RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Egerton Church of England Primary School
Headteacher:	Julia Head
RRSA coordinator:	Lauren Gilbert and Imogen Thompson
Local authority:	Kent County Council
Context:	There are 197 pupils on roll, of whom, 20% are eligible for Pupil Premium funding, 19% receive additional support for their educational needs and 2% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA coordinators
Number of children and young people spoken with:	11 children in a mixed-age focus group (Y1-Y6)
Adults spoken with:	6 adults including teachers, the SENCO, a governor, parent and teaching assistants
RRSA key dates:	Registered: 6 February 2023 Bronze achieved: 7 June 2023
Assessor:	Iddanella Sarmiento
Date of accreditation:	21 April 2026

ACCREDITATION OUTCOME

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

Egerton Church of England Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

OUTCOMES FROM THE SILVER VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The assessor was confident that the school is making good progress towards Outcome 1 in Strand A, meaning that the United Nations Convention on the Rights of the Child (CRC) is becoming known to children, young people and adults, who are starting to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Sustainable Development Goals through The World's Largest Lesson and how they impact on children's rights and the wellbeing of the planet. (Outcome 1)
- Support children to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events and current affairs, so that they develop a heightened sense of justice and equity for all children. The RRSA Rights Around the World assembly resource can help with this. (Outcome 1)
- Continue to support parents/carers, families, governors and the wider community to learn about and understand the UNCRC and engage with the school's Rights Respecting journey. This could include home school learning activities and child-led workshops or events. (Outcome 1)

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

The assessor was confident that the school is making good progress towards Outcomes 2-7 in Strand B, meaning actions and decisions affecting children are starting to be rooted in, reviewed and resolved through rights. Children, young people and adults are beginning to 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 following recommendations were discussed during the visit to help the school to progress to Gold.

- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers. Consider embedding this language in relevant polices, school documentation and displays for the school community to be familiar with (Outcome 2)
- Explore the concepts of equity, fairness and dignity with children and adults, ensuring everyone understands their role in upholding these values. Consider using such language in relevant policies. (Outcome 2 & 3)
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating events and activities explicitly to non-discrimination, providing opportunities to explore and

celebrate global diversity. Consider diversifying the texts used within the curriculum to ensure representation of different backgrounds. (Outcome 6)

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

The assessor was confident that the school is making good progress towards Outcomes 8-9 in Strand C, meaning that children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to provide opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, learning walks or the evaluation and quality assurance of learning and teaching, for example. (Outcome 8)
- Strengthen the impact of pupil participation by closing the feedback loop; perhaps a 'You said, We did together' approach, showing how the participation of pupils has brought about meaningful change. (Outcome 8)
- Continue to develop children's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes. (Outcome 9)
- Consider ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community. (Outcome 9)

ASSESSOR REFLECTION

Egerton CofE Primary School is making secure progress towards embedding children's rights across learning and wider school life. Pupils demonstrate a strong understanding of rights and the principles that underpin them, using actions to explain that, *"Rights are from birth and we don't have to earn them."* Rights are taught through assemblies, collective worship and the curriculum, with connections made to global issues too. Rights are also visible across the school through displays and class charters, which are used to reinforce shared expectations. An RRSA lead noted that, *"Class charters have given us that universal language,"* supporting pupils to understand their rights and apply them in their daily interactions. Another RRSA lead added that, *"Staff and children have a real understanding of how rights work now…they understand it's not just about one child but making it fair for everyone."* Staff training and communication with families through newsletters further support a whole-school approach.

There is clear evidence that rights underpin the school's ethos, relationships and policies. Leaders described how rights align closely with the school's Christian values; the headteacher said, *"We balance rights with our school values and they go together really well."* This is reflected in

practice, including a restorative approach to behaviour, where pupils are supported to reflect on their actions and understand the impact on others. A teaching assistant shared that this approach has *"reminded us to really listen to the child's voice."* Across the school, wellbeing and safety are prioritised, with explicit links to children's rights, as one child highlighted, *"Every single child should know their rights because it will keep them safer."*

Pupil voice is valued and leads to meaningful change; children take on leadership roles and contribute to decision-making. One child explained, *"Our voice is listened to…a child wanted to change the menu so it was changed."* Opportunities to engage in fundraising, community events and advocacy work further support pupils in understanding their role as active global citizens. The headteacher reflected, *"Our ultimate aim is to produce a cohort of really good citizens and our work on rights is helping to achieve this."*