

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Will Adams Academy
Headteacher:	Emma Smith
RRSA coordinator:	Jo Taylor
Local authority:	Medway
Context:	Will Adams Academy is a KS4 Alternative Provision. There are 45 pupils on roll. Of these, 60% are eligible for Pupil Premium funding, 22% have an EHCP and 9% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	7 students across two separate focus groups, including members of the Student Council.
Adults spoken with:	A member of teaching staff, the SENCO, a behaviour mentor and a member of support staff.
RRSA key dates:	Registered: March 2016 Bronze achieved: July 2017 Silver previously achieved: April 2019 Gold previously achieved: December 2020
Assessor:	Aaron Young
Date of accreditation:	23 rd March 2026

ACCREDITATION OUTCOME

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

Will Adams Academy has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

OUTCOMES FROM THE ACCREDITATION VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The assessor was confident that the school is making good progress towards Outcome 1 in Strand A, meaning that the United Nations Convention on the Rights of the Child (CRC) is becoming known to children, young people and adults, who are starting to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability. As you do this, ensure that you are staying true to the original meaning of the UNCRC. Consider using the [Article of the Week](#) learning activities to support this. (Outcome 1)
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, consider staff CPD at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this. Consider using the [RRSA Spotlight](#) monthly CPD resource. Remember you have access to our [e-learning](#) and [library of courses](#). (Outcome 1)
- Ensure that staff make explicit reference to rights in their planning of a range of subjects, topics and activities as well as in their daily interactions with children and young people. (Outcome 1)

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

The assessor was confident that the school is making good progress towards Outcomes 2-7 in Strand B, meaning actions and decisions affecting children are starting to be rooted in, reviewed and resolved through rights. Children, young people and adults are beginning to 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.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Create opportunities to explore the concepts of fairness and equity, supporting children and young people to communicate their understanding of how school promotes these concepts. (Outcome 2)
- Explore with staff, children and young people the concept of dignity and how it underpins policies, actions and interactions between everyone at school. Consider using the RRSA guidance for [Exploring Dignity with Pupils](#) to support this work. (Outcome 3)
- Support children and young people to feel confident in using the language of rights to resolve disagreements and address complex situations, by including explicit reference to rights in peer mediation training and restorative practice. (Outcome 3)

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

The assessor was confident that the school is making good progress towards Outcomes 8-9 in Strand C, meaning that children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to provide opportunities for more children and young people to be involved in pupil led groups, including those students that attend the provision for short periods. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community. (Outcome 8).
- Strengthen the impact of pupil participation by closing the feedback loop; perhaps a 'You said, We did together' approach, showing how the participation of pupils has brought about meaningful change. Consider developing mechanisms to support and encourage all children and young people, whether they hold specific leadership roles or not, to articulate how their ideas could affect change in the school. (Outcome 8)
- Develop children's knowledge of global issues and how UNICEF protects children's rights globally. Consider using RRSA's [Rights Around the World resource](#) to explore this. (Outcome 9)

ASSESSOR REFLECTION

During the visit, it was evident that a focus on children's rights has been developed across Will Adams Academy, with pupils accessing learning about rights through both discrete lessons and displays around the school. Pupils spoken with were able to refer to a number of rights, including "freedom of speech" and "the right to an education", and described how these link to their experiences in school. Discussions with pupils highlighted positive relationships between staff and students. Pupils commented that "the teachers here really listen to you" and "you get seen more", with others noting that "the best thing about this school is that the teachers care more here". The school council was described as active and involved in school improvement. Pupils shared examples of recent work, including contributing to improvements in toilet facilities. Pupils also spoke about opportunities to support others beyond the school, including fundraising linked to overseas humanitarian aid. The headteacher reflected that "our students have a sense of belonging here, particularly when they feel like they haven't been included elsewhere; rights really helps us achieve that."