support such as vouchers for food and white goods and psycho-social support. The impact of this is evidenced through attendance figures which are gradually improving. The SLT, staff and Team 12 (pupil leadership group) have reviewed the behaviour policy and there is now more of an emphasis on using rights-based charters in the classrooms and playground alongside the 'Good to be Green' system, the</p>

<p>learners and promotes wellbeing</p>	<p>headteacher said, <i>“We wanted to make sure our approach to behaviour was consistent with the Convention.”</i> Children spoken with during the visit had been learning about the meaning of ‘dignity’ and they agreed that they are treated with respect and dignity at school.</p> <p>In the last few years, the staff and pupil leadership groups have had a strong focus on supporting children’s health and wellbeing, developing various initiatives, for example, free breakfast club, mental health day and the use of zones of regulation to help children to understand and express their emotions. There are two Emotional Learning Support Assistants (ELSAs) in school. The Headfirst Mental Health Programme has been embedded into PSHE. One of the ELSAs spoken with during the visit explained the impact of this emphasis on mental health, <i>“The children are happy to talk about emotions and find an adult within the organisation they are happy to talk to.”</i> Children and staff understand this work as being underpinned by Articles from the CRC; during a recent assembly the children linked the introduction of the zones of regulation to the playground to Article 31 (the right to play) and Article 24 (the right to the best possible health.)</p> <p>The school were awarded Flagship Status for the Inclusion Quality Mark in 2023 for their ongoing focus on ensuring every child is valued and included. They have recently participated in an inclusive sports day held at the Oval and have strengthened the girls’ football team. The staff strive to ensure that the curriculum provides both a window for children to explore multiple perspectives as well as a mirror so children can see themselves reflected in it.</p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>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 children experience their rights.</p>	<p>Pupil voice is taken seriously at Vauxhall Primary and is making an impact. Team 12 (rights steering group) carried out a survey with children on changes they would like to see to school dinners and ball games in the playground, they then wrote to the cook and the leader of school sports, and this led to changes in the school dinner menu. Team 12 have also planned and led assemblies on the ‘ABCDE of rights,’ non-discrimination and equity. Y4 then built on this by creating a non-discrimination display. Children were consulted as part of the review of the behaviour policy and frequently work alongside adults to plan and deliver whole school events such as cultural events and world kindness day. The Wellbeing Ambassadors work with other schools in the Oval cluster and are trained in Mental Health support, they have recently worked with classes in school on gender equality. Other examples of pupil voice impact include changing the name of the ‘Headteacher’s Award’ to the ‘Rights Respecting Award,’ and re-instating a hot chocolate stand. The results of pupil surveys are followed up by staff and feed into the school development plan; for example, this year’s survey indicated that children would like to spend more time outdoors and a gardening project has started up as a result and staff are considering further initiatives to increase opportunities for outdoor learning.</p> <p>Children have worked with local artists to create a mural in the park and all children were involved through voting for the winning design. Participation in UNICEF’s Outright campaign is built into the PSHE curriculum, and all children have taken part in creating displays and posters to raise awareness of issues related to sustainability and climate change.</p>