

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Timothy Hackworth Primary School
<b>Headteacher:</b>	Mrs L Boulton
<b>RRSA coordinator:</b>	Mrs J Slattery
<b>Local authority:</b>	Durham
<b>School context:</b>	Timothy Hackworth has 386 pupils of which 58% are eligible for free school meals. 2.6% of pupils have an education health care plan and 1.7% have English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA Coordinator/deputy headteacher
<b>Number of children and young people spoken with:</b>	4 x head pupils, 16 x Yr6 pupils, 16 pupils from across Yr2 - Yr5
<b>Adults spoken with:</b>	13 x teachers, support assistants, parents, governors, lunchtime supervisor and parent support
<b>Key RRSA accreditations:</b>	Registered for RRSA: May 2010 Gold first achieved: December 2011 Previous Gold achieved: April 2018
<b>Assessor:</b>	Kathy Allan
<b>Date:</b>	17 May 2022

## REACCREDITATION OUTCOME

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

**Timothy Hackworth Primary continues to meet 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 range 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:

- 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.
- Continued commitment by the whole school to place the CRC at the heart of policy and practice. After many years of engagement with the Rights Respecting Schools Award there is still innovation and creativity in the way it is taken forward and adapted.
- Relationships were strong and seen to be mutually respectful. Children were confident that everyone was respected and included at all times.
- A strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected.
- A positive happy learning environment in which the school's longstanding commitment to children's rights is deeply embedded in the school's ethos and curriculum.

## 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 to work on enabling pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all to be involved in campaigning and advocacy work on children's rights. Consider using the UN [Global Goals for Sustainable Development](#) as a framework for this and the UNICEF UK [Youth Advocacy Toolkit](#).
- Develop your role as an ambassador for rights and the RRSA through your networks and in collaboration with the LA and local schools. Perhaps you can promote a child rights-based approach to local secondary schools through transition work.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>The CRC continues to play an integral part of Timothy Hackworth. The RRSA Lead explained that, <i>"Rights are at the centre, they are the driving force"</i> and <i>"...everyone matters, everyone's rights matter."</i> The headteacher described how <i>"We live and breathe it"</i> and <i>"the impact is still huge... We have a shared dialogue based on the rights of the child with parents, staff and children."</i> During the pandemic time was given to a curriculum review with Articles 19 (safety) and 24 (health and wellbeing) at the heart. In the evidence provided by the school it is highlighted that 'links to children's rights are made at every opportunity.' This can be seen across all school documentation, from the school intent, policies, curriculum overviews to knowledge organisers and the website. A new member of staff explained that, <i>"I've learnt so much from the children as they can make the links to their learning easily."</i> Family groups remain a key vehicle for teaching and learning about rights and during the pandemic these were adapted to run in classes which meant deeper age-appropriate investigation and discussion of topics. Floor books also contain abundant links engaging children in their understanding of the real-life application of the CRC. Children referred to the rights being denied for children in Afghanistan, talked about child soldiers, poverty, homelessness and refugees fleeing Ukraine and the action they had taken to support them.</p> <p>An EYFS RRS Lead has been appointed since the last visit to strengthen the rights focus in EY and develop the family group model with younger pupils. They described how pupils are becoming more confident in the language of rights using it to manage situations, <i>"I now hear children saying; 'I have a right to play too, so when is it my turn?'"</i> Children's understanding of the nature of rights is clear and the 'Let's Think, Let's Talk' initiative is allowing children time to reflect on the wider world. Through strengthening the global and rights respecting links in Picture News resources, staff are supporting pupils to reflect, listen and speak to form their own opinions around important global issues. Discussion about the Picture News topics is also encouraged at home with many children spoken to confirming they talk to their parents about rights regularly.</p>
STRAND B	Highlights and comments
<p>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</p>	<p>Timothy Hackworth's ethos places positive relationships based on mutual respect and trust at the heart of school life. Children were adamant that everyone was respected and always included and that knowing about rights is helping them to build these strong relationships with duty bearers and their peers. Pupils know their rights are supported in school explaining that, <i>"...we always get our right to rest and play at breaktimes."</i> When asked if children would ever get kept in at breaktime the response was sometimes, but only for a few minutes. Children shared their understanding of the right to be treated fairly and be listened to by the duty bearers in school through their experiences. The embedded language of rights is allowing children to explore and discuss a range of issues and is used when also talking to Governors, families, and the wider community. Staff shared how, <i>"Children use rights naturally as part of the restorative approach and they support positive relationships across the whole school."</i></p>

<p>respects the rights of both educators and learners and promotes wellbeing</p>	<p>Inclusion and safety are robust features at Timothy Hackworth and closely intertwined with children and staff feeling respected and valued. Children report feeling supported to be the best they can be, with the curriculum reflecting the school’s diverse community and aiming to build children’s cultural capital. Staff also reflected on pupils’ awareness of others, saying <i>“Children have a belief in equality and diversity – they are tolerant of those around them...”</i> and when their peers may need additional support or guidance. In school pupils confidently shared a sense of safety <i>“Our rights are always met but if not, we have Place 2 Be”</i>, which is a self-referral service available to all children. Staff were clear about the continued impact of embedding children’s rights saying, <i>“Rights empower children to share their emotions.”</i> and <i>“...we can see that aspirations for themselves are so much stronger now.”</i> There is a positive focus in school on the right to education and the ongoing focus on Learning Powers and growth mindset strategies is supporting pupil engagement in their own learning.</p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>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 children experience their rights.</p>	<p>The school’s respect for, and empowerment of, the children is clear and effective. This is evident in the role of pupil voice to shape key areas of school life and practice, including teaching and learning. There are a range of different mechanisms for children to feed into decision making and leadership in different areas of school life such as a Junior Leadership Team who have developed their own School Improvement Plan. Children reported feeling listened to and know their views are seen as important. One example shared by staff and pupils was a recent survey to check if staggered starts to the school day should remain in place. Children and parents views were taken into account, and they were pleased to confirm a return to one start time after half term. Another example of pupil leadership is the Children’s Attendance Working Party underpinned by Article’s 12 and 28. They work to help improve attendance and reviewed the current medal system to create a fairer way of rewarding classes. Through the ‘Let’s Think, Let’s Talk’ initiative children are increasingly confident of their place in the world and the positive impact they can have in school, locally and globally. Fairtrade continues to be explored and celebrated and the UN Global Goals frame learning about global issues and are supporting children to understand how they can make a difference. Children confidently campaign about issues they feel are important and have written letters to their local MP regarding the plight of child soldiers and raising concerns about litter in the community. They also use rights to advocate for additional resources and share ideas they have for the school environment, leading to changes such as having a globe in the classroom to help them learn more about the world.</p>