

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	St Benedict’s Primary School
<b>Headteacher:</b>	Armine Williams
<b>RRSA coordinator:</b>	Patricia Clayton, Hujayma Miah
<b>Local authority:</b>	Birmingham City Council
<b>School context:</b>	There are 419 pupils on roll. 42% of children are entitled to Pupil Premium support. 18% of children have additional support with their learning. 97% of children speak English as an additional language. The school has high mobility and runs The Hub – provision for children with Autism.
<b>Attendees at SLT meeting:</b>	Headteacher, Deputy Headteacher, two RRSA coordinators
<b>Number of children and young people spoken with:</b>	10 KS2 Rights Respecting School Council members 8 KS2 other pupil leadership groups 5 KS2 pupils
<b>Adults spoken with:</b>	2 teachers, 2 support assistants, 2 governors
<b>Key RRSA accreditations:</b>	Registered for RRSA: 12 <sup>th</sup> October 2107 Bronze achieved: 13 <sup>th</sup> April 2018 Silver achieved: 6 <sup>th</sup> February 2019
<b>Assessor:</b>	Hilary Alcock
<b>Date:</b>	14 <sup>th</sup> July 2022

### ACCREDITATION OUTCOME

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

**St Benedict’s 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 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:

- There is an excellent knowledge of rights across the school community and children use the language around rights in a mature and reflective way.
- Consistent messaging about rights and respect underpinning every dimension of the school's work.
- The language of rights is evident in all activities - in the classroom, the wider school and in conversations with parents and governors.
- A strong focus on the health, wellbeing and safety of children, including support for families within the context of rights, to improve short and longer term outcomes for children.
- Pupil voice is valued highly, with a range of pupil voice groups providing increasing opportunities for all children to put their suggestions forward and for these to be acted upon.
- Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes.

### 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:

- Further develop ways of showing your commitment to and impact of RRSA more explicitly on the school's website, including contributions from pupils.
- Further develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school and 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.
- Consider how the school's partnership with Burganda school in Uganda can be strengthened, particularly exploring how a rights lens can help pupils develop greater empathy and understanding of the lived experiences of children around the world.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children 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><i>"We learn about our rights all the time,"</i> was a consistent message from all children spoken with and they all demonstrated an excellent knowledge of a range of rights from the UN Convention on the Rights of the Child (CRC) and understood the principles behind them. Pupils regularly access children's news media. They gave examples of war, child labour and natural disasters as reasons why children are unable to access all their rights and commented, <i>"Children get separated from their families, they are in danger, and they can't go to school."</i> The Rights Respecting School Council described how they, <i>"Make a difference in the school,"</i> and described a current outside mural project that is going to, <i>"Tell everyone about the rights as soon as they come into the playground."</i> One pupil said very passionately, <i>"We are all change makers, we develop our talents, and we are empowered to become good global citizens."</i></p> <p>All staff and governors spoken with, plus the school's digital evidence, demonstrate how, as the headteacher stated, <i>"Every strategic decision is taken relating to children's rights."</i> She explained how a rights respecting approach was used as a framework to support school reorganisation and the high mobility that the school experiences. <i>"Rights underpins everything we do."</i> All staff are supported by an induction process, continuing professional development, appraisal objectives and monitoring which is linked to a whole school child rights-based approach. Curriculum planning for all year groups identifies learning about specific rights. The deputy headteacher commented on how using the language of rights supported communications with parents and all senior leaders expressed how a rights respecting approach, <i>"Helps us to bring the world to the children and enable them to be more active participants within it."</i> One teacher said, <i>"Learning about and using children's rights has completely changed my practice."</i> Another commented, <i>"The curriculum was teacher led but is now child directed."</i> Support staff consider that, <i>"Using rights language has had a big impact. Children know they will be heard."</i> Articles are referenced within the Home School Agreement. The parent of a reception class child noted in the school's evidence, 'She knows her rights and she uses them at home.' Another was quoted, commenting about their son in Y6, 'He tells me about his rights all the time and how important they are, he is proud of his rights.'</p>
STRAND B	Highlights and comments
<p>2. In school all children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>All children spoken with knew that they are the rights holders and adults in and out of school, as duty bearers, <i>"Make sure that we have all our rights... we would tell someone if we weren't getting our rights."</i> Children consider that they are treated fairly and described how, <i>"Some children get extra help to make it easier for them to learn because we all have a right to education."</i> The RRSA coordinator emphasised, <i>"Everybody in this school is an advocate for children's rights.... And the children are doing it for themselves."</i></p>
<p>3. Relationships are positive and founded on</p>	<p>Pupil Peer Mediators explained how they, <i>"Help to sort out any problems on the playground...it's better if children can solve children's problems because they see things in the same way as them, which is different to how adults see</i></p>

dignity and a mutual respect for rights	<i>things.</i> Other pupils described how, <i>“Teachers will speak to us somewhere private to give you your dignity.”</i> Staff consider rights-based language results in the pupils, <i>“Respecting each other more and being kinder and calmer.”</i>
4. Children are safe and protected and know what to do if they need support.	Children said that <i>“We have a right to be safe”</i> and described a range of ways the school supports this including a focus on anti-bullying and being safe online. The school’s evaluation form stated, ‘Children know that all of the rights apply, all of the time, and this includes the time a child spends on the internet.’ Older pupils take part in a police safety initiative ‘Your Decision, Your Future’ that supports safe and positive decision making. The CRC is used to support conversations with parents and carers relating to attendance and safeguarding.
5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	<i>“We have lots of clubs like multi skills, football and gymnastics to keep us healthy... we have the travel tracker to encourage us to walk, cycle or scoot to school and we do Wake Up and Shake up.”</i> explained various children. <i>“We also practice our mental health.”</i> Children said they felt, <i>“Nervous, lucky and excited,”</i> to have represented the school at a Commonwealth Connections cultural event. Thrive Practitioners and a Nurture Room support children with more complex SEMH issues. Personal testimonies from parents described how the school supports their needs and, as such, their children’s rights.
6. Children are included and are valued as individuals.	A pupil from The Hub provision (for children with autism) said, <i>“I have the right to be listened to and to get my rights.”</i> Children regularly debate and discuss discrimination and prejudice-based issues e.g., in relation to labelling of individuals with neurodiversity, LGBT+ relationships, visibility and safety, and racism within local and global contexts. Specific strategies are improving access to article 12 for pupils with SEND and those for whom English is not their first language.
7. Children and value education and are involved in making decisions about their education.	<i>“Everyone has rights and we all respect each other’s rights,”</i> was the message conveyed by all pupils spoken with and it clearly underpins how they respect each other’s right to learn. Teachers consider that pupils now question more about why they are learning things and a revised Feedback Policy, described in the evidence, empowers children to take responsibility for improving their own work.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children know that their views are taken seriously.	The Rights Respecting School Council members described how they were chosen by their peers and are proud of their role. <i>“Our opinions and ideas matter in this school...we choose ideas, all decide together on what to do and we do ten minute feedback times to our classes to tell them about what we are doing.”</i> The group had a key role in the development of class charters and were animated about a current project for improving the playground and equipment provision.
9. All children have taken action to uphold their rights and the rights of others, locally and globally.	Children commented, <i>“We respect our environment more...we reduce, reuse and recycle our waste because we want to have a cleaner planet.”</i> Children learn about the UN Global Goals and The Eco Committee have taken action in relation to litter in the local environment. The Council chooses charities and organises events that are linked to supporting children locally and globally to access their rights. Through a link with a school in Uganda, pupils are using their knowledge of rights to explore cultural similarities and differences.