

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Foxfield Primary School
Headteacher:	Megan Minnett and Tatum Sharp
RRSA coordinator:	James Porter
Local authority:	London Borough of Greenwich Council
School context:	There are 665 pupils on roll, of whom, 32% are eligible for Pupil Premium funding, 9.23% receive additional support for their educational needs and 40% speak English as an additional language.
Attendees at SLT meeting:	Assistant headteacher/RRSA coordinator
Number of children and young people spoken with:	15 children from the steering group (Y1-Y6) 11 children in a mixed-age focus group (Y1-Y6)
Adults spoken with:	10 adults including the deputy headteacher, phase leaders, subject leaders and teachers
Key RRSA accreditations:	Registered for RRSA: 26 February 2024 Bronze achieved: 21 May 2024 Silver achieved: 16 July 2025
Assessor:	Iddanella Sarmiento
Date:	14 July 2026

ACCREDITATION OUTCOME

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

Foxfield Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

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:

- Very articulate and passionate pupils who value child rights education, understand how their rights connect to school life, school's values and their local and global community, and can articulate how duty bearers are responsible for ensuring their rights are met.
- The extent to which children's rights and the UN Sustainable Development Goals are explicitly linked to all areas of the school's work, are visible on displays and linked across the curriculum ensuring all pupils receive a rich curriculum.
- Children who have a strong sense of fairness and equity and understand how their school promotes this through their practice and everyday interactions.
- The caring and nurturing ethos of the school, where the values of dignity and respect are lived and valued by the whole school community.
- The strong culture of inclusion and respect, where all pupils are celebrated, feel valued and supported to be the best they can be.
- Confident pupils who feel listened to, know that their views are taken seriously and are making a positive difference in school and in the wider world. Pupils clearly know that everyone has rights and are committed to helping to realise these for other children locally and globally.

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 so that children can articulate that everything they experience in school is underpinned by the CRC. Consider developing child-friendly versions of key policies linked to specific articles. (Outcome 2)
- Continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school. Consider opportunities for meaningful pupil participation in areas such as the SDP, policies, budgets or strategic whole-school improvement. (Outcome 8)
- Continue to support pupils to develop and lead campaigns from a child rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#) or using UNICEF UK's [Youth Advocacy Toolkit](#) or the [UN Global Goals for Sustainable Development](#) as a framework for this. (Outcome 9)
- As a Gold Rights Respecting school in London, continue to promote the CRC and the benefits of a child rights approach with local schools including secondary schools, and through your networks and federation to build capacity locally. (Outcome 9)

VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Children, staff and the wider community at Foxfield Primary School have a strong understanding of children's rights and the key principles that underpin them. Pupils can confidently use the 'ABCDE of Rights' resource to explain these principles and have extensive knowledge of a wide range of CRC articles. One child said, <i>"We are born with our rights and they can't be taken away."</i> Children can also identify situations where children's rights may be denied around the world, including poverty, gender-based discrimination, war and natural disasters. Rights learning begins in the nursery and is embedded across the curriculum, with the RRSA lead explaining, <i>"RRSA is embedded across the whole-school; from EYFS we have mapped progression; the Global Goals are also built into our curriculum and it's all captured within our planning."</i> The school's six global curriculum themes provide opportunities for children to explore children's rights and global issues, with rights seamlessly integrated into Geography, History and English. Weekly 'Articles of the Week', staff briefings, assemblies and displays ensure the CRC remains a consistent feature of school life. As the RRSA lead shared, <i>"The CRC has given us a framework."</i>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the CRC.	Children understand that fairness and equity mean ensuring everyone receives what they need. One child explained, <i>"Equity is giving individuals what they need rather than giving everyone the same thing; some children need more provision than others."</i> Class charters created at the beginning of each year ensure children understand their roles as rights holders and the responsibilities of adults as duty bearers. A teacher shared, <i>"They help to build that understanding from the beginning of the year."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are rooted in dignity, respect and a commitment to creating a nurturing environment so children feel safe and secure. One child explained, <i>"Dignity is having respect for yourself and not being made to feel embarrassed; our teachers respect us and listen to us."</i> The school's restorative approach prioritises repair, with trained peer mediators supporting children. A teacher shared, <i>"They support with conflict resolution in a restorative way,"</i> and the deputy headteacher noted, <i>"The playground is much calmer now."</i>
4. Children and young people are safe and protected and know what to do if they need support.	Children understand how their school promotes their right to safety and can identify the systems available to support them. One child explained that safety is promoted through <i>"registers, fire drills and gates,"</i> while another shared, <i>"If we don't feel safe, we can tell our trusted adults or write in the 'Chance to chat' box."</i> The box enables children to request a private conversation with their teacher about anything that may be affecting them, including friendship difficulties, home life or incidents in school. The school's robust safeguarding practices allow every child to feel safe, protected and heard.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children understand how their school supports their right to the best possible health, identifying <i>"PE lessons, healthy lunches, access to clean water and learning about children's mental health."</i> The school provides calm, structured alternatives for children who find the playground challenging through daily lunch and colouring clubs, supporting their social and emotional wellbeing. Key children also take part in morning check-ins with learning mentors, providing opportunities to share feelings and ensuring they are ready for the school day. The school's focus on memorable experiences further supports children's

	wellbeing through a diverse range of trips, workshops and extracurricular activities that enrich their time at Foxfield.
6. Children and young people are included and are valued as individuals.	A strong culture of inclusion is evident, where children's identities are recognised and celebrated. One child said, <i>"In this school, we make sure we pronounce people's names properly,"</i> while another shared, <i>"We celebrate different cultures and events on days like Culture Day."</i> The school's equality and anti-racism statement, ongoing focus on Equality, Diversity and Inclusion and Inclusion Quality Mark Centre of Excellence status reflect its commitment to ensuring every child is valued. The global curriculum broadens children's understanding through diverse narratives and perspectives, including untold stories and voices that have historically been underrepresented, supporting children to develop empathy and a more inclusive understanding of the world.
7. Children and young people value education and are involved in making decisions about their education.	Learner Voice is a key pillar of Foxfield's SDP, ensuring children are active participants in shaping their educational experiences. The RRSA lead explained, <i>"On curriculum evaluation day, we focus on learner voice and as a result, adapt lessons or whole learning journeys."</i> Pupil surveys demonstrate that children have an aspirational approach to education and recognise the impact of their learning on future opportunities and careers. Through peer-support approaches, children are encouraged to respect the right of others to learn.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice is valued highly and children understand that their views lead to meaningful change. Every classroom has an 'Idea Box' where pupils can suggest improvements to curriculum, lessons, routines and policies. Children explained, <i>"We use the box to share our ideas to make the school better,"</i> with suggestions leading to initiatives including 'No parking' signs outside the school, improvements to school dinners and Foxfield's Got Talent. The Rights Respecting Ambassadors have also responded to pupil needs by developing a playground map to create a more structured and effective use of the space, presenting their ideas to lunchtime staff and the wider school community. The school's 'You said, We did' approach ensures children can see the impact of their participation, with pupil voice outcomes shared through assemblies and staff briefings. The RRSA lead reflected, <i>"The idea of having memorable experiences came from the children in order to improve attendance,"</i> demonstrating how pupil voice can shape wider school priorities.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children at Foxfield take meaningful action to promote the rights of others locally and globally. Each year group completes three global outcomes, providing children with opportunities to explore global issues and consider how they can be changemakers. The RRSA lead said, <i>"The termly campaigns or fundraising initiatives linked to the global outcomes encourages children to ask, 'What can we do about it' and hold duty bearers to account."</i> Through SuperKind, children design campaigns and fundraise for organisations connected to their learning, developing their understanding of action and global citizenship. Children also take action within their local community. Following a Year 1 beach trip for example, children ensured that no litter was left behind, recognising their right to a clean environment. Pupils were also consulted by representatives from the local borough about plans for a new adventure playground. On World Children's Day, children initiated a project to collect toys, games and books for a local charity so that children could receive gifts at Christmas. Through these experiences, children are developing their understanding that they can use their voice and take action to uphold the rights of others.