

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St. Paul’s Church of England Primary School
Headteacher:	Abi Lee
RRSA coordinator:	Penny Crinson & Claire Gallienne
Local authority:	Manchester City Council
School context:	The school has 339 children on roll. 31% are supported through the Pupil Premium and 23% speak English as an additional language. 12.4% of the children are identified as requiring support for SEND and 1.8% have an EHCP.
Attendees at SLT meeting:	The headteacher, assistant headteacher and the RRSA coordinators.
Number of children and young people spoken with:	12 Rights Respecting Rangers and 15 other children in focus groups plus various children spoken with during a short tour of the school.
Adults spoken with:	Two teachers, one member of support staff and four parents, one of whom is a parent governor.
Key RRSA accreditations:	Registered for RRSA: April 2019 Bronze achieved: June 2019 Silver achieved: December 2022
Assessor:	Martin Russell
Date:	24 th May 2022

ACCREDITATION OUTCOME

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

St. Pauls C of E Primary School has met the standard for UNICEF UK’s Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team and the 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:

- An unequivocal commitment to children's rights and to RRSA from leaders at all levels, including governors, tied into the vision and values of the school. Succession planning is secure.
- Planned links to relevant articles are fully embedded across the curriculum in a way that enriches the learning for all children.
- A passionate commitment to children's rights from all duty bearers ensures the Convention is evident in all aspects of school life.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life.
- The caring and nurturing ethos of the school, where the values of dignity and respect are lived and experienced by children and their parents.

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:

- Be sure to celebrate your success in achieving Gold Rights Respecting accreditation with your whole school community.
- Continue the excellent practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue to be innovative in seeking opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising their role in helping adults understand problems and develop achievable solutions.
- Continue to support children to engage, as appropriate, in campaigning from a rights perspective; seek to make this systemic across the school.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach, particularly with neighbouring schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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</p>	<p>All children and adults spoken with demonstrated an excellent understanding of children’s rights and use the language of rights and respect extensively. The children spoke very confidently about all the underlying characteristics of rights, for example, <i>“Even if you can’t access your rights, you still have the rights.”</i> One child explained, <i>“The UN made the rights so that all children could be equal.”</i> All curriculum areas include relevant articles in their planning, but teachers made clear that the children constantly link their learning to articles spontaneously. Rights appear on displays around the school site and videos made by the children have become a powerful medium to celebrate and promote their work about rights. The children spoke fluently about global challenges to the realisation of rights including famine, poverty, and war. One child concluded, <i>“But rising temperatures and climate change will have the biggest impact on children’s rights...clean safe water is essential.”</i> Staff understand, and are committed to, a child rights-based approach; one adult commented, <i>“Rights frame and open up the dialogue...we can go deeper into issues now than we would have done.”</i> Parents, carers, and governors are kept well informed of the school’s rights respecting work in a variety of ways including a well-attended parent event led by the Rights Respecting Rangers. Parents spoke of their children having a wider view of the world, being positive about diversity and about claiming their rights, such as wanting <i>“...her privacy on a family trip to the swimming pool.”</i> A governor, citing discussions with the children on a visit to school, said, <i>“The language is really embedded across all ages.”</i> The leadership’s strong commitment to the CRC is clear, <i>“In everything we do as a school the Convention is at the forefront... It’s threaded through our everyday life.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Pupils at St. Paul’s clearly experience their rights being realised in school and understand what it is to be a right’s holder. Staff speak of themselves as duty bearers and, as one pupil explained, <i>“We know you can trust adults to take things seriously when you speak to them... knowing about rights, it makes you more confident.”</i> One described trust as knowing, <i>“...they will be honest with you, but they won’t judge you.”</i> Children spoke about the sense of fairness they feel in school and that this is underpinned by equity; a change was made to after school football arrangements, at the children’s request, to make it more equitable. One pupil explained that if one person has a cut finger, <i>“You don’t give everyone a plaster!”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Strong, supportive, and mutually respectful relationships are a significant feature of the school and both children and adults made clear that respecting everyone’s rights are key to this. Class charters, with rights selected by the children, are seen as helping to frame shared values. A governor, quoted in the evidence said, <i>“I was impressed with the use of Rights Respecting within behaviour management and when talking to parents.”</i> The children spoke of the importance of being treated with dignity <i>“...no matter what you have done.”</i> They described dignity as respecting others for who they are, <i>“...treating people as you would want to be treated.”</i></p>

4. Children are safe and protected and know what to do if they need support.	All aspects of being safe and protected from harm and understanding this as a right are strong features of the curriculum. The pupils explained how they could speak about rights to resolve disagreements, <i>"You might think, neither of us is getting our rights to relax and play so let's sort this out!"</i> Others mentioned their learning about being safe online in computing and about anti-bullying strategies, which, they asserted, are rarely needed in school.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Mental health and general wellbeing are not only taught but experienced by the children in the day-to-day life in school. One pupil said of mental health, <i>"If you don't pay attention to it, you might get even more anxious."</i> Others cited the Five Steps to Wellbeing, workshops about calming exercises, healthy diet, the importance of rest and the school's mental health declaration, which was shared with their local MP who attended school to find out more, as part of OutRight 2021. Each class has 'meditation masters' and Y6 children lead regular meditation sessions with EYFS and Y1 children.
6. Children and young people are included and are valued as individuals.	The capacity of the pupils to articulate their understanding of and commitment to diversity and inclusion was impressive. In the conversation they readily referred to identity, non-discrimination and respect for all. One child summed up the discussion, <i>"Children need a safe place to express themselves and to be who they are. It's not about trying to please other people!"</i> Adults spoke of rights respecting and insights inspired by Black Lives Matter as helping to reshape their curriculum and the provision of learning resources.
7. Children value education and are involved in decisions about their education.	In lessons, one child explained, <i>"We always think about everyone else's right to an education as well as our own."</i> They spoke about collaboration including marking each other's work. The concept of 'learning pits' was explained in relation to having the right attitudes to learning, <i>"We know that you need to believe and be positive... it is important to challenge yourself."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The headteacher explained their ever-increasing focus on pupil voice, <i>"It's empowering the children... they use their voice in the right way and they know they can make a difference."</i> The school has a highly inclusive 'One Voice' model with weekly cross age meetings in groups, each including a Rights Respecting Ranger. Children explained, <i>"This way we make sure everyone's views are listened to."</i> As well as discussing topical issues, One Voice is a chance to explore and feedback on school priorities and to initiate new ideas: Pupils suggested a film be made to show, 'Rights in Action @ St. Paul's', this was successfully delivered by the Rangers; menu changes, pupils involved in the Anti-Racism policy and recycling schemes have also been initiated. Other leadership opportunities include the Green and Worship Teams, Sports and Digital leaders. The Rangers were part of the recruiting process for the headteacher, interviewing applicants about their commitment to rights.
9. All pupils have taken action to uphold their rights and the rights of others, locally and globally.	The pupils see their extensive charity fundraising as supporting and upholding the rights of others such as Dress to Express, supporting a mental health charity, and Jeans for Genes. They are clear, however that other approaches are needed. They described campaigning as <i>"Working together to help issues...believing in a cause and using your voice to make a change..."</i> Their impactful track record includes the replacement of milk cartons in school, securing Council funding for litter picking equipment, a CoP 26 'Planet Pledge', <i>"Challenging all the world's leaders!"</i> , and engagement in the Withington Walls project in solidarity with Marcus Rashford.