

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Foreland Fields
Headteacher:	Adrian Mount
RRSA coordinator:	Sarah Thorp
Local authority:	Kent County Council
School context:	Foreland Fields School is a foundation special school for pupils aged 3-19 years who have profound, severe and complex needs (PSCN). There are 231 pupils on roll. 100% of pupils have an EHCP. The proportion of pupils eligible for the pupil premium is 46%. 10% of pupils speak English as an Additional Language. Satellite provision at different mainstream settings is also provided.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator and supporting Coordinator
Number of children and young people spoken with:	4 members of the School Council in their individual class bases
Adults spoken with:	4 teachers, 1 family liaison officer, 6 parents including two who are governors
Key RRSA accreditations:	Registered for RRSA: 20 th January 2016 Bronze achieved: 11 th April 2016 Silver achieved: 10 th May 2017 Gold Achieved: 23 rd January 2019
Assessor(s):	Helen Trivers and Hilary Alcock
Date:	26 th January 2022

REACCREDITATION OUTCOME

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

Foreland Fields 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 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 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:

- Continued commitment by the whole school to place the UN Convention on the Rights of the Child (CRC) at the heart of policy and practice. After many years engagement with the Rights Respecting Schools Award there is still innovation and creativity in the way it is taken forward and adapted.
- Staff who are passionate advocates for children's rights resulting in the creation of an environment where each child thrives and is supported to be the best that they can be.
- A nurturing, family atmosphere with strong relationships with parents/carers who clearly value the school's rights respecting work and consequently feel empowered themselves to advocate for their children's rights.
- Pupils are empowered in very individualised ways to use their voice to effect change within school, the community and globally.
- A real sense of community through the Field of Dreams project and the effective way that the school has campaigned for the rights of other children more widely.

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:

- Consider strengthening the impact of pupil voice through the use of a 'You said, We did' approach, perhaps using visual prompts to support this.
- Continue to support pupils to explore the wider world. Continue engagement with UNICEF UK's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA, including further developing the role of parents/carers with this through your work with other professionals, networks and in collaboration with the LA and other schools/settings.

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 and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Pupils, with appropriate prompts from staff, clearly communicated that they know they have rights such as to a name, to be safe, to have good food and health, to education and to play. One child said <i>"The best thing about this school is that we get all our rights at the level that is right for us."</i> The school's pre-visit evidence explains, 'Pupils know that adults will support them to access their rights and they know that adults will not take their rights away.' The School Council helps to promote children's rights in school. <i>"The biggest change since we first achieved our Gold RRSA has been developing our curriculum so that the UN Convention on the Rights of the Child (CRC) is now at the heart of it,"</i> explained the Headteacher. The RRSA Coordinator said, <i>"We focus on a small number of rights that are likely to be most meaningful for our pupils and support them to communicate these and remember them."</i> She went on to say, <i>"Through intensive interaction training for staff we have really developed our pupils' right to have their voice heard, however they communicate."</i> A wider range of rights are included in teaching and learning with the small cohort of higher ability pupils. There has been a broadening of rights-based learning to incorporate more of a global dimension, for example Fair Trade. Staff were unanimous that, <i>"It is absolutely phenomenal how the CRC underpins everything that goes on in the school and how it impacts on the lives of the children both inside and outside of school."</i> Parents expressed how the school's rights-based approach had made a huge difference to their children, <i>"My child knows he has rights and makes us know that he has them and what he is entitled to."</i></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>The school has produced short videos to support pupils' understanding, for example, staff explaining how they fulfil their role as duty bearers. The Headteacher explained how, <i>"Staff knowing that they are duty bearers definitely changed the way they see their role. They know that children do not have to earn their rights and I'm confident that staff would hold senior leaders to account if they considered that children were not getting their rights."</i> A parent commented, <i>"When we went to visit, the first thing the teacher did was speak to my son. They asked him about what he likes to do and have you got any friends. They included him as an individual."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>There is an atmosphere of mutual respect between staff and pupils and between staff and parents. During the visit, many children made comments such as, <i>"I like playing and I have friends."</i> The RRSA coordinator commented on how, <i>"Covid has strengthened relationships between school and families."</i> One parent described the school as, <i>"A fantastic, caring and involving community... they are always asking 'what can we do to help'."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children said, through their different communication methods, that they felt safe at school, commenting that, <i>"We have familiar staff who keep us safe,"</i> and, <i>"There are locks outside on gates and the adults make sure that we are safe."</i> They consistently said that they would tell a teacher if they did not feel safe. The school's family liaison officer praised senior leaders and staff for the support that was provided during the Covid lockdowns. She said, <i>"The teachers were amazing, providing regular welfare and safeguarding checks."</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Pupils knew that physical activity is linked to their right to health with one saying, <i>“I like PE lessons and swimming.”</i> Another child explained how her physio, speech, and language therapist and, <i>“Lots of bits of equipment all help to keep me healthy.”</i> One said, <i>“I like the sensory rooms and aromatherapy and hiding in the tunnel in the soft play.”</i> Pupils follow highly personalised learning journeys and Health and Therapy and Eating and Drinking are now included within the curriculum. Staff explained, <i>“Covid regulations gave us an opportunity to better appreciate how some children actually prefer eating in a smaller group and so we have reorganised lunchtimes.”</i> The KS3 lead teacher outlined how staff were currently teaching about what consent means and that a workshop for parents about the Mental Capacity Act was being held.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Children gave examples of how they felt included, with one commenting, <i>“I have lots of practise with my walker so that I can play with my friends.”</i> Parents commented that the school really respects and understands their children as individuals, <i>“The school has really helped my child to be the best she possibly can be...they let her be herself.”</i> Others said their children had, <i>“Thrived since joining the school... to be independent and flourish in their own way.”</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>There was a consistent message from children and parents as to how settled and happy children are at the school. One child said, <i>“I enjoy doing good work, having friends and I like playing outside.”</i> A parent commented on how, <i>“The school is preparing my child for their future, giving them the confidence to express their views.”</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>The School Council has an elected member from each class, meaning that the full range of ages, needs, abilities and views are represented. Class representatives explained, <i>“We had a meeting to vote for who we wanted.”</i> Staff supported the School Council members to tell us about their action plan. They have helped to choose a new logo for the school, introduced a new reward system, are planning class worry boxes, as one pupil described, <i>“Like a post-box in the shape of a worry monster that can be fed comments,”</i> and looking at improving food choices and portion sizes at lunchtimes.</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 school is building, in conjunction with Kent County Council, a hub for children and adults with special needs in the local community called Foreland Field of Dreams Project. Pupils have been involved with the design and school council members have been ambassadors for the school, welcoming trustees and explaining the difference that the project will make to their lives. As part of the NHS’s Easy Read Project, sixth form students tested and expressed their views on the accessibility of appointment and booking systems and their feedback was incorporated into new accessible booking formats. Pupils have learnt about food poverty through Marcus Rashford’s campaign and made links with local food banks. Children have also learnt about Fair Trade food products and how these support the rights of communities globally. The school’s deputy headteacher successfully campaigned to get nursing staff into special schools in Kent which has improved their right to health and education. Pupils have also joined in with UNICEF UK’s OutRight Campaign for children’s mental health.</p>