

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Rawtenstall St Paul's CE Primary School
Headteacher:	Sharon Charlesworth & Katy Ormerod (Acting Headteacher)
RRSA coordinator:	Lindsey Cooper
Local authority:	Lancashire County Council
School context:	There are 280 pupils on roll and 16.4% are eligible for Pupil Premium Funding. 26.4% of pupils have SEND and 5.7% speak English as an Additional Language.
Attendees at SLT meeting:	Acting headteacher, SENDCo and RRSA Lead
Number of children and young people spoken with:	3 ex-pupils from Y7 and Y9 16 pupils from Y2 to Y6
Adults spoken with:	Inclusion Manager, parents and a governor
Key RRSA accreditations:	Registered for RRSA: October 2019 Bronze achieved: February 2020 Silver achieved: March 2022
Assessor:	Sarah Hodgkinson with Gemma McGregor
Date:	26th February 2025

ACCREDITATION OUTCOME

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

St Paul's CE Primary School 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:

- Very articulate pupils who demonstrate good knowledge and depth of understanding of rights and are confident in the concept of rights.
- The excellent use of charters across the school which are developed with pupils and are regularly revisited to support respect for children's rights across the school.
- 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 school's rights-based restorative practice that ensures the voice of pupils is heard.
- Very confident pupils who feel listened to, know that their views are taken seriously and that they are making a positive difference in school and in the wider world.

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:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice. Consider attending the [RRSA training courses](#) and using the [RRSA Spotlight](#) staff training resources included in your membership.
- Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.
- Continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of pupils working with adults to understand problems and develop achievable solutions.
- Continue to support pupils to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach.

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, staff and the wider school community demonstrated an excellent knowledge of rights and shared several examples of articles from the CRC. Pupils used the ABCDE of Rights resource to articulate their understanding of the principles underpinning the Convention. One child explained, <i>"Rights are for everyone around the world to make sure everyone is safe and cared for."</i> Rights are discussed as part of assemblies, lessons and form part of their weekly Picture News sessions. Children understand how the CRC impacts on their lives and the lives of children around the world. A pupil explained, <i>"Every time we do Picture News, we add post-it notes to it with our opinions, and we think about how we can help."</i> Duty bearers are passionate advocates for children's rights and spoke proudly of the positive impact that RRSa has had on pupils. One member of staff commented, <i>"For the safety of the children and their happiness...that's why we do RRSa."</i> Another member of staff added that children are, <i>"...surrounded by duty bearers who will roll their sleeves up to help in the most wonderful way."</i> One ex-pupil commented that, <i>"Going to St Paul's made me a better person in general... When I started high school, I felt that I could speak up and be who I wanted to be."</i> A parent explained that RRSa has supported their child with their confidence. She added, <i>"...knowing who he is and who he can be because of the rights that he has. It will stay with them into adulthood and inform them as people and it makes us better parents because of that."</i>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Pupils acknowledged that duty bearers at school support them to enjoy their rights. Children discussed the different support available to support them to access their rights and they agreed that this is fair and equitable. One pupil explained, <i>"I think it's fair that some people get more help because some people might have personal struggles and need more help than others."</i> Since the Silver accreditation in 2022 staff have worked with children to develop restorative practice and this has had a positive impact on feelings of fairness at school. To support pupils to work through conflict, staff support children with restorative conversations and reflect on feelings of respect and dignity as they move through the problem.
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Charters are used across different parts of the school and support children and staff to build positive relationships founded on dignity and a mutual respect for rights. Children and staff spoke about dignity and what this means for pupils at St Paul's. One child explained that dignity is, <i>"...being worthy of respect,"</i> and another added, <i>"...respecting yourself and others and no one can take it away."</i> The behaviour policy has been reviewed by pupils and staff to ensure that everyone is treated respectfully. A member of staff explained, <i>"...because children are treated with dignity and respect, there's a sense of value and self-esteem. This is the foundation for life."</i>
4. Children and young people are safe and protected and know what to do	Pupils agreed that they feel safe and protected and know what to do should they need to access support. They shared several examples of systems in place to support their safety such as fire drills, Bikeability lessons, and learning about online safety. The older and younger pupils are matched together through the Seeds and Gardeners mentor programme, and this helps to promote positive

if they need support.	relationships and a feeling of safety throughout school. Children are encouraged to use worry monsters to share any concerns with adults.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Social and emotional wellbeing is a priority and pupils learn to develop healthy lifestyles. Children take part in the Daily Mile, Forest School and lots of extra-curricular sporting activities. Schemes such as the football boot swap enable more children to participate in sports and the sports leader explained, <i>"Rights give me the tools to help the children, regardless of background."</i> Children acknowledged several systems in place to support emotional wellbeing such as the My Happy Mind programme, Mental Health Ambassadors, Mindfulness Club and access to the 'Owl's Nest' pastoral room.
6. Children and young people are included and are valued as individuals.	Children are included and valued as part of the St Paul's school family. There is a specialist room to support pupils with additional needs and staff explained, <i>"It was born of wanting to meet the individual needs of each child and it's very inclusive. Where appropriate the children join in with the rest of the school."</i> A parent shared how their child received a diagnosis for an additional need and, with the support of staff, felt empowered to share this with their classmates so that they could understand how they could best help each other. They explained, <i>"It's not a disability, it's a different ability."</i> A member of staff added, <i>"We are setting the children up to move through life successfully, knowing their rights are met."</i>
7. Children and young people value education and are involved in making decisions about their education.	Education is valued and children are involved in making decisions about their education. Children set their own personal learning targets at the start of each term and these are regularly referred to. Pupils are encouraged to self and peer assess their own work which supports their next steps in learning. During the summer term there is a consultation with pupils about what has worked well this year and what they would like to see happen in the next academic year. There are several continuous provision areas throughout the school and pupils are involved in making decisions about what activities these should include.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	There are several pupil voice groups to ensure that children's views are taken seriously by duty bearers, including Rights Ambassadors, Playground Pals, and the Eco Council. Children shared examples of changes that have happened following pupil voice including the introduction of music to Friday lunchtimes, Golden Time Fridays and a rota for the dinner hall. Sports Ambassadors have led a pupil-centred initiative on improving the junior playground and many new resources have been introduced. One pupil explained that it's important for adults to listen to children because, <i>"...they're not young like children and they don't know what we want,"</i> and another added, <i>"It makes school more enjoyable for everyone."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Pupils spoke proudly of the action they have taken to advocate for the rights of others locally and globally. A diverse range of speakers have been invited into school to share their stories, and this has inspired campaigning and advocacy. For example they have supported Miles for Smiles to raise funds and awareness of dental care for Rohingya refugees in Bangladesh. They have raised awareness about engine-idling and traffic issues around school to help more children to access their right to a clean and healthy environment. Children learn about the Sustainable Development Goals and this has inspired activism. They have written to supermarkets to ask them to stop selling products with palm oil and to the Brazilian Ambassador to ask him to ensure that the Amazon rainforest and its indigenous people are protected from deforestation and the negative impact of the palm oil industry.