

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Timothy Hackworth Primary School
Headteacher:	Mrs L Boulton
RRSA coordinator:	Mrs S Simpson-May
Local authority:	Durham
School context:	Timothy Hackworth has 325 pupils on roll. Of these 63% are eligible for Pupil Premium, 2% have an EHCP while 22% receive additional support for their Sen and 3% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA coordinator/deputy head, EYFS lead, SENCO, English lead/YR6 teacher
Number of children and young people spoken with:	20 children from the Junior Leadership Team and a further 15 children from across the school
Adults spoken with:	A HLTA, a TA, 3 lunchtime supervisors (one is also a parent and wrap around lead), 2 teachers, 3 governors (one is also a parent and another a local minister)
Key RRSA accreditations:	Registration: May 2010 Gold first achieved: December 2011 Gold previously achieved: November 2014, April 2018, May 2022
Assessor:	Kathy Allan
Date:	30 September 2025

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.

STRENGTHS OF CURRENT PRACTICE

This report is based on an in person reaccreditation 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 a wide range of 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 range of digital evidence.

ASSESSOR REFLECTION

Timothy Hackworth Primary School's commitment to children's rights is impressive. It was evident during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the whole school and underpin every facet of school life. For 14 years, the school has maintained its Gold: Rights Respecting status whilst also continually developing and deepening children's understanding and engagement with their rights. Energy and enthusiasm was visible during the visit across all the school's work, ensuring that every new initiative is thoughtfully linked back to children's rights. This sustained focus and innovative spirit are a testament to the school's dedication and leadership in championing the rights of every child.

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.

Strengths include:

- Pupils who have strong knowledge and understanding about how children's rights are affected globally and increasingly how this connects to the UN Sustainable Development Goals. There has been a clear focus on developing children as global citizens with the introduction of the Global Goals, Let's Think, Let's Talk and Rights Around the World resource which is embedded into family groups. Staff shared the positive impact this is having on developing oracy and "*...an enriched shared vocabulary.*" While children shared the impact as, "*We are on top of the world knowing our rights*" and "*We all get to use our voice, have our own identity and be treated equally.*"
- Rights learning that continues to be embedded across the curriculum, including the early years and for children with additional needs, using a wide range of age appropriate, creative resources. 'Do Right Dave,' the school's rights mascot, features in every class sitting with the pupil of the week. Since being introduced at the start of term children voiced that they would like Dave to sit with them for longer so instead of one day they now get him for the week.
- Consistent messaging about rights and respect underpinning every dimension of the school's work, with staff passionately championing children's rights in all areas. "*Rights Respecting is the heartbeat of our school, it can't be separated, it is in policies, practice and provision,*" explained the headteacher.
- Strong community partnerships that enhance rights knowledge in the school's wider community. Information about RRSA and children's rights are shared across a range of media and promoted through campaigns, enrichment and school events. Parents shared how rights are supporting their children and

passionately discussed the safe space provided for pupils and families where they know they will be respected and listened to.

Strand B: Teaching and Learning through Rights

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.

Strengths include:

- The language of rights is evident in all activities: in the classroom, the wider school and in conversations with the school community. *“Rights are a common language we all have, it helps show everyone is welcome here,”* shared staff while a pupil shared how their understanding of rights is empowering, *“You need rights, ‘cos you never know what is coming.”* Another child explained how *“We respect our own rights and other children’s. It helps us know what to do.”*
- A strong focus on the health and wellbeing of students within the context of rights so that children feel supported and nurtured. Adults in the school community prioritise pupil wellbeing, *“Behaviour in school is based on children’s own self worth, it gives them confidence to know their rights,”* shared a parent with a governor highlighting how rights are supporting, *“...children who really think about each other.”*
- A focus on inclusion where all pupils are celebrated, feel valued and are supported to be the best they can be. Staff talked enthusiastically about their new ‘Tracks’ provision created to ensure all children can access their right to an education and ensuring they are still included in breaktimes, lunch and school activities. Pupil Equality and Diversity champions highlighted how in school, *“...we make sure everyone is included.”* The recent introduction of OPAL is also providing opportunities for pupils to lead in developing play opportunities that allow for free flow of pupils. Staff shared how, *“Every child here counts.”*

Strand C: Teaching and Learning for Rights

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.

Strengths include:

- The extent to which pupils are listened to and involved in decision making at all levels meaning children feel empowered to drive change within their school. There are a broad range of opportunities for children to take on leadership roles and share views through the ‘voice box.’ *“Pupils can see their voice has a direct impact,”* explained the headteacher explaining the importance of giving children feedback and engaging them even when ideas cannot be actioned. A member of staff explained how rights are helping children understand that, *“It’s not just in your class you have a voice, it’s in the community and the wider world.”*

- Pupils who have a secure sense of social justice which has been developed through a number of whole school initiatives. Opportunities through family groups and ‘Let’s think, let’s talk’ support children to explore rights and the global goals. Staff shared how, *“It is an excellent opportunity to help children look out at the world raising awareness of global citizenship.”*
- Confident, globally aware pupils, who are becoming effective change makers in their local community and beyond. A range of fundraising opportunities are clearly linked to rights and direct impact for children and the local community so that it is relatable and children gain a deep understanding of the impact. When participating in OutRight last year pupils chose the issue of litter locally taking direct action and raising awareness with the wider community. Children are also educating and empowering families and the school community through their action for the rights of others. For example, Sam Rushworth MP, shared pupils concerns and questions in parliament regarding Fairtrade and pupils successfully advocated for products to be used in school.

RECOMMENDATIONS

The following ideas were discussed during the feedback meeting, to support the school to sustain its current practice at Gold: Rights Respecting.

Sustaining your practice:

- Continue teaching and learning about rights across the whole school community, creating further opportunities for older pupils and staff to learn about the origins and wider context of children’s rights. An example of this could be exploring the most recent [Concluding Observations](#) of the UN Committee on the Rights of the Child made to the UK government. and using this as stimulus for campaigning. (Outcome 1)
- Utilise the enthusiasm around ‘Do Right Dave’ to engage early years and families in learning about rights by signposting where rights are met, where they have been taught and how children have advocated for rights. (Outcome 1)
- Continue to involve children and young people in curriculum audits, curriculum co-planning and focus groups to further engage them in playing an active role in their learning. Build on current good practice by sustaining explicit connections to education and participation articles from the CRC and how children and young people are contributing to the school’s improvement plan. (Outcome 7)
- Pupils and staff are ambassadors for children’s rights and the RRSA programme. Continue this work across your networks perhaps supporting children to collaborate with other RR schools and/or the community to promote children’s rights and rights education linked to the [Concluding Observations](#) and Article 42. (Outcome 9)