

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Grafton Primary School
Headteacher:	Junaida Bana
RRSA coordinator:	Alice Carroll
Local authority:	London Borough of Barking and Dagenham
School context:	Grafton Primary School has 885 pupils on roll. Of these, 20% are eligible for Pupil Premium funding, 22.5% have additional support needs and 42.3% speak English as an additional language.
Attendees at SLT meeting	Headteacher, RRSA coordinator, 2 assistant headteachers
Number of children and young people spoken with:	3 Y6 pupils on tour, 22 pupils who hold ambassador roles, 24 children from YR to Y6
Adults spoken with:	9 adults including teachers, support staff, ARP/The Hub staff, play leaders and midday assistants, parents/carers and governors
Key RRSA accreditations:	Registration: May 2016 Silver achieved: July 2017 Gold previously achieved: June 2019, July 2022
Assessor:	Helen Trivers, with Chloe Holness (VRU) shadowing
Date:	9 July 2026

REACCREDITATION OUTCOME

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

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

STRENGTHS OF CURRENT PRACTICE

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 during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

Strand A: Teaching and Learning about Rights

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.

Strengths include:

- The extent to which rights learning continues to be embedded across the curriculum. Rights are explicitly referred to in assemblies and across the curriculum and are visible on displays around the school. One child shared, *"If you know your own rights, you know how to respect them and to respect others' rights."* Core texts are carefully selected to promote global citizenship and reflect the diversity of the children and families within the school community and relevant UNCRC articles are clearly linked to each text and explored through classroom learning. All children take part in weekly Rights Around the World lessons to develop their understanding of UNICEF's work and the experiences of children across the globe. A member of staff said, *"It's clearly nurturing future citizens of the world... they are developing critical thinking skills that will help to make the world better."*
- 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 headteacher sharing, *"It isn't something we do for a week, it's part and parcel of everything we do as a school – it's a very consistent approach,"* the RRSA lead adding, *"It's the first thing we tell people about our school."* This commitment has been supported by a comprehensive training programme for both existing and new staff, including teachers, teaching assistants, trainee teachers, office staff, midday supervisors, and Hub staff. This ensures a consistent understanding of children's rights and a shared commitment to embedding a rights respecting ethos throughout the school. A new member of teaching staff shared, *"RRSA was new to me. It was eye-opening. The children use the language and they are so empowered."*
- A strategic approach of senior leaders and the RRSA lead to embed a child rights approach, putting it at the core of the school's school policies and strategic documentation and through communication channels such as staff bulletins, newsletters and the school website. These resources regularly highlight children's rights and demonstrate how they underpin the school's values, decision-making, and daily practice. Parents/carers spoken with were very positive about the school's work, one sharing, *"My child is so confident and is making great progress. She feels safe and heard,"* another adding, *"The teachers really care about developing the talents and abilities of each child."*

Strand B: Teaching and Learning through Rights

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 respects the rights of both educators and learners and promotes wellbeing.

Strengths include:

- The extent to which the school's ethos and culture, and subsequent decision-making, are rooted in children's rights. Children talked confidently about duty bearers and their roles, with one child sharing, *"At our school we respect all the rights."* All members of the community spoken with demonstrated a commitment to children's rights and talked about the importance of being a Rights Respecting School. The Safeguarding Lead said, *"I have seen a shift in disclosures. Children feel confident to come and talk to an adult, they come with rights language."*
- Strong relationships with clear links to the school's values and children's rights. Leaders felt that positive relationships between children and staff enabled all pupils to feel valued, supported and included. A new behaviour policy, which was designed with the children, has been introduced and rights, dignity, and fairness remain central, with a focus on providing early support, and ensuring a consistent approach. Reflection sheets link explicitly to children's rights, encouraging pupils to reflect on the impact of their actions on themselves and others. One assistant headteacher shared, *"There has been a decline in significant incidents because of the support that we are giving children."* The introduction of OPAL (Outdoor Play and Learning) has enhanced playtime and have supported positive relationships between children and adults at play and lunchtimes. An OPAL Ambassador shared, *"If we see anyone alone, we ask if they want to play."*
- A focus on inclusion where all pupils are celebrated and feel valued and supported to be the best they can be, with a Y6 Diversity Ambassador sharing, *"We discuss how to make the school a place where everyone feels welcome."* The school has a high and increasing number of children with complex SEND and social, emotional, and mental health needs, therefore a priority has been to continue to strengthen their inclusive practice, ensuring that children's rights remain at the heart of all decision-making. New spaces, including The Nest, Rainbow and Sunshine rooms have been opened to ensure that all children receive the support they need. A teacher shared, *"It's about making sure adults are advocating for the children, helping children to communicate and ensuring they are part of the school."* A member of staff from The Hub shared, *"We talk about the right to be heard. We explain how important this is."* Children across the school are supported through a range of inclusive strategies, including classroom calm corners, and personalised support systems, one child explaining, *"If we are upset or stressed, we can go on a reset walk."*

Strand C: Teaching and Learning for Rights

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 that children experience their rights.

Strengths include:

- Pupil participation which is highly valued, with a range of leadership and ambassador roles enabling children to share ideas and see them acted upon. One child shared, *"Everyone's opinions should be respected. If everyone can share their opinions freely it can make the world a better place."* The headteacher shared, *"Pupil voice is at the heart of what we do."* The School Council represents the views of all pupils and has supported improved lunchtime experiences, improvements to school toilets, the development of the new behaviour policy, recruitment of staff and they have also recently advocated for new suggestion boxes in classrooms. Councillors also present to governors, ensuring pupil views inform strategic decisions. The headteacher shared, *"I was interviewed by children. They were so knowledgeable about rights. It was clear that pupil voice was central to the school's ethos."* A School Councillor shared, *"We work closely with the Right Ambassadors – we want everyone to enjoy the school."* Reading Ambassadors have supported the new library, while Eco-Ambassadors have reviewed the Eco-Code and promoted environmental responsibility. A member of SLT said, *"The children raise issues – they show that they have a voice."*
- The support for children to become active global citizens, advocating for the rights of others, both locally and globally. One pupil explained, *"Some children across the world don't have access to their rights. We can help by talking to adults about their situation."* Fundraising for Soccer Aid, the Grafton Food Drive and curriculum opportunities help pupils understand how they can make a positive difference. Pupils also campaign for change, including a Y5 campaign shared with the mayor for improvements to the local park. Environmental sustainability remains a key focus, with pupils encouraged to recycle, reuse, reduce waste and take part in sustainable cooking workshops. These opportunities strengthen children's understanding of compassion, community responsibility, sustainability and rights.
- The school's ambassadorial work, supporting other local schools on their Rights Respecting journey. Rights Ambassadors represent Grafton at local events, and the school continues to play a leading role within the Barking and Dagenham Rights Steering Group, sharing best practice, hosting staff training and welcoming colleagues from other schools to develop their understanding of child rights education. Grafton also represented Barking and Dagenham at Royal Ballet and Opera's Create Day 2025, sharing their work with schools across the UK.

RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- Continue to focus on the depth and precision of language used when discussing rights with pupils, ensuring the rights language is true to the content of the UNCRC. UNICEF UK's [Myths and Misconceptions](#) and [Rights Respecting language Spotlight](#) resource will support staff. (Outcome 1)
- Sustain the strong rights-based practice now embedded across the school. Ensure all new initiatives and policies are explicitly linked to rights, so children and young people can explain how the UNCRC underpins their everyday school experience. (Outcome 2)
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Consider using resources on the [UN Global Goals website](#) to support this and consider attending the RRSA's [Strengthening Global Citizenship](#) course. (Outcome 9)
- As a Rights Respecting school in London, continue to promote the UNCRC and the benefits of a child rights approach through your networks to build capacity within Barking and Dagenham, but also within neighbouring boroughs. (Outcome 9)