



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Sladfield Infant School
Local Authority	Birmingham
Number of pupils on roll	360
Headteacher	Robert Meadows
RRSA Coordinator	Ruth Allen
RRSA Assessor	Astrid Edwards
Date of visit	29th November 2018
School Evaluation received	Yes
Attendees at SLT meeting	Deputy Headteacher RRSA Co-ordinator
Number of pupils interviewed	8 members of the school council, 20 children plus 70 children in classes
Number of staff interviewed	RRSA co-ordinator, 2 teachers, 3 Teaching Assistants, 1 Learning Mentor, 2 parents including a parent governor
Evidence provided	Learning Walk, written evidence, class visits
First registered for RRSA	16.6.2015
Bronze achieved	30.11.2017

ACCREDITATION OUTCOME

Sladfield Infant School has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



EVIDENCE FROM THE ACCREDITATION VISIT

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.

- The school has worked tirelessly in its commitment to promote a rights respecting ethos. Leaders at all levels are in no doubt that the attitudes, behaviour and relationships of the children have improved. The Deputy Headteacher believes that ‘children have more of a voice and are more tolerant of each other.’ She went onto say ‘the children know they can access their rights and they enjoy their learning.’
- Children at Sladefield infant school have a good knowledge of the articles from the Convention. They know they are universal and inalienable. ‘Enjoying our rights is important but we know that there are some children who aren’t as lucky as we are’ said a pupil. Children know that it is the role of adults to help them achieve well at school, keep them safe and to provide support. Another pupil said ‘rights makes us think about other languages and cultures.’ Teachers feel that the children are more independent and articulate. One teacher said that ‘pupil’s behaviour and attendance has improved since the school’s work on rights.’
- Children learn about rights in discussion work produced in RE and PSHE. Working walls and school books show children’s ideas, opinions and responses on how the rights’ articles are being met, and their understanding and knowledge of them. Whole school events relate to rights including Black History month, health week, E-Safety week and Diversity Day.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Enable the children/young people to look at global issues. Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school’s mission and purpose, drawing upon on the school context and environment/ rich cultural heritage of the school.
- Embed a focus on the planned learning about children’s rights throughout most aspects of the curriculum.
- Develop a more structured approach to engage parents/families in learning about and understanding the CRC.

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.

- The articles from the Convention are prominent on wall displays around the school. The school charter is displayed in the school hall and has been agreed upon and signed by all children and staff within their classes. Children's knowledge of the articles are further developed by the use of pictures to ensure understanding. The school council have completed a learning walk around the school to locate all the places that show where their rights are being met.
- Pupil's safety and well-being is paramount in the school. Children know what to do and who to talk to if they have problem. The school's pastoral system includes support to vulnerable children and the staff ensure that all children feel confident in discussing any worries or concerns at school.
- Parents receive information about the school's work on rights through newsletters. Parent workshops and after school clubs are a feature of the school and its mission statement: 'Be Happy, Be Healthy, Be Safe, Always Try Your Best' links directly with the rights respecting ethos and is evident throughout the school. Parents discuss the articles with their children. A parent said 'My child is more confident' said a parent.
- Children at the school enjoy a wide variety of rights and are encouraged to take an active part in all aspects of school life. Rights Respecting Champion certificates celebrate the knowledge, understanding and impact of rights and the use of Dojo reward points supports pupil's achievement. 'We are given opportunities to be Rights Respecting Champions' said a pupil.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Consider embedding articles and the principles of the CRC in school policies to demonstrate that the CRC fully underpins every aspect of school life.
- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Ensure that children / young people and adults are kept informed on the schools provision to support their physical and mental health and well-being, and that information is accessible to all.
- Explore the role children and young people play in engaging in their right to learn. Consider, with them how this can be further enhanced.
- Further development of the school web site to include rights.

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.



- Pupil leadership is widely promoted in the school. The School Council and Rights Ambassadors play an active role in making sure that the views and opinions of children are shared and considered when decisions are made. Their ideas have contributed to the provision of after school clubs, school resources and fundraising events. Peer to peer reviews days have involved listening to what the children say about their school life.
- Pupils learn about global issues in lessons. They are beginning to understand how other children locally and globally are not meeting some of their rights. The children help to support charities in fundraising activities and themed days/weeks aim to raise awareness and money to help children who are in need. The school works closely with the Birmingham City Mission charity and the local Foodbank.
- Children self-evaluate their own work using the school's traffic light system. 'Our teachers help us to improve our work' remarked a member of the School Council. Learning objectives are discussed with the children and appropriate challenges are set to encourage independence and team work. The use of Chilli challenges - next steps in learning is highlighted in all aspect of children's work.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Empower children (and the school community) to recognise connections between actions and impact locally and globally and respond appropriately.