

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Kenmore Park Infant and Nursery School
Headteacher:	Mrs R. Mahil-Pooni
RRSA coordinator:	Nirmala Gohil
Local authority:	Harrow
School context:	16% pupil premium, 11 EHCP
Attendees at SLT meeting:	Headteacher, Deputy Head, Maths Lead,
Number of children and young people spoken with:	37 from Nursery to Y2
Adults spoken with:	4 teachers, 3 teaching assistants, one of whom is also a parent, 1 Senior Lunchtime Supervisor/TA, Chair of Governors, parent.
Key RRSA accreditations:	Registered for RRSA: 4 th July 2011 Bronze achieved: 4 th April 2012 Silver achieved: 2 nd July 2015; Gold achieved 23 rd June 2016 Silver Reaccreditation: 11 th March 2020
Assessor:	Isobel Mitchell
Date:	8 th May 2025

ACCREDITATION OUTCOME

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

Kenmore Park Infant and Nursery School has met 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 collection 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:

- Pupils who demonstrate good knowledge and understanding of rights.
- The extent to which rights and rights respecting language are embedded in the 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, supported by quality training for staff.
- A strong focus on the health and wellbeing of pupils and their families within the context of rights so that children feel supported and protected.
- A caring and inclusive ethos where staff ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life.

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 widen the number of rights the children are learning about perhaps through developing a progression plan to identify which rights you would expect a child to know about at the end of each year. Ensure all staff, even in Nursery, are referring specifically to *rights* in addition to talking more generally about, for example, being safe or healthy.
- Ensure all children understand that rights are unconditional and that adults (Duty Bearers) are responsible for protecting rights. When charters are next reviewed ensure the latest [Charter Guidance](#) is followed consistently and refresh children and staff's knowledge using the [ABCDE of rights](#). Reference to '[Myths and Misconceptions](#)' will be useful for staff.
- When the behaviour policy is next reviewed consider moving towards a positive relationships policy based on restorative practice informed by the key rights concepts of dignity and participation. The [spotlight CPD](#) resources on 'dignity', 'balancing rights' and 'rights and positive relationships' will be useful for staff.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Children spoken with displayed a good knowledge of rights and understood that rights are from birth, cannot be taken away, are for all children and are all equally important. Most also understood that rights are unconditional. Rights are giving the children a frame of reference to understand the world today and in the past. For example, they talked about VE day and how during World War II, children were evacuated which helped to keep them safe. They also recognised how learning about rights helps them in their own lives, one child said, <i>"It is important that children know about their rights because if they don't know then they don't know how they should respect other people."</i> All children learn about rights explicitly during PSHRE and links are made to rights across the whole curriculum, through assemblies and events and in everyday conversation. For example, in Nursery, when children walk calmly around the space, the staff remind them about how they are respecting each other's right to be safe and in Reception when they build a house for their learning puppets the staff explain that everyone has a right to a safe home. Staff are well informed about rights through regular INSET and staff briefings. Parent/carer letters reference rights and parents spoken with confirmed that their children talk about their rights at home. This is encouraged through 'Big Talk Homework' with a rights theme. The relationship with parents/carers is strong, one parent spoke about how helpful the school are, offering language support and parent workshops on many topics, including children's rights.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children clearly enjoy their rights at this school. One of the parents spoke about how their child is so happy to come into school that he sings on his way in! Staff commit to upholding children's rights through signing a staff charter. As noted by Ofsted in 2023, <i>'The provision for pupils' wider development is extensive,'</i> and staff understand their role as 'Duty Bearers' for the CRC. This is made clear to the children through, for example, connecting a display on 'people who help us' to the specific rights that those people are protecting. The headteacher spoke about how the rights are <i>"...just part of our ethos,"</i> and the Deputy Head explained how knowing about rights helps children to understand <i>"...why we are here and what our role is,"</i> adding, <i>"They understand our motivation."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Rights based charters and the use of rights language are central to the behaviour policy. Children are rewarded with Dojo points for rights respecting behaviour and children spoken with felt that children were kind to each other. They agreed that the staff treat them fairly and felt that rights were helping them to understand the importance of respecting each other.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children learn about safety on and offline through PSHRE lessons and through workshops from external providers. Children spoken with confirmed that they feel safe in school and could name members of staff they would speak to if they didn't feel safe. They shared their top tips on how to stay safe online and were aware of ways in which the school keeps them safe, mentioning lockdown and fire drills, lanyards for visitors, staff in the playground and lessons on road safety.</p>

<p>5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Children's health and wellbeing is a priority in this school. Children are strongly encouraged to walk or cycle to school and the children spoken with talked about how they are a 'water only' school and are learning about how to look after their teeth and the importance of self-care and hygiene. The children are familiar with the Zones of Regulation and how they can understand and manage their emotions. There is an Educational Mental Health Practitioner and a play therapist available in school. The SLT have lobbied the local council to provide Speech and Language and Occupational Therapy - recognising that children have a right to the best possible health care. The Deputy Head even runs marathons to raise the match funding required to access therapy services!</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>The school has achieved the Inclusion Quality Mark Flagship School Status and regularly celebrate their diverse school community through a range of faith and cultural events. Children and their families are encouraged to share their language culture and religion with others, often leading assemblies or cultural days, for example, recently families led a Romania day. There is an Additional Provision Room for children with SEND and they follow a personalised curriculum but are involved in school wide events such as the VE day assembly which took place during the visit, where appropriate. Staff talked about their equitable approach to supporting every child's needs, "<i>We need to make sure that all the children are exposed to the same content but if they need extra support, we give them that.</i>" Children have taken part in workshops from external providers, and events such as 'Odd Socks' Day to encourage them to understand and celebrate difference.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Staff conduct surveys and focus groups with children to discuss their learning topics; their ideas are taken note of by the subject lead but have not led to changes recently since all the children were happy with their learning. They have 'Golden Time' on Fridays where the children choose which educational activity to complete. There is a book vending machine in the reception area and children can use reward tokens to choose a book. Children spoken with talked about how much they enjoyed coming to school and learning. One child said, "<i>I like to learn and read.</i>"</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Pupil voice is making an impact in school, for example, the school council conducted a survey with their peers in classes to find out the types of after school clubs the children would like in the coming year, the data from across the school was collected and school leaders have worked to ensure that those clubs are made available e.g. basketball, art and craft. The children spoken with talked about how the school lunches have improved due to input from the school council and there is new equipment in the playground which the school council members monitor to make sure it is being used safely and is in good condition.</p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>The RRSA Champions and Eco-Warriors have worked together on campaigns to support children's rights locally and globally, for example, they wrote to the council to ask for a one-way traffic system outside the school, have run an awareness campaign to reduce dog fouling around the school and have been planting flowers in the grounds and switching off lights to save energy. The children understood how their efforts to encourage walking to school is connected to their rights to a clean environment and to be healthy. One child said, "<i>We try to walk to school because driving cars pollutes the air and exercising is a healthy thing to do.</i>" Pupils have also recently organised a pre-loved toy sale to raise funds for new reading books, and they have raised money for children in other parts of the world through supporting UNICEF UK's Soccer Aid.</p>