

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	KTS Academy
Headteacher:	Brian Richardson
RRSA coordinator:	Chris Race
Local authority:	Redcar & Cleveland
School context:	KTS Academy has 170 pupils on roll. All pupils have an EHCP and 63% are eligible for Pupil Premium funding while 1% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, Deputy Head and RRSA Coordinator
Number of children and young people spoken with:	10
Adults spoken with:	3 members of staff
Key RRSA accreditations:	Registered for RRSA: Feb 2015 Silver achieved: May 2017 Gold achieved: June 2019
Assessor(s):	Kathy Allan
Date:	5 May 2022

REACCREDITATION OUTCOME

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

KTS Academy 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 assessors 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:

- Highly effective leadership of the rights related work at all levels, including from young people, leading to consistent messaging about rights and respect underpinning the school's work.
- Happy, confident children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life. A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- A school with inclusion at its heart, where pupils feel safe and secure and where the values of dignity and respect are lived and valued by children and staff.
- The school's respect for and empowerment of the children is extremely clear and highly effective. Pupils are listened to and involved in decision making at all levels and are confident that their views are taken seriously.

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:

- Explore the possibility of using the CRC and your commitment to RRSA more explicitly in the language used to communicate about who and what you are as a school and on your website, Facebook and across strategic documentation which hasn't already been updated.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- 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.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local 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>Consistent, strong leadership has led to a sustained focus on children’s right over the last 3 years. Students met with during the visit shared their knowledge and understanding of rights and were confident in the concepts of rights. <i>“All children have the right to an education all over the world”</i> explained one pupil. Others added <i>“Knowing rights opens the door to many other things – the right to education leads to the right to be heard”</i> and <i>“If I didn’t know my rights I might feel out of place.”</i> Students shared the barriers they have learnt about in relation to accessing rights highlighting the current situation in the Ukraine <i>“Russia have decided to reclaim the Ukraine, some families don’t have a safe home, a happy life or an education.”</i> <i>“People are becoming refugees which means they need to leave their homes and can’t get lots of their rights”</i> added another student. Safety at home was also highlighted as having a huge impact on rights and their indivisibility. The Right of the Week has remained a key strength with all staff being involved in delivering assemblies and holding discussion with students who highlighted that <i>“We work rights into our PSHE lessons.”</i></p> <p>Staff shared how the consistency in referencing rights and their visibility in planning and on displays help to remind them and identify links. <i>“Rights are threaded through everything we do”</i> confirmed staff who also highlighted the annual training and ongoing support from the RRSA Coordinator as beneficial in ensuring rights are understood and part of everyday conversations. ‘I am acutely aware of the importance that school places upon children’s rights and their entitlement to be treated with respect’ explained a quote in the evidence from a governor. Some of the students at KTS access a developmental curriculum where rights are experienced, and pupils are given a voice through PECs and other resources. A member of staff explained how rights are modelled and children learn through activities like Lego therapy when they are listening and respecting each other through play.</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</p>	<p>Student wellbeing is at the heart of the KTS’ mission and is intertwined with the core principles of the CRC. A member of staff explained that <i>“it is about us all knowing the CRC and our responsibility as duty bearers, and we are all brought together by the thread of respect and dignity.”</i> Recent pupil and staff surveys show that relationships are strong across the school with everyone feeling respected, listened to and confident in students’ ability to influence decision making. Students are recognised as individuals and personalised learning is in place for all with recognition from staff that <i>“each child’s journey is unique to them.”</i> Rights are integral to staff and students understanding of relationships and regular circle time provide opportunities to explore how rights impact on day-to-day life. Students shared insights into their understanding including: <i>“dignity - it’s a level of privacy and respect in all areas of life,”</i> <i>“it’s tied to having your own opinion”</i> and <i>“if you tell someone something they won’t share it without permission.”</i></p>

<p>teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p>They understand that <i>"equality is about being treated the same no matter where you are from, your religion or race"</i> and that everyone has their own equipment to ensure they can access their learning and that this too is fair. Staff report that students have confidence to share their views and are tolerant of each other's differences showing mutual respect and acceptance. A student explained the important of rights to her: <i>"taking rights away is not good for your mental health and wellbeing as it's taking your voice away."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<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>Pupil voice and participation is a key strength at KTS, and students are engaged in every element of their education and care and in decision making. Opportunities to share views happen across the school and some students are involved in the School Council/RRSA Steering Group where they help decide how the school tackles issues. The rights of pupils are key when planning and delivering activities whether it is developing the outdoor space, advocating for additional recycling bins, or developing the anti-bullying policy. Students are consulted and engaged in planning for drop down days and weeks to ensure that everyone can access something. Students explained how they can make decisions and choices in their learning and activities but also have supported other schools pre-pandemic: <i>"we've had meetings at other schools to discuss rights and the changes they might need."</i></p> <p>Staff reported the impact of embedding a rights-based approach as <i>"understanding rights helps students to see the bigger picture"</i> and <i>"it helps children explore the wider world."</i> On hearing about the situation in the Ukraine students wanted to take action deciding on collecting donations <i>"we wanted to help the families who were affected and needed to leave their things behind."</i> A recent community project has helped students to develop awareness of environmental issues. Working with Groundwork they have been involved in the development of Loftus Community Woodland where they visited the area and supported developments to make it accessible. They planted trees, built bug hotels and bird feeders, designed artwork for the entrance to the woodland and learnt about recycling.</p>