

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Sladefield Infant School
Headteacher:	Rob Meadows
RRSA coordinator:	Ruth Allen
Local authority:	Birmingham
School context:	Sladefield Infant School is a 4-form entry school with 356 pupils. 32.3% of children are eligible for Pupil Premium. 12% are identified as requiring SEN support. 78% of children speak English as an additional language, with a total of 14 languages spoken.
Attendees at SLT meeting:	Headteacher, RRSA Lead, Deputy Headteacher, Governor
Number of children and young people spoken with:	12 Rights Knights members, 19 children from KS1, 7 children from reception
Adults spoken with:	10 Teachers, 6 support assistants, 11 parents including a parent/governor
Key RRSA accreditations:	Registered for RRSA: 16 June 2015 Bronze achieved: 20 November 2017 Silver achieved: 29 November 2018
Assessor:	Gerry McMurtrie
Date:	22 November 2022

ACCREDITATION OUTCOME

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

Sladefield Infant School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation 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 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:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- Rights learning is fully embedded across the curriculum including in early years, using a wide range of age appropriate, creative resources.
- A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.
- The relationship between school staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the school.
- The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike.

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 widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Continue to ensure that rights are explicitly linked to the curriculum, activities and events throughout the school year.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Continue to develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).

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 interviewed had an excellent awareness of rights and understood them to be universal and unconditional. A member of the Rights Knights said, <i>"You get rights when you are born. They are free for every child...and when you are 18 there are different rights for everyone."</i> Children learn about rights through assemblies, topics, books, play, charters, and rights displays. In reception, children are introduced to rights as part of PSED and every child has access to child friendly articles to support their learning. Children regularly engage in UNICEF UK's Article of the Week to deepen their understanding of the CRC. A whole school 'Ignite the Rights Day' introduced children to rights through a range of activities, such as singing the school rights song, reading rights-based fairy tales, designing a Rights Knights shield and engaging in role play sessions based on rights. Children worked with adults to discuss the role of rights holders and duty bearers, leading them to update the whole school charter, highlighting actions and responsibilities of all.</p> <p>The RRSA lead shared, <i>"The Ignite the Rights day reignited our work, it involved everyone, and had a really positive impact on staff and children. It's fully embedded across the school. All staff are engaged."</i> A governor agreed, commenting, <i>"Children are very articulate about rights. The Rights Knights could explain to me all about rights...it was clear much work had been done."</i> Parents agreed, as one commented, <i>"We hear about it through workshops, the Class Dojo, and the children talking to us about rights. They learn things on Newsround and talk about it. They were worried about the floods in Pakistan and how some children couldn't go to school. They want to help and make a difference."</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children clearly understood that adults across the school are responsible for ensuring their rights are met. One child said, <i>"The teachers help us...all of the teachers...and the dinner ladies."</i> Another child explained, <i>"The teachers are duty bearers, and we are rights holders. All of the grownups help us. The caretaker delivers us milk and fruit and he keeps gates locked and makes sure our computers are safe."</i> One teacher shared, <i>"Children know we will listen to them and treat them fairly. Every child is unique and learns in different ways. We nurture and support that."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>The headteacher explained that the school have moved to a Positive Relationships Policy, linked to rights and school values. She said, <i>"Restorative conversations help children to realise the impact of behaviour on others. Children are all engaged in these conversations. It's about moving to positive behaviours and supporting each and everyone of them to feel listened to and respected."</i> One child said, <i>"We have the right not to be bullied or threatened."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>All children spoken with agreed they feel safe in school. A member of the Rights Knights said, <i>"...you tell the teacher if someone is worried about something. We have the right to be safe from harm."</i> Staff shared that children were very aware of their right to be safe. One said, <i>"Children are taking ownership...they understand how to keep self and others safe. We do a lot about online safety too."</i> The school's approach to safeguarding has resulted in them being accredited as a National Online Safety certified school for 2022-23.</p>

<p>5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>The headteacher said, <i>"The focus on pupil and staff wellbeing helped us to focus on rights. They are at the core of who we are."</i> Children learn about wellbeing, healthy eating, and exercise. Children spoke about having access to a Worry Monster, they can talk to the teacher, write a worry down, or place a feeling on the class chart. Children enjoyed talking about the Shining Stars room, where they go if they need support. The school is a Magic Breakfast school, providing free breakfasts to all children. They provide free fruit on a Friday, and any sandwiches left are available for families to take. Anything else left is delivered to the local foodbank. One parent said, <i>"It's so helpful. My child wouldn't eat breakfast before but does now with the support from other children."</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>The school employ specialist inclusion staff to ensure every child can reach their full potential. The focus on equity supports staff to meet the needs of the individual child. As a new child is registered, the inclusion manager arranges to meet with the family to ensure any relevant support is identified. Intimate care has a focus on the dignity of the child. A staff member said, <i>"Intimate care is important here. We help toilet train, so it's all about dignity."</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>A teacher said, <i>"Every child is exposed to the lesson...everyone is included...given the same chances. Support is provided when required to meet their needs."</i> Staff have updated the curriculum, ensuring rights and diversity are mapped throughout. One said, <i>"Children are given the opportunity to choose activities they want to do, and all children can identify what level they feel they are at. They are involved in their own planning, based on their interests and ideas, and self-assess. They tell us if they have or have not enjoyed the lesson."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children are encouraged and supported to share their ideas for school improvement. One child said, <i>"We put our hands up and adults listen to us and our ideas. We make sure we tell everyone what we talk about in our group."</i> The RRSA lead said, <i>"Our children are very empowered...they know they can make a difference...they know their rights and take action to support others."</i> Children recently highlighted to staff that they are not happy with the milk cartons used in school as they are non-recyclable. The school are looking at alternatives. A staff member said, <i>"Children are comfortable to raise issues. They know they will be listened to. They wanted new toys for the playground and together we raised over £2000. They are living and breathing their rights."</i></p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>The school supports many local and global charities and events, such as Children in Need, Save the Children, Heartlands Hospital Christmas appeal and Operation Compassion Foodbank. They have twinned with a school in Mwanbe, sponsoring a water well, enabling the community to access safe, clean water. Children engaged in the schools' programme as part of the Birmingham 2022 Commonwealth Games, resulting in them partnering with a school in India, and featuring in the legacy film with other schools across Birmingham. Children recently raised their concerns about speeding cars near the school's zebra crossing and decided to hold a road safety poster competition. Due to their ongoing concerns, they decided to write to their local MP. The letter highlighted that as a Rights Respecting School, they had a right to be listened to, to be heard and to be safe. The children suggested improvements, such as a lollipop person, traffic lights, and signs or posters highlighting the importance of road safety. The children await a response. One child said, <i>"We try to help other children get rights...we have to help them."</i></p>