



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Kingsbury High School
Local Authority	London Borough of Brent
Number of pupils on roll	2022
Headteacher	Alex Thomas
RRSA Coordinator	Anton McLean
RRSA Assessor	Brenda France and Gill Roberts
Date of visit	27.01.20
Attendees at SLT meeting	Headteacher, Head of School (RRS Lead), Assistant Head (Behaviour and Attendance), Associate Assistant Head (Student Development), Deputy Student Development Faculty Leader
Number of pupils interviewed	Focus Group (13 students from Years 7-11), 5 class visits (130 students - Years 8 and 9)
Number of adults interviewed	1 parent/EAL volunteer, 2 parent governors, Website and Publicity Officer, 6 teachers (ICT, Geography, SEN staff, Head RE, Head Faculty, Y7 Leader)
Evidence provided	Learning walk, class visits, evidence folder
Date registered for RRSA	13/04/2018
Bronze achieved	13/10/2018

ACCREDITATION OUTCOME

Kingsbury High School has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



EVIDENCE FROM THE ACCREDITATION VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

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.

- Students in the focus group and in the classes visited knew a range of rights and understood that they were inherent, universal, unconditional, inalienable and indivisible. Students understood that some children are denied their rights in the UK and other countries. They explained that adults and the government were responsible for ensuring their rights were respected. They also said that they had a role in respecting the rights of their peers.
- Students explained they learned about rights in assemblies, tutor time and PSHE. There is an assembly programme led by various staff including SLT and Heads of Year, the most recent being Holocaust Memorial, and Martin Luther King. PSHE is delivered by tutors who are supported with planning that has clear links to rights. Students also learn about the Convention in curriculum subjects e.g. RE (in Year 10 there is a unit on Human Rights), Geography and English. A member of staff reflected that pupils are making connections with rights in lessons e.g. a Y8 pupil raised the issue of those living in Saudi Arabia and the link with Article 14 being able to practice your religion.
- In the Lower School there are posters 'Know Our Rights - and Respect Our Rights,' a large 'Rights Respecting School' banner designed in-house and Unicef posters illustrating specific rights. The Publicity Manager and group of students have taken photographs to personalize some of these posters with Kingsbury pupils.
- Parent governors spoke positively about the impact of learning about rights and reported that their children are talking about rights at home. In response to the current situation in China one of their children had said "*what about the children? what are the United Nations doing about it?*"
- Staff had initial training and received copies of the UNCRC. Updates are given at staff briefings and an article of the week is published in the weekly staff bulletin to share with students. Staff demonstrated a clear commitment to the ethos of children's rights and spoke about the positive impact using the language of rights was having on relationships across the whole school.
- Parents have been informed with letters home, through coffee mornings, displays at parents' evenings and the monthly newsletter.

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

- Work towards an increased knowledge of the origins of the CRC, its global impact and its place within the wider framework of Human Rights. Embed a clear understanding of 'rights holders' and 'duty bearers.'
- Develop a structured approach to engage parents/families/the wider community in learning about and understanding the CRC.
- Consider developing the school's strategic documentation to link to and reflect relevant articles of the CRC and ensure that leaders at all levels (and governors) can articulate school improvement in terms of the CRC.



- Enable the young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider engagement with the Sustainable Development Goals through The World's Largest Lesson
- Support teachers to make explicit reference to relevant articles when planning the learning across most subjects/faculties in order to extend and include learning about rights across the whole curriculum.

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

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 values of Personal Excellence, Respect and Friendship, Inspiration, Determination and Courage, Equality (PRIDE) are promoted throughout the school and strongly resonate with the values underpinning Children's Rights.
- SLT report seeing a decrease in the use of sanctions from last year and fixed term exclusions have greatly reduced. Acting as duty bearers has influenced staff in the way they support students e.g. recognising Article 12 (respect for the views of the child) and this has resulted in *"more personalised interventions."* The Behaviour for Learning Team use a rights related prompt sheet to encourage students to reflect on their behaviour.
- The school serves a diverse community and has a culture of inclusion. An adult EAL volunteer spoke about how *"the school does something special for these students"* and she sees a change after 6 months. *"They feel valued and their confidence increases - something magical happens."* The school is developing their staff training programme, they are an 'early adopter' for the new RSHE (Relationships, sex and health education) curriculum. Staff have had training on FGM and will shortly undertake training on sexuality (LGBT rights) and peer to peer abuse.
- The student questionnaire data demonstrated that students feel safe at school supported by comments from the focus group e.g. *"it feels a safe place to be"*, *"there is always someone to go to"*, *"all feel safe 24/7 because there are security guards"*, *"we practice lockdown and fire drills."*
- Students were positive about their safety and wellbeing giving examples *"all teachers ensure we can talk to them anytime and there is also email provision"*, they talked about the 'Kingsbury High School empowerment group' explaining that *"if you feel upset - they will help you."* There is a school counsellor and students can be referred by staff

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



- Be more explicit in looking for correlation between improved outcomes for young people and the implementation of a rights-based approach across the school.
- Create opportunities for pupils and adults to further explore the concepts of equity and fairness and 'human dignity' and their role as a principle of school life and relationships.

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

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 that children experience their rights.

- SLT have focused on Article 12 (respect for the views of the child) and have re-organised the school council into a tiered structure which allows representation from form councils (where pupils are democratically elected) to year councils, Lower, Upper School and Sixth Form councils and the School Triad Council who liaise with the SLT. Students spoke positively about the new system and felt they had been listened to citing how they had influenced the new praise and rewards programme.
- There are various leadership opportunities for students eg. Sports Leaders, Peer Mentors, Mental Health Champions and Travel Ambassadors. The Travel Ambassadors had spoken with the Leader of the Council when he visited the school about local traffic issues impacting on children's rights. Their role in developing the School Travel Plan will also help to make links with the local community.
- Student representatives attend the Brent Youth Parliament who were recently involved in a Make your Mark ballot to identify their top priorities for campaign work.
- The school supports 'Send My Friend to School' and anti-bullying campaigns and took part in the Shoe Share appeal this year which was very successful with Y7 making a strong contribution. Adults commented on the change they had seen in pupils with their regard to demonstrate empathy with others both locally and globally.

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

- Continue with the success of the school council and the involvement of students in the decision making of the school including aspects of strategic review and development, policy review processes and improvement planning.
- Facilitate more opportunities for young people to initiate powerful advocacy and campaigning work on local and global issues, linked to children's rights. Consider joining in with Unicef UK's Outright Campaign.
- Enhance ambassadorial activity by enabling students and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community.
- Consider developing a steering group with a core team of students (and adults) to make connections with existing good practice and lead further RRSA developments across the whole school community.