

## UNICEF UK RIGHTS RESPECTING SCHOOL AWARD ASSESSMENT REPORT LEVEL TWO

<b>School:</b>	Emmanuel C of E Primary School
<b>Headteacher:</b>	Kathryn Fitzsimmons
<b>RRSA coordinator:</b>	Hansha Mepani
<b>Local authority:</b>	Camden
<b>Assessors:</b>	Paul Harris and Anita Haigh
<b>Date:</b>	7 <sup>th</sup> October 2016

### 1. INTRODUCTION

We would like to thank the school's pupils, RRSA co-ordinator, leadership team, staff, governors and parents for their very warm welcome and opportunity to hear of the rights respecting work that is taking place at Emmanuel C of E Primary School. Prior to the assessment visit comprehensive self-evaluation and impact evaluation documentation were submitted. A very well evidenced and organised portfolio of evidence was also presented on the day.

It is particularly notable that:

- the headteacher and senior leaders have a clear strategic commitment to rights respecting principles and the articles of the Convention
- Emmanuel is a highly inclusive and welcoming school community where diversity is respected and celebrated
- pupils have a good knowledge about a range of rights and are being informed of these through everyday school practice
- respect for others underpins a very supportive and caring ethos within the school and a compassionate engagement with the wider world

Standards A, B, C and D have all been met.

## 2. REQUIREMENTS BEFORE ATTAINING LEVEL 2

No requirements noted.

## 3. MAINTAINING LEVEL 2

- Continue to embed the school's rights respecting work by explicitly linking this to the articles of the Convention at every opportunity; for example, when reviewing policies, creating new charters, displaying pupils' work, promoting the impact of pupil voice and in the school's 'Aspire' motto.
- Further develop pupils' learning about global citizenship and sustainability by, for example, engagement with the 'UN Global Goals', the 'Global Learning Programme' and 'The World's Largest lesson'.
- Look to develop further opportunities to campaign for children's rights by having an 'ambassadorial' role in the wider community and consider participating in the Unicef UK 'Outright' campaign.
- Further develop the role of the RRS Champions in leading and promoting future RRS initiatives, for example, through articles on the website and in the 'Emmanuel Express' school newspaper.

## 4. THE ASSESSMENT IN DETAIL

### 4.1. The school context

Emmanuel C of E Primary School is a voluntary aided Church of England co-educational school with currently 242 children on roll aged 3 to 11 years. The proportion of pupils eligible for the pupil premium is 15.7%. 36.7% of pupils have English as an additional language and 3.7% of pupils have a statement of special education needs or an EHC Plan. The school was inspected by Ofsted in June 2007 and was graded 'outstanding' in all areas and in an Ofsted interim assessment in June 2010 the school's performance had been sustained. In June 2013 the school was graded 'outstanding' by SIAMS.

The school registered for RRSA in 2010 and achieved RRSA Level 1 in June 2012.

## 4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher, two assistant headteachers and RRSA co-ordinator
Number of children and young people interviewed	Learning walks (2): 4 pupils Focus groups (2): 19 pupils Classes visited (3): approximately 75 pupils
Number of adults interviewed	3 teachers, 2 support staff, 5 parents (including 1 parent governor) and 1 governor.
Evidence provided	Learning walks, lessons, feedback from meetings and written evidence.

### Standard A:

#### Rights-respecting values underpin leadership and management

#### Standard A has been achieved

The headteacher and senior leaders have a strong commitment to rights respecting work and this lies at the heart of the school's vision which includes having 'a welcoming and caring Christian ethos where everyone is equally valued'. The school motto 'Aspire' which was produced in the previous academic year in consultation with the school community is an acronym for a set of both Christian and learning values which leaders were clear linked well with the school's rights respecting work. These values include the Christian ones of peace, inclusion, respect and empathy and the learning values of partnership, independent and engagement. The headteacher who has been in post since 2013 described the impact of RRSA work saying how it has *'help[ed] us to develop what we are about as a school'* and *'we've really seen the difference in children's confidence'* and *'their awareness of the world'*. Children are also more proactive and *'will come to us'*. In Emmanuel's evaluation of the impact of rights respecting work, five areas of school life were graded as having had 'significant impact'. A good example of the latter is how attendance has improved in the last couple of years to being above the national average in part due to pupils appreciating the importance of education.

Rights respecting work has been in the school's development plans for the past three years and is also in the current 2016/17 plan. Alongside this there is a detailed action plan used by the RRSA co-ordinator which clearly maps out how progress will be maintained, monitored and evaluated. The co-ordinator works closely with the leadership team and the school governor link to ensure that a coherent and consistent message is maintained across the school. In policies the fundamental principle of 'Always treat others as you would like them to treat you' is made clear. Alongside this, in some documents such as the equality

and behaviour policies, the Convention is also referenced. In addition, subject policies include reference to article 29 and for example, in the RE policy article 13 as well. Rights respecting principles are clearly evident in policies such as the 'anti-bullying' where it states 'we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied' and in the teaching and learning policy whose aim includes to 'promote positive attitudes towards other people and respect for all cultures and belief'. New staff learn about rights respecting work as part of their induction; training opportunities have also been provided for all staff and there is a shared resource area available for use.

The school's Christian ethos where every child is equally valued and inclusivity is central to everyday practice are underpinned by rights respecting principles and the Convention. The school actively promotes values of respect, tolerance and compassion all of which go to produce a caring harmonious environment where both staff and pupils help create a positive outward looking learning community. The school's exceptionally strong inclusive approach is reflected in a variety of ways including holding an annual 'International Evening', organising trips to different places of worship, providing opportunities for parents and carers to come into the school to talk about their particular beliefs or culture and through detailed mapping of individual pupil needs ensuring that these are met. As one of the assistant headteachers described '*we are massively passionate about inclusion*' and the '*children do know that everyone has [the] right to be included*'.

The school has networked with several local primary schools who are engaged with RRSA to share and learn good practices with regard to level 2. There is also the intention in the current academic year to share RRSA work with other level 1 schools (this had previously been postponed). The headteacher has led a teacher training session for local trainees which included reference to the RRSA and the Convention. As she explained the school is in a '*confident position to show what we have been working hard on*' and the intention is to share this with the Camden network of schools. Reciprocal visits have been made by Emmanuel's choir and the choir from a local special school which reflects, as one of the assistant headteachers explained, the right to be included. The school's rights respecting work has been well promoted in the local community with the RRSA co-ordinator and pupil members of the steering group visiting local businesses and providing them with posters designed by members of the school which can be used for display purposes.

Emmanuel in partnership with Wellspring Church helps to support Jewels School in Sierra Leone. About two years ago every pupil at Emmanuel sent a reading book to a child at Jewels (with an inscribed message) and two members of staff have also visited Jewels on several occasions. Emmanuel pupils have raised money for the school through 'mufti' days, a cake sale and carol singing in the local community. An assistant headteacher who has visited the school explained how this linked to the right to an education and '*valuing other children around the world and supporting them*'. The annual 'International Evening' which celebrates the diversity of culture within the school also donates some of the proceeds to Jewels. Pupils are encouraged to be engaged with sustainability issues. For example, travel and sustainability are explored through the bikability programme in year 1 and the eco- team are working with adults with disabilities to plant out an area behind the school for community use, the plants having been provided by a local garden centre. An eco-team project has also helped the school reduce its amount of waste. School assemblies have provided opportunities to make links to global themes such as Ebola, Unicef's work and Martin Luther King Memorial Day.

## Standard B:

The whole school community learns about the CRC

### Standard B has been achieved

Pupils were able to cite a wide range of rights including the right to an education, to privacy, to have their views taken seriously, to know their rights, to medical care, to have clean water and nutritious food and to be free from harm. They have a clear understanding that rights are universal- *'for all of the children around the world'* and unconditional, not having to be earned. As one pupil also explained they had rights *'since we've been born!'* They were able to cite examples of how children's rights were not being met both in the UK and globally, such as child labour, child abuse and the need for food banks. Staff similarly had a secure knowledge of the articles and as the year 5 teacher explained *'we always link rights into our planning'*.

Parents and governors are powerful advocates of the school's rights respecting work. Parents are kept informed about this work via up-dates in the school's newsletter and there is also a section on the website which includes a link to the summary of the Convention. They spoke very positively about the school's rights respecting work with one parent explaining how it had been *'really important when I chose the school'*. The impact of the work upon their children was described in many ways including one parent saying *'it's my own children educating me about it'*, another that her son had asked to give some of his toys away to refugee children and a third saying that there has been discussion at home about child soldiers. Parents spoke of opportunities to support the school's rights respecting work *'from the church to the classroom'* through fund-raising initiatives, and at the weekly school Eucharist, community gatherings, and the annual international event. Governors have a clear appreciation of the work that is being done and have been kept informed by the RRSA co-ordinator who gave a presentation to the Governing Body this June and also provides termly reports. There is a link RRSA parent governor who works closely with the co-ordinator as well. Governors are very supportive and committed to the rights respecting work and see it as integral part of the school's inclusive ethos. One governor talking about the 'International Evening' linked the event to article 30 and in discussing the tremendous amount of respect that is reflected in the school's work another governor said *'this school gives it'*.

There is a stunning display in the Main Hall of pupils' artwork linked to a range of rights, photos of which can also be found on the website. Around the school, other displays seen included a class display about talents linked to article 29, a colourful display in the playground linked to article 31, an RE display linked to article 14 and a display about world war two evacuees linked to articles 19 and 28. At the start of the previous academic year, subject leaders audited their curriculum plans to provide a generic overview of which articles could be linked to their subject area. Summary documents are available centrally for staff to access and refer to when planning lessons. For example, in the humanities document, article 24 is linked to lessons comparing and contrasting different countries/places, article 4 to learning about how some governments around the world support children to have rights (such as in education, housing and health care), article 13 to setting a topic homework involving internet research and article 15 linked to eco-team involvement. Weekly planning document examples highlight how topic work link to specific rights such as in year 4 RE 'What is God like?' linked to article 14, on line safety in year 5 linked to various articles

including 13, 16 & 36, a year 6 Modern Britain topic linked to various rights including articles 12 to 14, 17 & 30 and a year 2 world issues topic linked to article 30.

Emmanuel's curriculum helps to ensure that pupils have opportunities to explore the global dimension. For example, there is a year 2 topic 'A day in the life of a child in another country', a year 3 topic about fair trade & sustainability and a year 4 topic about wealth and poverty linked to foreign aid. One year 5 boy was so moved by the refugee crisis that he spoke with the headteacher about wanting to raise funds and organised a book sale raising over £160. During the learning walk, a year 6 pupil guide talking about Syrian refugee children said they '*should have the right to be safe*'. An assistant headteacher explained '*the rights are so embedded in our school it gives them [the pupils] a hook*' to explore global issues.

### Standard C:

The school has a rights-respecting ethos

Standard C has been achieved

Each class has their own unique charter. For example, the year 1 'the keys to a rights respecting classroom' charter referencing articles 24, 29, 30 and 31 included the names of each pupil within individual 'key' shapes alongside text about rights respecting actions. A year 4 pupil explained how the class through discussion had decided upon particular rights for their charter and feedback from a focus group confirmed that pupils found the charters helpful. The school held a competition to design playtime and lunchtime charters. The 'Rights Respecting Champions' helped to choose the final designs and signage for these charters is currently being prepared.

Emmanuel has a very supportive and caring ethos which underpins its positive learning environment. This was clearly evident during the assessment visit with pupils and adults working well together and respect being key. As a year 5 pupil explained the '*whole school is like family*'. Charters reference how everyone's rights can be respected and staff have lanyards with cards (linked to articles 12, 15, 19, 24, 28 and 31) to help further promote rights respecting language. A year 4 teaching assistant described the way in which pupils respond to children with special needs as '*heart-warming*' and SEN pupils also each have a buddy.

Pupils understand that they have a right to learn and are active participants in their learning with regard to target setting, choosing which level of work to access and self-assessment. A pupil explained how choices of '*hot, spicy or flaming hot*' tasks motivate children to challenge themselves. 'Circle time' and class discussions about rights respecting actions also help to emphasise that the right to learn is for everyone. SEN pupils have opportunities to have their voice heard at IEP meetings and at annual reviews.

All pupils when asked said they felt safe at school and were able to explain ways that the school helps bring this about such as the front gate lock, security cameras and e-safety guidance. 'Worry boxes' are available for each class and the pupils know that they can talk to an adult if concerned about something. Visits from the local police, fire brigade and

school nurses alongside road safety training and e-safety week also collectively help to ensure that pupils have a sound understanding of how to keep safe.

The headteacher explained that the school has '*done a lot of work on restorative justice*'; providing pupils '*time to reflect and think*' and working with parents in this way has helped '*to articulate your child has been heard*'. An assistant headteacher similarly explained that '*we deal with behaviour incidents in such a calm, measured way*' and '*it feels like it's really just*'. In the evidence documentation, an example was given of dealing with a conflict issue between two pupils using restorative justice with both the pupils and their parents. This led to a successful outcome with the pupils becoming good friends. Pupils confirmed that adults are even-handed and '*don't just listen to one side*' when dealing with incidents.

Global awareness is developed through curriculum topics such as global warming in years 2 and 6, fair trade in year 3 and foreign aid in year 4. In connection with the latter, a class assembly about natural disasters was given by pupils who shared poems they had created about this along with letters they had written to the Prime Minister about foreign aid. A year 4 pupil explained in PSHE they had discussed how fair is it if children don't have rights in different countries and when asked about the potential impact of climate change on children rights one pupil linked this to pollution and that the '*air isn't fit for children*'. Fair trade week and the link to Jewels School also provide important ways in developing pupils' global citizenship. Year 3 pupils as part of their fair trade curriculum topic received a presentation in school from 'Costa Coffee'. Some class assemblies have also provided opportunities to share learning such as a year 2 assembly about global warming which was delivered by pupils through drama and singing.

## Standard D:

Children are empowered to become active citizens and learners

**Standard D has been achieved**

Pupils have a strong voice within the school which is listened to and respected. A year 1 child commented on the importance of having a voice, '*if they [adults] didn't listen, then they wouldn't know how to help us*'. At the start of the academic year, two pupils from each class (year 2 to year 6) are elected by their peers to form the school council. The pupils elected to the council attend a training day with other schools to learn about being effective school councillors. The council meets regularly with the school's learning mentor and discusses any matters arising from classes. Projects that the council have worked on include a whole school disco, healthy tuck shop and working with the school's eco-team. Children are empowered to share their experiences and expertise in the classroom, for example, during the learning walk, French-speaking children were observed leading a French lesson for their peers.

The school's 'Rights Respecting Champions' who applied and were interviewed for their role in 2015 meet monthly with the RSA co-ordinator. The group helped to create a powerpoint about rights respecting work which is on the school's website and an information leaflet for parents which is also available on the website, at reception and is issued to new parents and children. They have also helped in the planning of a 'Take over day' and in raising

funds for a range of charities. Pupils have their own newspaper, the 'Emmanuel Express' which is produced every half term by a team of pupils who cover a wide range of topics. In teaching and learning, pupils have opportunities to say what they would like to learn in a particular topic and to evaluate it. A lovely example of pupil voice and democracy in action was the opportunity for pupils to vote on various pupil led school campaigns with the winning campaign resulting in a school hamster!

Pupils are well supported in helping to make informed decisions. In addition to curriculum provision covering areas such as drug education and subject based independent research projects there are events such as e-safety and health weeks. The school has a library and pupils also have access to ipads and laptops which are used in lessons as appropriate. External support has also been used to help promote pupil empowerment and well-being including the NSPCC, 'Camden Careers Conference' and speech & language therapists.

Emmanuel pupils experience a range of opportunities to help promote and uphold the rights of children. Members of the school council participated last academic year in the 'Camden Council School Debates' with their debating issue which was 'all schools should be rights respecting schools'. As part of a local traffic campaign, children designed road signs to encourage drivers to reduce their speed. Examples are visible on the street furniture outside the school. In addition to supporting Jewels School in Sierra Leone, Emmanuel supports a wide range of charities including 'Children in Need', 'Sport Relief' and 'Teddy Aid'. Pupils have taken the lead themselves in charity work including a year 2 girl supporting the 'Little Princess Trust' by raising funds by having her hair cut to donate to the charity who make wigs for children who have lost hair through cancer treatment. When asked why it is important to stand up for children's rights, a year 5 pupil said, '*some children have lost their homes in wars or got separated from their parents...we all need someone to listen to us and help*'.