RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Barlow Hall Primary School
Headteacher:	Jayne Kennedy
RRSA coordinator:	Alice Corlett
Local authority:	Manchester
School context:	There are 262 pupils on roll of whom 56% are eligible for Pupil Premium Funding. 38% of pupils have SEND and 31% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	Pupil groups: 17 pupils from Y1 – Y6 During school tour: 2 pupils from Reception
Adults spoken with:	Parent Support Adviser, 1 teacher and 2 parents
Key RRSA accreditations:	Registered for RRSA: October 2017 Bronze achieved: February 2018 Silver achieved: May 2019
Assessor:	Sarah Hodgkinson
Date:	20th June 2024

ACCREDITATION OUTCOME

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

Barlow Hall 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 an in-person 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 children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- Rights learning is fully embedded across the curriculum, including the nursery, using a wide range of age appropriate, creative resources.
- All adults are passionate about the rights respecting work of the school and the impact this is having on outcomes for children.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- A school with inclusion at its heart, where pupils feel safe and secure and are articulate about the importance of knowing about children's rights, the difference this makes to their lives and their desire and determination to help realise these rights for others.

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.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- Further develop children's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination and living sustainably. Support them to be informed about the world and current affairs so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefit of child rights education.

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 and staff demonstrated an excellent knowledge of children's rights and shared several examples of Articles from the CRC. Pupils used the ABCDE of Rights to articulate their understanding of the principles underpinning the Convention. One child explained, *"Rights are for everybody under 18,"* and another pupil added, *"They start when you are born."* Children confidently used the language of rights throughout the discussion. One pupil commented, *"A duty bearer is a person who provides all your rights."* Articles are regularly discussed in assemblies, lessons, RRS Council meetings and in communications with parents and carers. Staff shared how rights are discussed in lessons and conversations around school and one member of staff commented that learning about rights, *"…motivates children to have the drive to want to learn and progress."* Adults shared how the RRSA journey has empowered children to speak up when they feel that rights are not being met and this has increased pupil confidence. The headteacher explained, *"The work on rights has underpinned this confidence."* Families have been invited to engage in the RRSA journey, from the birth of their child, as staff work closely with the on-site Sure Start Centre. Parents discussed how, *"…children are more aware of what's unacceptable and voice their concerns, if need be,"* and another parent added, *"Because of the rights, children can be themselves."*
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 and staff shared several examples of how duty bearers at school uphold the rights enshrined in the CRC. One member of staff shared how one pupil is currently too ill to attend school so a robotic camera has been introduced into the classroom so that this child can access lessons from home. She explained that classmates understand that they need to be particularly quiet when the camera is live so that their classmate can, *"…access their right to learn."* Children also discussed the importance of learning about rights. One pupil explained that children should learn about rights because, *"…if someone doesn't give you your rights, you can ask for help,"* and another child added, *"…if you get treated differently, you know it's not right."*
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Class charters are created collaboratively at the start of each academic year and help to build a foundation on which positive and mutually respectful relationships can grow. The headteacher shared how learning about rights has positively impacted relationships. She explained that learning about rights has given, *"…individual power. Children know they will be heard and listened to"* and this contributes to, *"…the harmonious culture that we have."* Pupils explained that dignity is, *"someone's feeling that they are important…it shouldn't be taken away."* One pupil explained that they enjoy school because, *"…everybody knows each other, and we are all tightly woven together."*
4. Children and young people are safe and protected and know what to do if they need support.	Children unanimously agreed that they feel safe and protected and know what to do should they need support. Pupils acknowledged several systems in school that support them to be safe including fences around the school and learning about e-safety. Digital Ambassadors completed training with an external provider and are now sharing this knowledge of keeping safe online with their peers. Staff shared how having knowledge about rights gives children, *"…skills to talk when they feel unsafe,"* and a parent agreed that learning about rights, *"…helps with*

	safeguarding." Staff shared an example of how they work with a young carer group to ensure that, *"…their rights are met and monitored."*
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Social and emotional wellbeing is a priority for pupils at Barlow Hall and they have recently been accredited with the Sandwell Wellbeing Charter Mark. Pupils use the Zones of Regulation as a framework to articulate their emotions and develop strategies to self-regulate. Children can access a sensory room, a 'Think Room' and the 'Reflective Space' to promote wellbeing. Children are supported to develop healthy lifestyles and staff work closely with health professionals, such as dentists to promote good oral health. The school employs a Parent Support Adviser who plays a crucial role in supporting children to access healthcare.
6. Children and young people are included and are valued as individuals.	Staff make every effort to ensure all pupils are included and valued in the school community. The school recently organised an Eid party that was a huge success and was widely attended by all members of the school community. Pupils recognise the importance of inclusion. One child explained, *"Maybe your friends are a different religion and it's nice to learn about it,"* and another pupil added, *"If you just learned about one religion, lots of people would get sad."* Children explained the difference between equality and equity and shared examples of what this looks like in school. One pupil commented, *"I have ADHD, so I need something to do because I move around a lot,"* and another pupil added, *"Everybody has different needs, we're not all the same."* One child related this to a classmate with diabetes who, *"…needs food and drink at different times."* Barlow Hall is taking part in an equality and diversity pilot project entitled 'Belonging Matters' as a way of celebrating the diversity of the school.
7. Children and young people value education and are involved in making decisions about their education.	All children agreed that education is important and acknowledged how a good education will impact on their futures. Pupils are regularly consulted on areas of the curriculum, such as Writing, History, Geography and RE, and teaching and learning in general. They have also been involved in pupil voice activities with academy councillors. Pupils requested a greater variety of extra-curricular clubs, and the school subsequently widened its selection offer the following academic year.
STRAND C	**Highlights and comments**
8. Children and young people know that their views are taken seriously.	There are several different pupil voice groups that allow children to share their thoughts and ideas with staff and these are taken seriously by duty bearers. The RRS Council has collaborated with neighbouring schools and schools across Manchester in the Pupil Parliament. They worked collaboratively to create a 'Children's Mental Health Toolkit.' Children have been consulted as part of the plans for improving the playground. One pupil shared, *"I like how we vote, everyone gets a vote."* The school is working on the Voice21 programme which is being used as a vehicle through which to strengthen Article 12.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children learn about global issues through resources such as First News and Newsround and children also learn about the Sustainable Development Goals (SDGs.) One child explained that the SDGs are, *"Goals that the whole world tries to achieve by 2030."* Pupils have worked with the school's artist in residence to create artwork to raise awareness of the SDGs. This global awareness has led children to conduct a litter analysis of the local area. Staff explained that children are passionate global citizens as, *"…they know it's a real thing. They link it to their future."* Following on from class discussions, children have decided to support Water Aid to, *"…help make other children have their right to clean water."*