



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Barlow Hall Primary School
Local Authority	Manchester
Number of pupils on roll	330
Headteacher	Jayne Kennedy.
RRSA Coordinator	Jen Holden
RRSA Assessor	Pat Peaker
Date of visit	3 rd May 2019
Attendees at SLT meeting	Headteacher, deputy headteacher/RRSA co-ordinator
Number of pupils interviewed	20 (Focus group) plus interactions with reception children.
Number of adults interviewed	3 teachers, 2 teaching assistants, 4 parents
Evidence provided	Learning walk, class lesson (Yr 5), classroom visits, written evidence, school web site. Pupil focus group discussion
Date registered for RRSA	January 2018
Bronze achieved	July 2018

ACCREDITATION OUTCOME

Barlow Hall Primary School has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



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.

- School leaders are committed to the principles of the UN Convention on the Rights of the Child. The headteacher explained how the school's rights respecting work supports school life in a variety of ways including developing pupil voice and strengthening relationships with the wider community.
- Children are beginning to see themselves as rights respecting citizens and advocates for fairness and for children's rights locally and globally.
- Pupils can confidently give many examples of rights. These include respect for their views, their right to privacy, their right to healthy food, to be safe, to relax and play, to education, the right to stay in contact with both parents, protection from drugs and the right to a name. Although not yet familiar with the vocabulary, it is clear that they know and understand that rights are universal, inherent, indivisible, inalienable and unconditional.
- School has embedded the rights of the CRC across the curriculum and highlighted the importance of making explicit links and connections. This has impacted on their learning. Children are independently identifying links with rights in their learning and in their own lives. The headteacher commented, "*It has empowered them and given them a language.*"
- Pupils are aware that for many children in the world their rights are being denied through issues such as lack of access to clean water and adequate food, natural disasters, conflict and homelessness. Learning about the CRC is having an observable impact on these children as they reflect on their own lives and the wellbeing of others.

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

- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older pupils, its place within the wider framework of Human Rights.
- Embed a clear understanding of 'Rights Holders' and 'Duty Bearers'.
- Work towards deepening and widening the knowledge and understanding of the CRC articles across the whole school community appropriate to age and ability, including an understanding of rights being inherent, inalienable, indivisible, universal and unconditional. Familiarity with this vocabulary can be helped through the resource '[ABCDE of Rights](#)'.



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.

- Mutual respect is a cornerstone of everything the school does and is at the heart of the school values. During the Y5 P4C lesson observed on pollution and linked to Article 24, pupils listened carefully to the contributions made and responded thoughtfully and with some showing a good understanding of the issues involved. One girl observed in relation to plastic waste, “*we are at crisis point and there will be nowhere to put it.*”
- When asked, pupils confidently replied that they felt “*really safe*” at school. There is a team approach and a range of methods to support the children with their health, social and emotional needs, There is an appreciation that learning about rights is having an impact as one parent commented, “*my children’s needs are being met .It is helping me as a mother as well.*” Indeed there is a general understanding in school that the CRC gives a supportive framework to conversations which have been previously difficult.
- Starting the rights respecting journey has given children the language to describe the ways in which they feel valued and included. The behavioural approach of restorative justice helps them to reflect on the way in which their actions affect others and how this links to rights. Behaviours for learning and rights respecting language are a core element of the curriculum design for 2019.

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

- Ensure that children are clear about how adults, as ‘duty bearers’, should uphold their rights and help to facilitate their access to rights.
- Find ways to explore the concept of ‘human dignity’ and its role as a principle of school life and relationships.
- Continue to embed the Unicef Charter Guidance and focus on specific articles from the Convention; in the next ‘round ‘ of class charters, endeavour to include actions for Duty Bearers as well as children.



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.

- Pupils understand that they have a right to be heard. Starting on the RRSA has raised significantly the School Council's profile across the school. They have a clear purpose and have linked their priorities with rights. Planning is shared with the Class Councils. All their meetings have a clear agenda with minutes carefully recorded. The changes they have been able to make can be seen to have real benefits for their school community. They have suggested and acquired new play equipment, more hygienic washing facilities and organised a family learning day.
- Pupils' knowledge and understanding of the wider world is developing in a variety of ways. Through their topic 'Making a Difference' the children are supporting local charities, Cornerstones, Lighthouse and the food bank. These have been selected through the School Council. They have supported Soccer Aid, Comic Relief, Climate Change and are involved in the Outright campaign to protect children from the effects of toxic air which has raised their environmental awareness. The impact of which could be clearly judged in the P4C lesson observed by the assessor.

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

- Continue to strive for further creative and significant opportunities for the participation and decision making of pupils to influence and shape the life and work of the school. Consider, perhaps, explicit involvement in school improvement planning and/or the evaluation of teaching and learning.
- Facilitate more opportunities for pupils to initiate powerful advocacy and campaigning work, particularly with regard to children's rights, on local, national and global issues.
- Continue to provide access to relevant current news media for all pupils, consistent with their evolving capacities and facilitate their critical reflection in response so that their awareness may provide stimulus for campaigning or other action. Consider a topical news board to promote interest and conversation.
- Enhance ambassadorial activity by enabling staff and children to promote and encourage rights respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Aim to participate in RRSA training to support your journey to Gold.