

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Clarendon Primary School
<b>Headteacher:</b>	Vicky Chatterjee
<b>RRSA coordinator:</b>	Emma Villiers and Tara Homson
<b>Local authority:</b>	Bolton Borough Council
<b>School context:</b>	The school has 453 children on roll. 30% are eligible for support through the Pupil Premium. 77% of pupils speaking English as an additional language. The school identifies 18% of their children as requiring additional support with their learning.
<b>Attendees at SLT meeting:</b>	The headteacher, deputy head and the RRSA coordinator.
<b>Number of children and young people spoken with:</b>	12 children in a mixed focus group discussion plus others spoken with in classes during the tour.
<b>Adults spoken with:</b>	3 teachers, one of whom is a governor and a members of support staff, also a governor.
<b>Key RRSA accreditations:</b>	Registered for RRSA: November 2019 Bronze achieved: November 2019 Silver achieved: November 2020
<b>Assessor:</b>	Martin Russell
<b>Date:</b>	15 <sup>th</sup> February 2023

## ACCREDITATION OUTCOME

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

**Clarendon 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:

- A good and secure knowledge of rights across the school community and children use the language underpinning rights in a mature and reflective way.
- A strong and enthusiastic commitment to children's rights and to RRSA from leaders at all levels, tied into the vision and values of the school.
- A clear strategic approach to embedding children's rights in school life with the Convention serving as a driver for school improvement.
- A nurturing and caring culture with strong relationships with parents/ carers. Community partnerships are a strength of the school.
- A school with inclusion at its heart, where pupils feel safe and secure and understand 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:

- Building on your strong commitment to pupil voice, continue to seek creative opportunities for children to be at the heart of decision-making; explore the possibility of children's more direct involvement in the school improvement planning process. Consider ways of making 'feedback' more explicit.
- Continue to revisit the origins of the CRC and, for older children, develop their understanding of the CRC in the wider context of human rights.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider participation in UNICEF UK's annual [OutRight campaign](#) as a framework for this.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach across your networks.

## 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>Children and adults across the school community have a very good understanding of children’s rights and use the language of rights and respect extensively. The pupils demonstrated their understanding of the principles underpinning rights and could explain the meaning of the terminology set out in the ‘ABCDE of Rights’ resource. They gave many examples of situations around the world where children may struggle to access all their rights including reference to the recent earthquake <i>“...which destroyed homes and schools. Many children have lost their right to their home and family life.”</i> One child said, <i>“In some places children are forced to work to help their family and in some places children don’t always get their right to food and clean water.”</i> They also spoke about the impact of war and the fact that life for some children in the UK may make it difficult to enjoy all their rights.</p> <p>The CRC is embedded into the curriculum for all classes, including EYFS and covered across a range of subjects. Detailed planning was shared to demonstrate numerous links, for example a local history unit related the development of industry in Bolton to the practice of child labour in the Victorian period. A staff member explained, <i>“As far as we can, within the curriculum, we try to follow the ideas and topics the children raise and want to learn about.”</i> There are frequent assemblies linked to the Convention and explicit rights and UN Global Goals displays around the site reinforce the learning.</p> <p>There is an explicit commitment to children’s rights by the school’s leadership and by all staff. The governors have written a statement setting out their role as duty bearers. The headteacher stated, <i>“The rights are now embedded in everything we do, they are throughout the curriculum but in all aspects of school life too. It’s become the norm. The education we offer is much more than children sitting formally in the classroom.”</i> Information regarding the CRC is shared with parents through newsletters and the Steering Group meet with parents to discuss various articles and how they relate to their lives. One adult observed, <i>“Knowing their rights is empowering for our children. Rights help each one of them to see what their life could and should be like.”</i></p>
STRAND B	Highlights and comments
<p>2. Children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Pupils clearly experience their rights being realised throughout every school day and spoke about the actions of their duty bearers to ensure that their rights are realised in school. They explained their trusted adults in school, <i>“You know they will help you with your problems... they are duty bearers for us.”</i> Asked about how they know their school is fair, many examples were shared including, <i>“We now do most of our learning in mixed groups.”</i> They were quick to explain the difference between equality and equity, citing the different help needed by some.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Throughout the visit, the high level of respect, care and dignity afforded to each person was evident. Such relationships are recognised by all as being central to the school’s success and the language of rights and respect was seen as contributing significantly to this. <i>“Sometimes,”</i> said one staff member, <i>“the rights give us a ‘way in’ to some families who really need help.”</i> Children were clear that they are treated with respect and dignity, saying their school is very friendly and that fall outs are resolved by listening to people’s point of view. <i>“The teachers always respect you and give you your privacy if you need it.”</i></p>

4. Children are safe and protected and know what to do if they need support.	The right to be safe is emphasised throughout the curriculum and the children spoke assuredly about many actions duty bearers take to keep them safe. 'Worry Monsters' are in each class for pupils to write down their concerns which are then discussed privately with their teacher. In addition to the standard curriculum offer around safety, the older pupils have input from a local charity about domestic abuse and violence. The children also mentioned training for 'invacuation', attending Crucial Crew events and "...learning about healthy relationships," in the context of their right to be safe.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Health and wellbeing are central to the school's work, clearly prioritised and valued by all. Pupils discussed the availability of counselling support and the value of learning about emotions and how to be calm. Early years classes emphasise the expression of feelings as a right. Pupil Mental Health Ambassadors deliver 'CalmaClass' sessions to their peers, daily, and every classroom has a wellbeing box containing a variety of tools pupils can use. Some after school and lunchtime provision is targeted to support particular pupils.
6. Children and young people are included and are valued as individuals.	Inclusive practice and the valuing of diversity are significant priorities for the school and are underpinned by rights. The children spoke, unprompted, of the importance of their school welcoming and valuing everybody, and they described the special 'Passports' they make to welcome new pupils. One child pointed out, " <i>Nobody's view is better than others... it's OK for everyone to be who they are.</i> "
7. Children value education and are involved in making decisions about their education.	Children spoke enthusiastically about their right to quality education. Learning beyond the classroom is a significant feature of the school with numerous outings and experiences and 'Wow' events each term. Children described using 'Bounce Together' "...to give our opinions about things like our learning and our mental health." This is part of the leadership's monitoring and triangulation. The results are collated by subject leads to inform future steps.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	Pupil voice and leadership are important aspects of life at Clarendon and are taken seriously by all. The children explained how ideas come to the School Council through class suggestion boxes and are then discussed. One pupil described how, "...we helped design the Clarendon Village play space outside. It is accessible for everyone, and we wanted it to be fair, so each class has a turn to use it." The children have suggested ideas for additional clubs and activities and requested that more of these be available at lunch time as many children attend the mosque after school. Recently, a group of children have put forward a proposal for an additional break in the afternoon; although this request was not actioned by senior leaders, the children know that their views were taken seriously and responded to.
9. All children have taken action to uphold their rights and the rights of others, locally and globally.	The school has long tradition of supporting other people through charitable contributions to organisations such as Children in Need, Comic relief and the local food bank. A staff member explained " <i>RRSA has made all that we do more purposeful...the children understand how an action they take or money they raise actually makes a difference to others.</i> " Children have begun to feel a sense of empowerment through involvement in litter picking and environmental projects within school and community action such as visiting a local care home. The Eco Warriors have championed 'Net zero' in school and have led assemblies about climate change. Learning in some subjects has been shaped by the children's desire to understand more about sustainability and Fair Trade.