

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Osmani Primary School
Headteacher:	Remi Atoyebi
RRSA coordinator:	Asma Hassan
Local authority:	London Borough of Tower Hamlets Council
School context:	Osmani Primary School has 450 children on roll, of which 30% are entitled to Pupil Premium funding. 15% of pupils have an EHCP and almost all of the pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	27 children from across the school, including Rights Ambassadors.
Adults spoken with:	3 teachers, a parent and a parent governor
Key RRSA accreditations:	Registered for RRSA: 2 nd February 2016 Silver achieved: 15 th June 2017 Gold achieved: 16 th May 2019
Assessor(s):	Helen Trivers
Date:	23 rd May 2022

REACCREDITATION OUTCOME

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

Osmani Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. 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:

- Articulate 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 strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school. Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and prominent on the website and school communications.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- The extent to which rights underpinned the school's response to the covid pandemic, ensuring that keeping children safe and able to access their rights was at the forefront of their approach.

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 explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example dignity and equity and how these are enacted in school practice.
- Continue to create opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions. This could include explicit involvement in school improvement planning, policy review processes including the development of child friendly versions of relevant policies, the evaluation of learning and teaching and staff recruitment.
- 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](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

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>Osmani Primary School has continued to place rights at the heart of everything they do. Children talked confidently about a wide range of articles from the CRC, as well as rights principles which they learn about using the ABCDE of rights. One child said, <i>"During lessons we talk about rights, and we also have rights assemblies and posters in our classrooms."</i> The headteacher said, <i>"Our curriculum isn't just the national curriculum. We look at the context of our children and our curriculum is linked to global goals and rights."</i> Children talked confidently about how rights are respected or not around the world and were also able to link their learning about climate change and rights, <i>"If there's too much pollution children can't breathe, and that means they are not safe."</i></p> <p>The headteacher stressed the link between rights and school improvement saying, <i>"The most powerful tool that has moved the school on is being a Rights Respecting School. It's really helped us in terms of staff, parents and pupils understanding what we want to achieve."</i> The headteacher also emphasised the importance of rights during school closures, <i>"If we didn't have this, we would have struggled. For us, the school feels like a safe haven, that's what we work towards and strive towards. When lockdown struck, it was all about making sure our children were safe."</i></p> <p>Staff receive ongoing training on rights and spoke positively about the approach, <i>"I can't imagine our school without it...It's made us more globally aware. They learn that they can have an impact, that they can make changes."</i> The RRSA lead added, <i>"Our rights work isn't just for teachers – it's everyone: sports coaches, kitchen staff, the caretaker, everyone is part of this."</i> Parents are also well informed about rights; all letters sent home are linked to rights and the school has welcomed parents into the school to participate in rights workshops with one parent saying, <i>"It has had a positive impact on relationships at home, he celebrates his uniqueness, it's beneficial for the future as he is aware of children across the world who don't have access to their 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 equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that</p>	<p>Children were clear that their rights are respected at school, <i>"We learn about our rights, and we know how to respect other people's rights and our own rights,"</i> and that duty bearers are responsible for ensuring that rights are met. The RRSA lead explained that during covid, <i>"...they genuinely appreciated their duty bearer's role. One child wrote a letter to the staff thanking them for making sure that they had access to all of their rights."</i> Rights language is used when dealing with any behaviour problems, with the RRSA lead explaining, <i>"Children take more ownership of their own behaviour. We have the 'Tell, Ask, Get help' system and the number of incidents where children have to have adult support has declined."</i></p> <p>Children said they felt safe at school and were confident that any problems would be sorted out. They said that bullying was very rare and if it did happen would be stopped quickly, <i>"If there is something happening it will be dealt with."</i> <i>"There are worry boxes and we can put a letter in,"</i> and there are people to talk to if needed, including teachers and members of SLT.</p>

<p>respects the rights of both educators and learners and promotes wellbeing</p>	<p>Children's health and wellbeing is a priority. Children are encouraged to eat healthily, <i>"We are a Sugar Smart School, so we've reduced the amount of sugar. On party days we bring in fruit,"</i> and are encouraged to stay active, <i>"We have PE that helps your physical health, we have sports clubs and activities like football and basketball,"</i> and keep their minds healthy, <i>"We did mental health week...and we have mindfulness afternoons."</i> The school provides a range of additional support for pupils with social, emotional, and mental health needs, as the headteacher explained, <i>"We have a resident therapist in school and other therapists who come in and offer play therapy and art therapy."</i> These interventions continued online throughout lockdown by training parents to use Google Classrooms.</p> <p>A broad and balanced curriculum is offered and children take part in a wide range of extra-curricular clubs which are open to all. Children shape their learning, the RRSA lead saying, <i>"We want children to know they have ownership of their learning; they choose their challenge, they have a say in the work they do."</i></p>
STRAND C	Highlights and comments
<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 said that they are listened to at school and their views are considered with one child saying, <i>"Our school lets us express our views and opinions so if something is wrong or if we want to change something, they listen. They respect our rights."</i> They have a School Council and Rights Respecting Ambassadors with one saying, <i>"We have meetings to discuss things that children in our class have brought up which they think would have a positive impact on our school. We take them to [the headteacher] and she will consider our ideas."</i> They talked about improving the equipment in the playground, increasing the number of recycling bins and ensuring that the drinking fountains were turned back on. They also said they discuss their learning and a teacher said, <i>"We take on board their feedback. We have created an environment where children feel able to make suggestions and they know they will be acted upon."</i> As well as raising issues through the School Council, there is also a question board outside the headteacher's office where, <i>"They can ask me any question linked to school improvement and I write a response,"</i> but she also said, <i>"They feel they can come and talk to me...They know they can talk to any adult and they will respect and value what they say."</i></p> <p>Children also talked about their work to raise awareness of rights and take action on rights issues, <i>"We protested outside our school to raise awareness of pollution and we put up posters to tell people about climate change."</i> This active citizenship is also built into lessons, <i>"In literacy we wrote persuasive letters about stopping using plastics - we wrote to different companies like Amazon and Coca Cola and to our local MP about plastic waste and single use plastic."</i> Children also take part in fundraising such as Red Nose Day and Christmas Jumper Day and explained that the money raised helps children access their rights, such as their right to shelter, food and clean water.</p>