

RRSA ACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	Timothy Hackworth Primary School
Headteacher:	Lynn Boulton
RRSA coordinator:	Jill Slattery
Local authority:	Durham
Assessors:	Chris Shannon and Kathy Allan
Date:	23 rd April 2018

1. INTRODUCTION

The assessors would like to thank the children, leadership team, staff, parents and Governors for their warm welcome to Timothy Hackworth, for the opportunity to speak to the school community during the accreditation visit and for the detailed and extensive evidence provided prior to, and during, to support the process.

This is a second reaccreditation visit and it is clear that children's rights are fully embedded throughout, and integral to, the schools vision and ethos. As the Headteacher explained *"We live and breathe rights respecting. It's our ethos, part of us all."* This was supported by a parent who described rights and respect as *"sewn through the life of the school, it's not just the Headteacher."*

Particular strengths of the school are:

- Confident and articulate pupils who enjoy school and are extremely proud of their rights respecting status
- Respectful and positive relationships across the whole school community
- A strong focus on aspirations and all pupils 'being the best they can be' that permeates through all elements of school life
- Pupil voice that is encouraged, respected and acted on leading to children feeling valued and supported.

Strands A, B and C have all been met.

2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None required.

3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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:

- Continue work to embed articles across foundation subjects and add to curriculum maps
- Consider working with other local rights respecting primaries to develop transition work around rights and to support making links with the local secondary
- Maintain your focus on pupil voice and engagement in decision making and explore ways to share good practice with other schools re through the RRS network.

4. ACCREDITATION INFORMATION

4.1. The school context

Timothy Hackworth Primary School is a larger than average primary school with a roll of 462. The school has a nursery that includes provision for two year olds and is based in the community of Shildon, a small town which was formerly the centre of a thriving railway industry. The area now has a high level of social deprivation with many families having experience of multi-generational unemployment. The school teaches an above average proportion of pupils who are eligible for free school meals (52.1%), most pupils are White British and the proportion who have special education needs and/or disabilities is above average.

4.2. Assessment information

Self-evaluation form received	Yes
Impact evaluation form received	Yes
Attendees at SLT meeting	Headteacher / RRSA coordinator / deputy Headteacher / Business Manager
Number of children and young people interviewed	5 children on the tour plus another 72 in focus groups and classrooms
Number of staff interviewed	8 teaching staff 4 support staff 3 parents 4 governors 1 Parent Support Advisor 1 Mayor
Evidence provided	Learning walk Written evidence Lessons
First registered for RRSA: May 2010	Level 2 previously achieved: Nov 2014

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.

Strand A has been achieved

All children and adults spoken to have a wide-ranging understanding of rights and the UN Convention on the Rights of the Child. When asked, a Year 6 class were quickly able to name over 20 rights, including the right not to be sold, to be protected from drugs, freedom of thought and to know your rights. Children are clear that rights are unconditional, universal and inherent explaining that “*All children have rights,*” “*No one can take them away from us*” and “*They are all ours and help us every day.*” Copies of the Convention in classrooms and articles linked to display across the school support learning along with the assembly programme and a rich curriculum where “*rights are woven through planning*” (staff member.) The nursery teacher explained how in Early Years it is their role to introduce and embed the language of rights to support children moving up through the school. Children have a good understanding of why others may not be able to access their rights for example: war in Syria preventing children feeling safe, the tsunami in Thailand destroying homes and schools and children in Africa not being able to access clean water. In the UK children identified poverty as impacting

on rights and discussed how they regularly donate to the local food bank to support children’s right to a balanced diet.

Curriculum planning, assemblies and regular staff training provide frequent opportunities for learning about rights. Supported by displays, newsletters and the school website which are bursting with references to Articles and valuable information about the Convention and RRSA engaging the whole school community. Parents and Governors reported that they value seeing articles on correspondence and as one Governor explained “*rights and respect become part of the child*” while a parent added “*it’s in him.*” Parents described how their children guide their learning about rights and how they feel the school has become calmer and filled with people who are there if you need them since becoming rights respecting. A Year 1 teacher described how reading ‘Handa’s surprise’ led to a discussion about the right to education then to Fairtrade and due to pupil interest in filtered through other areas of the curriculum and to making Fairtrade cakes. As a member of staff pointed out “*Rights filter through all aspects of the curriculum.*” The whole school community understands their role as a duty bearer and the staff, parents and Governors spoken to all agreed that learning about rights empowers, enthuses and supports children at Timothy Hackworth leading to a significant impact on learning and relationships. As the Business Manager explained “*cleaning staff feel engaged and proud of their role as duty bearers in helping children access their 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.

Strand B has been achieved

Children talk confidently about how duty bearers and the school help them enjoy a wide range of rights. For example the dinner staff and cleaners supporting article 24, lollipop lady article 19 and staff supporting article 28 “*adults have a responsibility to help us learn*” explained one child. The ‘Big Blue Book of Brilliance’ which celebrates achievements outside school is linked to article 29, while one boy explained “*What I really like about school is they encourage us with our dreams, we have the right to be the best we can be.*” Confident they are treated fairly, children are very clear that staff are there to listen and support them and will act on concerns if raised. This is supported by the pupil survey in which 94% of children said if they felt unsafe they could tell as adult.

Throughout the visit children listened respectfully to each other and were responsible and cooperative as they moved around school. It was evident from visiting classrooms and talking to staff that relationships are very positive between adults and children and children and children. The concept of ‘dignity’ is discussed and linked to aspirations, Growth Mindset and supported by charters in classrooms. Each class works together to develop their own Pupil Voice Charter at the beginning of each year supporting the shared language of rights which the Headteacher explains helps children “*actively talk about rights and the rights of others,*

helping them understand the world and how to interact with each other in school and outside.” Rights and respect underpin restorative approaches which are used in school and children feel that these are effective: *“If we fall out our teacher will help us talk about things together. It works, we might not agree but we are friends again.”* Staff report how proud they are of the children with a Year 5 teacher explaining that *“children are the experts, children understand the restorative approach.”* Parents also confirm that school systems are positive with one describing how her children *“use rights and respect to help solve disagreements between brothers and sisters. Everyone does it, everyone is respectful together – it works.”*

All children we spoke to reported feeling safe in school and this is supported by the pupil survey (93%). They were quick to explain that e-safety, Buddies, fire alarm practice and first aid training all contributed to their feeling of safety. Action is taken as a need is identified and when the Buddy team asked about First Aid a group was established. It supports Year 2 and 6 pupils to access training which is proving incredibly popular. Near the hall there is a large anti-bullying display. A child explained that *“there is no bullying in school but just in case there are some people falling out, it is important we talk about it and we know what to do and what will happen.”* The display supports the recent work by the RRSA Steering group to develop a ‘Getting Along and Being Friends’ policy which is based around the Convention and its general principles. This and the Respectful Relationships Policy provide clear avenues of reporting if needed. As the Deputy Head explained *“sorting issues now comes from the children, adults can stand back.”* The school report that there are very few incidents and that behaviour and attitudes have improved. As the Headteacher explained they are particularly proud of how their *“RR ethos helps children (who often have behavioural difficulties) who are new to the school to settle quickly and engage in their learning.”*

Pupil wellbeing is given a high priority at Timothy Hackworth and children describe how their Junior Road Safety Officers, E-safety group and Mini Police play an important role in sharing information with peers. Active 15 engages all children in activity throughout the day and the school cook was singled out by pupils as helping them keep healthy. When visiting nursery an older child explained that *“nursery is all about learning through play”* identifying that the home corner allowed children to practice skills safely and learn how to be healthy. When it comes to mental health the school offers Lego therapy, Time to Talk and additional support to those pupils who need it, and as one child described *“this school makes sure you can get your learning done without worrying.”*

Children describe Timothy Hackworth as a place of fairness and equity where *“we get to learn we are all friends even if from different nationalities and religions,” “we are all different, but that’s ok here”* explaining *“we always include each other and help others to join in.”* The schools vision, which was developed with children and parents, talks about being a place where ‘every one of us is valued’ and this is certainly reflected in the policies and practice of the school. The schools Equality objectives have been linked to the Convention (articles 29 and 30) and the schools focus on diversity and equality has led to pupils being tolerant of difference and inclusive of everyone. This includes children from the attached ‘enhanced mainstream provision’ who are included in classes and people from the local care home who children asked to visit as they were concerned about loneliness in the community.

Behaviour for learning in school is positive and children are clear about what they need to be effective learners. One child said *“It’s important that we don’t have worries, we respect each other and we keep trying, this helps us learn.”* The focus on Learning Powers allows children to reward each other for showing different skills which they find engaging and enjoyed describing. A Year 6 teacher described children as *“leading learning and discussion”* which

fits with the Headteacher’s vision that “*children know they have a right to learn and know they have a right to be the best they can be through knowing where they are now and where they want to be.*” Children are routinely involved in reviewing targets, self-marking or assessing and are involved in structured conversations. Making choices in their learning and shaping the curriculum happens routinely. For example through discussing current affairs such as Grenfell Tower, choosing to share work child led campaigns in assembly or discussing aspiration to shape the professionals attending careers day.

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.

Strand C has been achieved

Children at Timothy Hackworth are confident, responsible and focussed. There are a wide range of opportunities across the school for children to influence decision making and impact on school improvement which are meaningful and far reaching. These include committees such as school council, Eco group, mini police and the RRSA Steering group. Policies have been reviewed by children and written in accessible formats such as the school’s Fairtrade policy or have a pupil mission statement added to them. The school has a Pupil Attendance Committee who work alongside staff to monitor attendance and explore rewards. Children are currently involved in writing a child-friendly version of the School Improvement Plan and through pupil focus groups for each area are able to contribute to and shape the content. In reviewing lunchtimes and updating the Dining Room charter children highlighted a number of ideas to improve this time of the day and as such additional lunchtime staff have been appointed. The RRSA Coordinator explained how children are adept at creating business plans (often with the help of their families) to promote their ideas and build their aspirational school. Children on the tour explained how the process works in their words “*If we want a new club then we need to canvas others and if enough people are interested we would then investigate how the club could happen, we might need a member of staff or some money. Once we know all this we talk to Mrs Boulton about it. If the plan is good then it will probably happen.*”

Everyone we spoke to agrees that taking action to support the rights of others is something that children and adults do well at Timothy Hackworth. “*On the playground it is the Buddies job to make sure everyone is safe and having fun. These are our rights 19 and 31*” explained one of the Buddy team. Outside the Headteacher’s office, the foodbank collection point, a glasses collection point and clothes recycling bags are prominently placed for all to engage with. Children made the link to article 24 and explained how things they no longer need “*might really help someone else who doesn’t have a winter coat or enough to eat.*” Campaigning opportunities are regularly exploited through Family Group time including Outright and Red Hand Day where letters have been sent to MP’s about the rights of refugees and child soldiers. Junior Road Safety Officers have also been working closely with the local community, crossing patrol and council to reduce the speed of cars outside school. By raising awareness and designing posters the group have made a positive impact to the road outside. Being a global citizen is “*very important as we want children to look outwards beyond just their own*

community” explained the Headteacher. Increased campaigning has increased children’s ability to use their voice, identify when things may be wrong and know what to do about it. Through tackling local and global issues children know they can make a difference and are enthused about learning about other parts of the world and the environment. For example there are opportunities to recycle across the school. In nursery however children are so invested in helping make a difference the teacher explained that when the plastic drinking cups went missing she found them in the paper recycling bin as children thought they were helping.