



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This was a 'virtual' accreditation.

<b>School</b>	Rawtenstall St Paul's Church of England Primary School
<b>Local Authority</b>	Lancashire County Council
<b>Number of pupils on roll</b>	275
<b>Headteacher</b>	Sharon Charlesworth
<b>RRSA Coordinator</b>	Lindsey Cooper
<b>RRSA Assessor</b>	Martin Russell
<b>Date of visit</b>	30th March 2022
<b>Attendees at SLT meeting</b>	Headteacher and RRSA Lead
<b>Number of pupils interviewed</b>	11 children from Y2 to Y6
<b>Number of adults interviewed</b>	2 teachers, 2 support staff members, 1 parent governor
<b>Evidence provided</b>	Detailed range of evidence provided in PowerPoint format
<b>Date registered for RRSA</b>	October 2019
<b>Bronze achieved</b>	February 2020

### ACCREDITATION OUTCOME

Rawtenstall St Paul's Church of England Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

#### Silver: Rights Aware report



## EVIDENCE FROM THE ACCREDITATION VISIT

### 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.

- Children and adults know a wide range of articles and the children understand how they apply to their own lives. The pupils fully understand that rights are universal, *"They are what every child is entitled to from when they are born."* and are clear about the unconditional nature of rights. They understood the concept of 'duty bearers' being *"The Government and all the adults who make sure we get our rights."*
- The children demonstrated very good global awareness and discussed how, for some children, their rights may not always be easy to access. They discussed the impact of the war in Ukraine where *"Families have had to leave their homes and some families have been split up."* They also discussed child labour, the lack of access to education and child soldiers. They use the rights related resource 'Picture News' and *"We have debates about lots of different things."*
- Both children and adults were very confident in pointing out how learning about rights is integral to the curriculum and explained that knowledge of the Convention has also been promoted through worship, *"displays all around the school,"* and themed events and days. The curriculum evidence shared included Reception planning for an 'All About Me' topic linked to the right to a name and nationality and Y4 work on refugees based around 'The Boy at the Back of the Class'.
- Staff have received training and are reminded to make links and use rights respecting language in a range of ways. One adult explained *"The children soak it up and the rights have become second nature to us all now...they are much more socially and globally aware."* The school's leaders are very clear that becoming rights respecting has had a positive influence on the school, linking to their existing vision and values *"It supports our aim to build their resilience...the rights give them strength to believe in themselves."* The staff team and governors are wholeheartedly committed to a rights-based approach and parents have shared positive examples of their children referring to their rights appropriately at home.

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

- Continue to develop knowledge and understanding of the CRC, its origins and its place within the wider framework of Human Rights. Ensure an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children's age and ability. Explore the UNICEF resource to support this - [ABCDE of Rights](#).
- 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 strengthen early years engagement with the RRSA journey, embedding rights-based language and considering staff CPD. Utilise 'First Steps to Rights' to support teaching and learning.

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Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

[unicef.org.uk/rights-respecting-schools](https://unicef.org.uk/rights-respecting-schools)



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

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.

- All children spoke very positively about the trust they have in adults in school to respond to any concerns and worries they have. A member of staff explained that *“Bringing the language of rights into the way we speak has made a huge difference...”* and has added to the children’s sense of empowerment and autonomy. The children described life in school as being very fair, *“But if we find something unfair we can go to our Pupil Leadership Group and something would be done about it!”* Most strands of school life are informed by or linked to the Convention and rights have helped to underpin the school’s culture.
- Strong and mutually respectful relationships are a significant feature of the school and considerable work has been undertaken to develop a positive and solution-oriented approach. St Paul’s has a whole school relationships-based approach to behaviour which correlates to the rights. Restorative strategies have been introduced, with rights-based reflection sheets completed by the children and staff described the children as being *“more confident in sorting things out when a situation arises...they respect each other more.”* One of the children said that, if there is a falling out, *“You have the right to your opinion and to be treated fairly.”* The pupils trust that the systems in their school achieve this.
- Extensive evidence was shared regarding the school’s commitment to the safety, health and wellbeing of the children; children support their peers through schemes such as Playground Pals and explained *“...some of us are trained to be Mental Health Champions.”* The SCARF programme is seen by staff as supporting the children’s rights. The children also explained, *“After lunch we read or do mindfulness... it’s good to have time to ourselves... to help everyone be calm.”* They mentioned numerous examples of support for exercise and physical activity emphasising, *“Our school is all about joining in and belonging.”* There is a strong emphasis on diversity and inclusion; one of the children explained, *“From reception we are taught that everyone is equal and nobody is inferior...it’s Ok to be different and unique.”*
- The children are positive about their learning and see it in the context of their right to an education. A staff member comment on noticeable improvements in the children’s engagement with their learning and another explained, *“What we want for the children is to be involved in leading their own learning.”*

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

- Continue to revisit and further embed the UNICEF RRSA [Charter Guidance](#). When charters are next reviewed, include actions for ‘duty bearers’ as well as for children.
- Create opportunities to discuss the meaning of fairness and equity and ensure children can describe how school promotes these concepts.
- Explore with staff and children the concept of ‘dignity’ – what it means and how it underpins policies, actions and interactions between everyone at school.

### Silver: Rights Aware report



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

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.

- The voice of the children is given high status in the school because it is their right to have a say in all matters that affect them. There is a well thought through Pupil Leadership Programme with opportunities including School Council, Eco Warriors, RRS /SCARF Team and the GIFT (Growing in Faith Together) Team. This clearly empowers the children and they spoke positively about their engagement. Examples of ideas presented by pupils being brought to fruition included the construction of a Trim-Tail and “*A rota for lunches to make it fairer for everyone and allow Y6 more time.*” Staff observed that the emphasis on pupil voice, through article 12, has had a significant impact, “*Children are right at the centre here; their voice is vital in all meetings and decisions.*” The children are actively involved in reviewing topics with their teachers, and this shapes future planning.
- There is a strong commitment to international awareness and global citizenship, and the children understand that their actions can make a difference in the world and can help to support the rights of others locally and globally. The curriculum is helping the children to become effective campaigners and in their work about the Queen’s Canopy they wrote to Prince William and Prince Charles as well as to the Brazilian Ambassador to raise awareness of deforestation in the Amazon. Other initiatives have included a local litter picking campaign initiated by the children, a plastic reduction project, writing thank you letters to Key Workers and a collection of clothing to support Ukrainian refugees. There is regular and extensive charity fundraising including for, Comic Relief, Children in Need, the Shoebox Appeal and for RAFT, the local foodbank. The children at St Paul’s are clearly becoming rights respecting global citizens.

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

- Continue to provide opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- Support children to engage in a wider range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally perhaps linking with Unicef UK’s [Outright](#) Campaign and using UNICEF’s [Youth Advocacy Toolkit](#).
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.

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