

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Fountaindale Academy
Headteacher:	Ben Norman
RRSA coordinator:	Hayley Warne
Local authority:	Nottingham (Nexus MAT)
School context:	Fountaindale has 97 pupils on roll. All pupils receive support for their additional needs with many children being non-verbal. Of these, 45% are eligible for Pupil Premium and 5% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, 2 deputy headteachers and the RRSA coordinator
Number of children and young people spoken with:	8 from the Rights Respecting School Council, 4 on video and classroom visits
Adults spoken with:	4 members of staff and 4 parents
Key RRSA accreditations:	Registered for RRSA: 11 May 2022 Bronze achieved: 11 October 2022 Silver achieved: 28 June 2023
Assessor:	Kathy Allan
Date:	13 July 2026

ACCREDITATION OUTCOME

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

Fountaindale Academy has met 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 accreditation 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 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:

- The extent to which rights are explicitly linked to all areas of Fountaindale's work and are visible on displays, linked across the curriculum and evident in language across classroom, the wider school and in conversations with the school community.
- A strong commitment to children's rights and to RRSA leading to consistent messaging about rights and respect underpinning every dimension of the school's work, putting it at the core of Fountaindale's ethos.
- A nurturing family atmosphere with strong relationships with parents/carers who also value and engage with the school's Rights Respecting work.
- A focus on inclusion and dignity where all pupils are celebrated and feel valued and supported to be the best they can be.
- The extent to which pupils are listened to and involved in decision making at all levels. Children feel empowered to drive change within Fountaindale.

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:

- Create further opportunities for pupils and staff to learn about rights in greater depth, including the origins and wider context of children's rights. Remember that the school has access to [RRSA training courses](#) and [RRSA Spotlight](#) staff training resources. (Outcome 1)
- Continue to support parents/carers, families and professionals in school to learn about and understand the [UNCRC](#) and engage further with the school's Rights Respecting journey. (Outcome 1)
- Build on the good practice around rights that has become embedded across the school. Ensure that all new initiatives and policies are related back to rights so that where possible children and the wider community are able to articulate that everything experienced in school is underpinned by the UNCRC and children's rights. (Outcome 2)
- As a Gold Rights Respecting school, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach across your school community, Trust and beyond. (Outcome 9)

2. 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, young people, staff and the wider school community demonstrate a commitment to the CRC and children's rights are embedded within the ethos, culture and daily practice of the school. Rights are one of the school's 6 drivers and this commitment is supported by a bespoke curriculum in which rights are embedded. Engaging rights displays were seen across the school. Pupils are helped to understand their own rights and the rights of others in ways that are accessible and meaningful to them, with staff recognising their own important role as duty bearers. Some pupils are able to make links between rights, local issues, global justice and sustainable living, helping them to see how rights affect their own lives and the lives of children everywhere. Examples were shared of exploring rights when watching Newsround and when checking the school's wildlife camera, where staff reported highlighting Article 29. Pupils and staff have created a wonderful video which shows how the whole school community have engaged in learning about the ABCDE of Rights resource. SeeSaw is used to communicate with families by sharing daily experiences, learning, interactions and achievements, particularly for those pupils who are non-verbal. The parents met with highly value the schools' communication and their rights focussed approach.
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the CRC.	Fountaindale ensures that pupils experience their rights through inclusive practice, accessible information and a broad range of opportunities. Each class has a charter linked to 6 key articles most relevant to its learners, helping pupils connect rights with daily life. Child-friendly safeguarding and positive relationships policies support understanding and confidence and are linked to rights where relevant.
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships across the school are founded on dignity, respect and a detailed understanding of each child as an individual, as promoted in the Positive Relationships policy. Staff work closely with pupils and families to understand communication, learning and emotional regulation needs, ensuring highly personalised support while pupils are involved in decisions relating to personal and medical care wherever possible. Each child has a positive relationships plan that is developed with their input. As a member of staff highlighted, <i>"...communication is such a high priority here."</i>
4. Children and young people are safe and protected and know what to do if they need support.	Safeguarding is a key strength at Fountaindale, robust policies, procedures and risk assessments support pupils' welfare and wellbeing. Pupils report confidence in staff and know they will be listened to, while staff shared the importance of the pupils understanding of Article 12 in relation to their safety. Through PSHE and rights learning, pupils explore personal safety, healthy relationships, bullying and sources of support, helping them to recognise risks and know who can help them.
5. Children's social and emotional wellbeing is a priority. They learn	The school's BEE ethos, 'Belong, Engage, Enjoy,' supports a culture in which pupils feel valued and supported. Wellbeing is linked to rights and respect and modelled by staff in their relationships. They report that pupils and families are increasingly referring to rights, with some children using rights to advocate for each other. A range of support is in place for pupils through the Zones of

to develop healthy lifestyles.	Regulation, ELSA intervention, Mental Health First Aiders and trauma-informed practice. Physical wellbeing and development is also carefully supported through specialist equipment and therapists where needed.
6. Children and young people are included and are valued as individuals.	Inclusion is strongly reflected through the school's personalised approach to learning, communication and participation. Each child is recognised as unique, with individual strengths, interests and aspirations. Communication Promise Shields and personalised learning profiles guide staff in supporting pupils to express preferences and engage meaningfully. As a pupil highlighted in the evidence 'Everyone listens to everyone.' Activities such as Able Orchestra, Moving Together dance sessions, enterprise projects and tuck shop responsibilities help pupils develop confidence, creativity, independence and a sense of contribution.
7. Children and young people value education and are involved in making decisions about their education.	A parent shared how staff at Fountaindale "...prioritise children's right to an education and do their best for each pupil," ensuring they are adapting opportunities for all children to develop and grow. Pupils are supported to influence their learning and wider school life in ways that reflect their communication needs. During World of Work Week, for example, staff gather pupils' career interests and use these to plan visitors and resources. Children contribute to decisions about lunchtime clubs, and the Rights Respecting School Council shared how they had been involved in reviewing participation in EHCPs, sharing their views on how meetings can be made more inclusive.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The school has established clear structures to ensure pupils' views are heard and acted upon. A 'You said, so together we...' notice board shares with the school community how children influence change and examples were given of how pupils are involved in the recruitment of staff. In videos shared, children talked about their confidence in raising matters important to them with any member of staff, including the headteacher. Rights Respecting School Council members gather feedback, ideas and concerns from their peers, discuss them, make decisions and bring back to class participatory tasks so that everyone can engage, for example, pupils created designs for the new sensory garden. As the RRSA coordinator shared, " <i>Any big decision in school children are involved with,</i> " and another member of staff added, " <i>They [pupils] know we act on what they tell us.</i> "
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Pupils take part in meaningful action to promote the rights of others and develop their understanding of global citizenship. Work linked to Global Goal 2: Zero Hunger has included collecting for a local food bank, preparing affordable nutritious meals in food technology, raising money for Mary's Meals and participating in the Great Pea Challenge where each class are growing their own peas. Pupils will help to choose a different Global Goal to be the focus of learning and advocacy for the next academic year. Locally, pupils promote inclusion through annual Pride events and second-hand uniform sales and they fundraise for different charities across the year. Recently, a link with a nearby Gold: Rights Respecting mainstream school has been made, with a view to sharing good practice and pupils meeting to discuss the CRC and children's rights.