RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chilcote Primary School
Headteacher:	Deborah Doherty
RRSA coordinator:	Steven Fay
Local authority:	Birmingham City Council
School context:	The school currently has 442 pupils on roll aged 3 to 11 years. 16.7% of pupils are eligible for FSM and 17.2% for PP. 1.1% of pupils have an EHCP. 19.7% of pupils speak English as an additional language with 16 languages spoken across the school.
Attendees at SLT meeting:	Headteacher, RRSA Coordinator
Number of children and young people spoken with:	29 with pupil leadership roles Y1 to Y6 21 in a mixed focus group YR to Y6
Adults spoken with:	1 Deputy HT, 7 Teachers, 1 HLTA, 3 parents, 1 governor via email
Key RRSA accreditations:	Registered for RRSA: 4th November 2016 Silver achieved: 19th January 2018 Gold achieved: 16th July 2019
Assessor:	Hilary Alcock
Date:	9th May 2024

ACCREDITATION OUTCOME

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

Chilcote Primary School 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 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:

- Very articulate children who demonstrated an excellent knowledge and understanding of rights.
- Consistent messaging about rights and respect underpinning every dimension of the school's work.
- Strong relationships with parents/ carers who also value the school's rights respecting work.
- Relationships were strong with a clear link to the school's values. Children were adamant that everyone was respected and included at all times.
- A common language of rights which is used across the school and supports children to explore and discuss a range of issues.
- The school's work on health and wellbeing including the introduction of the 'Ten Keys for Happier Living' strategy.
- The inclusion of the Global Goals within the curriculum, supporting children to increasingly see themselves as global citizens.

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:

- Build on verbal communications with families of children within EYFS by including more explicit reference to children's rights within EYFS curriculum documentation.
- Continue to embed the UNICEF RRSA Charter Guidance. Include reference to specific articles and focus on the language of 'respect for rights' to enable rights holders and duty bearers to demonstrate how they will uphold their charter making it clear that it is a negotiated agreement.
- 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 sharing this and providing more opportunities for pupils to share their rights-based learning, activities and the impact of this safely on the school's website and/ or social media channels.
- 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 using the UNICEF UK Youth Advocacy Toolkit and participation in UNICEF UK's annual OutRight campaign

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Children within both focus groups had an excellent knowledge, appropriate to their age, of articles from the UN Convention on the Rights of the Child (CRC). These included their right to education, protection from violence, privacy, having their voices heard, registration at birth, a decent standard of living, freedom of association and not to be trafficked. The right to non-discrimination and for adults to act in their best interests also came across clearly from pupils during the discussions. Children understood the concepts that underpin their rights. They commented, *"Rights are for all children in the whole wide world…you get them from birth…they are inherent."* School Council and Eco Committee pupils knew that their roles linked to articles 12 and 13, *"So that we can change things in school… and we can help to stop people using their cars so much and polluting the environment to make it better for lots of children in the world."* Staff commented, *"We have restructured the curriculum and built rights in… the CRC is not an add on but embedded…it's who we are and what we are as a school." One teacher said, "We have made changes to the ways that we teach rights to have more emphasis on the global goals… children can now articulate that the global goals help children enjoy their rights. We also discuss how these goals help to protect their future as adults too." A governor noted,* 'My child at the school is developing a sense of social justice, empathy and curiosity on world affairs which I credit to the school's response and encouragement for dialogue around respect and justice.' New staff learn about the CRC and the schools Rights Respecting approach during induction. One teacher said, *"The children were also really good at telling me all about their rights."* The Early Years lead teacher described how, *" We explain the CRC to parents before their children start… what it is and what it looks like for their children in school."* Parents value their children learning about their rights commenting, *"They are learning respect for themselves and others…they know when to speak up, how to voice concerns and know that their views will be listened to and valued…it's given my child more confidence to be more involved in discussions."*
STRAND B	**Highlights and comments**
2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Children spoke confidently and compassionately about equity. One explained, *"Equity in school is when children get more support because they need it - like the teachers will talk to them in a small group and give them more attention…or we have lifts for children who can't use the stairs."* Pupils trust that adults will sort out any concerns they have. School strategic documentation identifies links to relevant articles from the CRC. One SLT member emphasised, *"The headteacher embodies Article 3. It's at the heart of every decision and all initiatives link back to rights. The CRC is a key driver."*
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Kindness and respect were highlighted by many children as characteristic of the way children and adults behave in school. One said, *"We have charters so we can decide what articles to emphasise that are relevant for our class."* Another pupil commented, *"It's important to treat everyone with dignity, which is a high level of respect, no matter who they are. Dignity makes social connections better and friendlier. If there was more dignity the world would be a bit better."* Staff consider that including reference to the CRC within individual reflections has

	helped to increase pupils' understanding of the impact their actions can have on denying other children their rights. One parent said, *"Relationships between home and school are strong and healthy."*
4. Children are young people feel safe and protected and know what to do if they need support.	All children within the focus groups said they felt safe in school. They knew that they have a right to this and that adults have the responsibility to protect them from harm. One explained, *"We have worry boxes where we can put messages and an adult will come and sort out the problem."* Children learn about anti bullying, online safety and how to keep themselves safe out of school and where to get help if they need it. Survey data from parents indicates that they consider their children feel safe in school.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children appreciate the wide range of clubs and activities they can take part in and know these link to their right to relax and play. Children know that their efforts within lessons or extra activities will be acknowledged with house points. One pupil said, *"I feel happy and proud when I get a house point."* The school council led a review of school meals involving all pupils and spoke with the cook about meal options which resulted in changes to the menu. The headteacher explained that the school has introduced 'Ten Keys to Happier Living' alongside its established 'Chilcote Promise' for all children to experience a wide range of opportunities as part of their rights with the goals of education.
6. Children and young people are included and are valued as individuals.	Pupils spoke respectfully when describing ways that all pupils are supported to feel and be included. One said, *"Some children need fidget toys or to take time out of the classroom because it gets too much for them."* Staff explained that LGBTQIA+ education is taught in PSHE in different year groups e.g., within units on 'What makes a family in Y3 and gender in Y5. *"With our commitment to diversity, we also look at people of all walks of life through other subjects e.g., Y6 study the life of Alan Turing during a computing unit."* Staff consider, "*Pupils are learning mutual respect and understanding of different beliefs…and how to disagree respectfully."* An external review highlighted, 'all pupils (with SEND) are well advocated for.'
7. Children value education and are involved in making decisions about their education.	One pupil said, *"We can say what we think about our lessons and then changes are made to them like being able to move around more in lessons and having less flip (PowerPoint) slides."* Children are able to ask for further lessons on a subject, attend extra study time in Y6 and help to choose story texts. One older pupil commented, *"We can speak to our School Councillor but I prefer to speak directly to a teacher, so I know it's my words that have been said."*
STRAND C	**Highlights and comments**
8. Children and young people know that their views are taken seriously.	There are School Council representatives for Y1 to Y6. They explained, *"We have notebooks and take suggestions from our classes about how to make the school better."* Recent pupil initiated changes implemented or committed to include new outside gym equipment, more Mindfulness activities in lessons, more outdoor learning, choosing authors for the school library and staggering break times.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The Eco Committee have led the school's involvement in the Big Wheel and Walk project. One pupil commented, "*I've noticed that I can walk more now without my asthma being so bad."* The Group have planted flowers in the school grounds to help wildlife, *"To make the environment better,"* and have undertaken a litter pick in the park. One commented, *"Litter can ruin habitats and animals can get stuck or swallow it and die. We need to ask the council for the bins to be emptied more often."* Pupils have contacted their local MP to voice concerns about the proposed closure of the local library.