

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Milton Mount Primary
<b>Headteacher:</b>	Anne Holmes
<b>RRSA coordinator:</b>	Libby Boyce
<b>Local authority:</b>	West Sussex
<b>School context:</b>	There are 619 pupils aged 4-11 on roll. 17% of pupils are eligible for Pupil Premium Funding, 15% have Special Educational Needs and 21% speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, RRSA lead
<b>Number of children and young people spoken with:</b>	23 children (Y1 – Y6)
<b>Adults spoken with:</b>	5 including teachers, support assistants, parents and governors
<b>Key RRSA accreditations:</b>	Registered for RRSA: June 2012 Silver achieved: June 2013 Gold achieved: March 2018
<b>Assessor:</b>	Brenda France
<b>Date:</b>	5th July 2024

## REACCREDITATION OUTCOME

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

Milton Mount 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:

- Confident children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- A strategic approach by senior leaders and the RRSA lead to embed a child rights approach, putting it at the core of the school's ethos.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- The current focus on developing the curriculum, working with families and children to reflect the school's diverse community and build children's cultural capital.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Children that felt listened to, that their views matter and that they could make a positive difference.

**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:**

- Create further opportunities for pupils and staff to learn about rights in greater depth, including the origins and wider context of children's rights.
- Support parents/carers and families to learn about and understand the CRC and engage further with the school's Rights Respecting journey.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Consider using the [World's Largest Lesson](#) resources to support this.
- Continue to develop strategies to empower children 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](#).
- Further develop your role as an ambassador for rights and the RRSA through your MAT network and in collaboration with local schools.

## 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 across all year groups confidently shared an excellent knowledge of a wide range of rights including their right to know about their rights. Explaining that: <i>"We have the right to an education, and we have a right to have a say."</i> <i>"We had Anti Bullying week and we learned about our right to be safe."</i> <i>"We have a right to privacy."</i> The Rocking Rights group work with the RRSA lead to plan the 'Article of the Fortnight' for the whole school each term. This is delivered through weekly assemblies and PSHE lessons and shared with parents and carers via the school newsletter and Class Dojo.</p> <p>There is a clear commitment from the SLT to sustain and develop the child rights approach. <i>"Learning about rights has empowered our children. They know their voice has power and their voice has effect."</i> Staff spoke about the positive impact on relationships and behaviour and how children use the shared language of rights to express their feelings and their views.</p> <p>Parents and governors spoke about the focus on pupil voice and children's rights from the moment children enter the school. <i>"My child talks about their rights at home. They are learning to understand and respect the different needs of everyone."</i> <i>"Each time there is a new Article of the Fortnight in the newsletter, we have a chat at home about what it means."</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 learners and promotes wellbeing</p>	<p>Children explained how the school upholds their rights. For example, their right to be protected from harm is supported through fire alarm practice, learning about online safety, medical help if they are hurt and a fire blanket when cooking. They shared that, <i>"We also know about trusted adults – we know who we can talk to if we have something we are worried about,"</i> and <i>"We have a worry box to help our mental health."</i></p> <p>Children understand that different people have different needs. They could explain how the Thrive room is used to provide a safe and relaxing environment for children who need extra support or just some quiet time. They talked about the Young Interpreters group who helped individuals when needed. Children thought this was fair that different children had the right help when they needed it.</p> <p>Wellbeing and Mental Health support is a priority and a strength of the school. Strategies include The Thrive room, weekly support from Thought-Full (West Sussex Mental Health team for schools), weekly support for Year 6 from CAMHS and a Therapy dog who regularly supports throughout the school.</p> <p>The school is a diverse community and recent strategies have focused on sharing cultures and beliefs to promote inclusion and non-discrimination as part of the school's child rights approach. This is creating a stronger community feel and is valued by children, staff and parents. One member of staff</p>

	<p>explained: <i>"We are respecting the beliefs and cultures of everyone at our school and we are celebrating the uniqueness of each child."</i></p> <p>The school is participating in the Voice 21 strategy and this approach has helped to develop and enrich pupil voice across the curriculum. Children feel listened to and that their voice has value. The focus on the teaching of oracy skills has helped to embed understanding that all children have a right to express their views and ideas and that their views must be taken seriously.</p>
<b>STRAND C</b>	<b>Highlights and comments</b>
<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>Children know they are listened to, and their ideas are acted upon. School Council and the Rocking Rights Group are used by pupils throughout the school to share their ideas, but children also approach any member of staff if they have an idea they would like considered. Last year some Year 5 pupils felt their cultures were not being fully represented in school so they asked for a Diversity Group to be set up. This group was established in September 2023 with a focus on celebrating and respecting different cultures. The group has reviewed teaching resources across different subject areas including diversity in music, diverse cultures and characters in class texts, focus on different scientists and their achievements from around the world, and talked about gender and race equality in assemblies. The group also successfully organised 'International Day' which involved parents and children sharing information about their own culture. This has had a positive impact on bringing the school community together and the Diversity group is planning a similar event for next school year. A Year 5 child wrote, <i>"It was really nice to hear different adults talking about different religions and places."</i></p> <p>Through School Council processes children requested that 'quiet time' was introduced in the lunch hall and this is now an established routine. The Rocking Rights group also raised concerns about safety at the end of the school day with too many cars parked inappropriately, they decided to write a letter to the Council, and a letter to parents, explaining their concerns and they created posters to share.</p> <p>The school supports the local foodbank and charities such as the NSPCC. Each class chooses a specific charity to support and arranges an event during the school year to raise funds for their chosen group. This year events have included a sponsored walk, plant sale, and a sponsored bounce with funds going to charities such as the National Autistic Society and the Make a Wish Foundation. Year 6 recently worked with 'Refugees Welcome, Crawley' to find out what life was really like for refugees and how the charity helps respect the rights of refugee children. Year 6 went on to raise money for the charity. Through these events children in all year groups are learning that their actions can help to uphold the rights of other children beyond their school.</p>