

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Avon House School
Headteacher:	Amanda Campbell
RRSA coordinator:	Philippa Hussein / Kristina Loakim
Local authority:	London Borough of Redbridge Council
School context:	Avon House is an independent prep school for children aged 3 to 11. There are 262 pupils on roll of which 25% receive support for special educational needs. 38% of pupils speak English as an additional language with 23 different languages spoken.
Attendees at SLT meeting:	Headteacher, deputy headteacher and two RRSA coordinators
Number of children and young people spoken with:	3 pupils on a tour of the school, 11 members of the Rights Respecting Council, and 10 pupils from across the school
Adults spoken with:	7 adults including middle leaders, teachers and parents
Key RRSA accreditations:	Registered for RRSA: 9 November 2017 Silver achieved: 14 January 2019 Gold achieved: 5 May 2021
Assessor:	Helen Trivers
Date:	19 June 2024

REACCREDITATION OUTCOME

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

Avon House 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 clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- The current focus on diversity, working with children and families to reflect the school's diverse community and build children's awareness of our diverse world.
- Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all young people to put their suggestions forward and for these to be acted upon.
- A strong desire to develop students' understanding of inequalities around the world and the actions they can take to address this.

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 the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue to revisit RRSA guidance around language, wording and vocabulary of rights, focusing on precision of language around rights and rights concepts. Resources which will support this include [Myths and Misconceptions](#), [RRSA glossary](#) and [Spotlight CPD resources](#) for staff.
- 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 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 explore both the UNICEF UK [Youth Advocacy Toolkit](#) and UNICEF UK's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with other Independent 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 spoke confidently and articulately, sharing their knowledge of children's rights. They learn about children's rights through assemblies and through the PSHE curriculum, with the school ensuring they understand how rights apply to real life issues, with one child sharing, <i>"We have lessons on rights every week. We learn how we can use rights in our lives."</i> The Rights Respecting Council take a lead role in promoting rights within the school community, with one member saying, <i>"We make sure everyone knows about rights and that rights are respected."</i> Pupils leading the school tour pointed out the many links to rights on displays, including the innovative 'Articles in Action' project where children were asked to create videos reflecting on how articles are made real across their school, with QR codes displayed around the school so that pupils and visitors can scan them to view the videos. There is also a Wonderwall display linked to Article 13 where children are encouraged to share their thoughts freely on different issues. Teachers said that they reference articles in their lesson plans and that articles are displayed on lesson PowerPoints.</p> <p>Children were aware that although all children have rights, they are not always respected, <i>"That's why we have UNICEF, because not every child has their rights respected."</i> Children learn about sustainability and climate change and talked passionately about what we can all do to make more sustainable choices. The Eco Committee have recently been on a trip to a salad packing plant, the headteacher reflecting, <i>"They have been talking about plastic packaging. The amount of plastics we use is on their minds,"</i> and children talked about their topic on Fairtrade and how this had made them more aware of the impact of what they are buying.</p> <p>The headteacher felt that being a Rights Respecting School was continuing to strengthen their work on pupil voice, commenting, <i>"Pupils aren't afraid to come and talk to us and share their ideas,"</i> with the RRSA lead adding, <i>"They feel empowered. They know their voice matters."</i> The deputy headteacher said that a focus on children's rights, <i>"...gives us a way of being intentional about developing the whole child. We have our weekly values and consider what they look like in action. Rights fit in perfectly with this. The children have begun to identify more when there are clashes."</i> Parents spoken with said they are well informed about the school's work on rights, with one commenting, <i>"It's part of the genetics of the school."</i> They said that their children regularly talk about rights at home, <i>"They are very aware of rights."</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</p>	<p>Classes create charters at the start of the year and pupils were clear about the roles of rights holders and duty bearers, saying, <i>"Duty bearers need to make sure rights holders are safe."</i> Children have explored the concepts of equality and equity sharing, <i>"Equality is everyone getting the same, but equity is people getting what they need."</i> They explained that there had been changes made to their school buildings and grounds to ensure that anyone with a physical disability was able to access everywhere, and that children receive additional support in lessons for example if they are dyslexic.</p>

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>Rights are now linked to policies such as the Anti-Bullying Policy and Equality and Diversity Policy. The School Development Plan states that Rights Respecting School values will be promoted within the school's culture and new staff receive training on how to put this into practice.</p> <p>There is a house system which helps to create vertical relationships as well as class and year group relationships and all house leads have had pastoral training. The headteacher said, <i>"Rights very much support relationships."</i> The school has a focus on Character Development and pupils explore values and make links with rights.</p> <p>A new Diversity Council has been set up, after being suggested by a Y5 child, and this group wants to ensure that children learn about and celebrate diversity in all its forms, with a member of staff saying, <i>"This has been a great platform for the children... They are asking how we can develop our work in this area."</i> A language of the month is celebrated, and children can suggest languages and take on the role of expert teachers, with British Sign Language being a recent focus.</p>
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.	<p>There are a range of pupil voice groups including a Sustainability Council, Rights Respecting Council and a Diversity Council, and the children understand how each group links with rights. Pupils take on positions of responsibility with pride and are taking more ownership of their pupil voice groups, with a staff member saying, <i>"We are facilitators; it is child driven."</i> The headteacher said, <i>"One child had the idea to set up the Diversity Council. They've done some amazing work."</i> Each pupil group has a 'You said, We did,' display, clearly showcasing how they have taken forward children's ideas, including introducing Halal lunches and the Language of the Month.</p> <p>Pupils know that they can have a positive impact on the world around them. They ran a Soccer Aid fundraising event and were proud to share that they raised over £4000 and they have also fundraised for charities including Haven House and the Moroccan Earthquake Appeal and also sell RSPB bird badges which they link to the right to a clean and safe environment. The headteacher said, <i>"We work hard with children to help them to realise there are families that don't have much. We want children to know why we fundraise and open their eyes to other children."</i> Each House has their own chosen charity and they also run events to fundraise for these charities, with one House Captain sharing, <i>"We did a colour run to make money for a local foodbank. We enjoyed our right to play whilst supporting other people's right to nutritious food."</i> Another House raised money to fund 20 'School in a Bag' rucksacks to support children across the world to access education and another House raised money for Shelter, with a child adding, <i>"The founders of Shelter came to talk to us. It's tough for people who are homeless and our money can help."</i></p> <p>Children attended an ISA Headteachers Conference and spoke about their work as a Rights Respecting School, with the headteacher sharing, <i>"They quizzed the audience. It was interesting for the children to realise they knew more than the adults."</i> They have also invited interested schools to visit them to learn more about their work as a Rights Respecting School.</p>