RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Cannon Lane Primary
Headteacher:	Alastair Phillips
RRSA coordinator:	Heena Mistry
Local authority:	London Borough of Harrow
School context:	A large primary school with 804 pupils from Reception to Y6. 6% receive Pupil Premium Funding or Free School Meals, 1.8% have an Education and Health Care Plan, 62.8% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, RRSA Lead (who is also an Assistant Head) Assistant Head/SENCO
Number of children and young people spoken with:	16 in focus group from Reception to Y6, 4 children accompanying on the school tour, 20 in Y2 classroom and 30 in Y4 classroom
Adults spoken with:	Parent, parent governor, 2 teachers
Key RRSA accreditations:	Registration Date 14/02/2012 Silver Achievement Date 21/05/2013 Gold Achievement Date 15/01/2018
Assessor:	Isobel Mitchell
Date:	03/05/2023

REACCREDITATION OUTCOME

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

Cannon Lane 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:

- Very articulate children who demonstrated good knowledge and understanding of rights and are passionate about helping other children access their rights through raising money for UNICEF and other charities.
- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- Relationships were strong with a clear link to the school's values. Children were keen to share how in their school everyone is respected and included, and there is an exceptionally calm and happy atmosphere around the school.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.

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 develop children and staff's understanding of the role of adults as **duty bearers** and ensure that all children and staff know that rights are **unconditional** and not contingent on good behaviour. The resource ABCDE of rights may be useful.
- Continue to develop staff and children's understanding of rights vocabulary such as 'dignity' and 'equity'.
- Continue to develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, particularly through enabling them to lead on projects and consulting them on strategic decision making such as policy review and the School Development Plan. Consider attending the new 'Strengthening Pupil Participation' course.
- Create further opportunities for children to advocate and campaign for children's rights locally and globally. Consider using the OutRight campaign and the Youth Advocacy Toolkit as a framework for this. Consider attending the new 'Strengthening Global Citizenship' course.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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 spoken with in the focus group and in classes discussed a wide range of rights and understood how their rights are protected at school, for example, they talked about how their school gives them many opportunities to play and how their teachers look after them and keep them safe. Whilst the children knew that rights are *"…for all children everywhere,"* they were also aware that children's rights are not always respected in the wider world, mentioning the Earthquake in Turkey and Syria, the war in Sudan and lack of clean water in parts of Africa. Locally they talked about how pollution affects children's right to be healthy, and the importance of protecting the environment, *"…so the human race can survive."* Reception children spoken with during the visit knew that they have a right to be safe, to learn, and to play. Rights are referenced in the curriculum statement of intent and in all medium-term plans. The staff explained that because learning about rights is so important to the school, this continued throughout the Covid lockdowns and rights remain a constant, *"…despite the government changes to the curriculum the rights have remained."* Training for all staff, relating to children's rights, occurs at the beginning of each year, and is built into the induction programme for new staff. Prospective parents are introduced to the rights-based approach at open days and parents are well informed about the work on rights through school communication and events. Parents spoken with during the visit talked about how their children talk about rights at home, and how the use of a 'Rights Respecting Bunny' has helped with this.
STRAND B	**Highlights and comments**
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	The school's aim for children to be 'happy, safe and successful' is much more than just a statement – the atmosphere in school is calm and happy and the children's comments show that they really enjoy and appreciate their school. When asked what they liked best about their school, one child said, *"I don't see any bullying at this school,"* with others adding, *"We are a caring community,"* and *"Teachers are very understanding."* Knowledge and commitment to rights is clearly influencing decisions in school, for example, during the Covid lockdown even before the school was set up to deliver on-line lessons they were providing on-line social spaces for children to keep in touch with each other. The headteacher explained, "*We knew they had a right to meet their friends, so we made this possible, albeit online – giving them that sense of belonging."* Relationships in school are very positive and rights are used to support this, through rights-based charters in every classroom, rewards for rights respecting behaviour and the use of rights-based language to address any incidents of poor behaviour. Children displaying rights respecting behaviour can take home the 'Rights Respecting Bunny' with a book which they use to record how the bunny is enjoying his rights at home. Children spoken with during the visit felt that they are treated with respect and dignity and explained that if incidents of poor behaviour occur the teacher would not shout at them but would *"…talk to them outside and make sure they are OK."* Survey results and children's comments made during the visit indicate that children feel safe in school and would tell an adult if they did not feel safe. *"Teachers look after you, if I didn't feel safe, I would tell a teacher."*

	Since the Covid pandemic, the school has invested in greater support for mental health and wellbeing. There is a counsellor in school two days a week as well as an Emotional Learning and Support Assistant, (ELSA) and a programme called 'Rainbows' supporting children who have suffered a bereavement or loss. The children in the Y4 class visited, gave many examples of how they are supported with their emotional well-being, there is a bag full of positive messages which they can refer to if they are feeling sad and every morning there is an opportunity for a child to *"…share something positive to brighten up the day."* 'Zones of Regulation' and 'Colour Monsters are well used in all classes and there are two beautifully decorated rooms where children can go to play and access emotional support. Forest School is widely used to help develop children socially, physically and emotionally, particularly those identified as having a special educational or emotional need. The school have recently been reaccredited as a flagship school for the Inclusion and Quality Mark. Staff spoke about how they have increased the number of diverse books in the curriculum and library, for example, 'And Tango Makes Three' about a penguin with two dads and alternative traditional tales such as 'The Runaway Chapatti.' One staff member said, *"We have worked hard to make sure we are not just representing a single voice."* Children spoken with during the visit talked about how they enjoy their learning and appreciate the wide variety of opportunities available to them to develop their talents, particularly music which is a strength of the school. Subject Leaders regularly conduct pupil conferencing which influences their curriculum planning.
STRAND C	**Highlights and comments**
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.	Staff spoken with during the visit emphasised how learning about rights has had an impact on children's confidence to speak up, *"It is so empowering for the children to know they have rights … to be able to speak up at secondary school and beyond."* There are many examples of where pupil voice is making a difference both to individuals and to the whole school. One of the parents spoke passionately about how her daughter has recently developed a proposal for a school magazine written and designed by children and that this has been well-received and supported by the Headteacher. Staff explained how the work on rights and the culture of inclusivity has meant that children with hidden disabilities have been speaking up and giving presentations in assembly. Y5 children who are practising Muslims requested that they be allowed to pray at lunchtimes, citing their right to practice their religion so this has now been made possible. The school council meet regularly and have been influential particularly in relation to the playground and school lunches – they meet with the catering staff every year and have been involved in selecting the company to provide hot meals. The Rights Ambassadors are involved in fundraising projects to support the rights of other children. They decide on the charity to support, create posters and give presentations to encourage everyone to take part. At Easter, they raised more than £1000 for UNICEF to support people affected by the war in Ukraine, the earthquake in Turkey and Syria and the floods in Pakistan. The school regularly raise money for UNICEF UK's Soccer Aid and this year, Watford Football Club are supporting them. The 'Earth Warriors' are working with the Friends of Cannon Lane to create a wildflower meadow and orchard. The school have also recently planted approximately 100 trees - parents and children adopted a sapling to ensure they survived.