

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Paschal Baylon Catholic Primary School
Headteacher:	Edward Flood
RRSA coordinator:	Jodie Horton and Karen Ashton
Local authority:	Liverpool
School context:	There are 420 pupils on roll and 12% are eligible for Pupil Premium Funding. 15% of children have an EHCP and 3% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, Assistant Headteacher, Deputy Headteacher and RRSA Lead
Number of children and young people spoken with:	Group 1: 12 children from steering group (Y4-Y6) Group 2: 17 children (Reception to Y6)
Adults spoken with:	7 adults including governors, teaching staff and parents
Key RRSA accreditations:	Registered for RRSA: December 2015 Bronze achieved: April 2016 Silver achieved: July 2017 Gold: October 2018, October 2021
Assessor:	Sarah Hodgkinson
Date:	15 th October 2024

REACCREDITATION OUTCOME

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

St Paschal Baylon Catholic Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 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:

- Passionate and confident pupils who understand the importance of rights and are empowered to drive change within the school.
- The extent to which rights are explicitly linked to all areas of the school's work and are visible on displays, linked across the curriculum and very prominent on the website and school communications.
- Continued commitment and creativity by the whole school in placing the CRC at the heart of policy and practice.
- The development of a relationships policy that is underpinned by children's rights.
- Very confident pupils who feel listened to, know that their views are taken seriously, and that they are making a positive difference in school and in the wider world.
- The extent to which the global goals are used as an inspiration for activism.

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:

- Ensure that the excellent work to put rights at the heart of school policies, curriculum and practice continues as the new RRSA Lead takes over. Consider attending the [RRSA training courses](#) and using the [RRSA Spotlight](#) staff training resources included in your membership.
- Continue the excellent practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- 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. You might find the [Global Dimension calendar](#) a helpful resource.
- Continue to support children in their engagement with current affairs and curriculum activities, to challenge stereotypes and discrimination in all its forms.
- Continue to support pupils to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority, Liverpool Child Friendly Cities work, and other schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Children's rights continue to be at the very heart of school life. Pupils have excellent knowledge of their rights and discussed several examples of articles from the CRC. All children, including Reception children who started school only last month, have an understanding of the principles underpinning the Convention. One pupil explained, <i>"Rights start when you are born,"</i> and another child added, <i>"Every child has them, they are all equally important and you have them no matter what."</i> Rights are explored through lessons, assemblies, the RRS Record (newsletter), pupil voice groups and through visits from the school mascot, Ruby Rights. Children learn about situations around the world that mean that some children are unable to access their rights. Pupils shared examples of children who live in areas where there is war and, <i>"Sometimes natural disasters mean that children can't go to school, so we learnt that in one country, they made a floating school."</i> Since the previous accreditation in 2021, the knowledge and understanding of rights has evolved to include a deeper understanding of the Global Goals. Staff are passionate advocates for children's rights and the benefits that RRSA has brought to the school. The headteacher shared an example of how pupils have been involved in Liverpool's Child Friendly City strategy and that this helps children to understand how, <i>"...rights impact on their lives."</i> The RRSA Lead explained that pupils here, <i>"...know that their voices and opinions matter."</i> The wider school community are supportive and engaged with RRSA. One Governor shared that, <i>"It is remarkable to me that children can come up with such articulate ideas linked to articles."</i> Parents spoke of how RRSA helps children to, <i>"...learn about the wider world and their place in it."</i>
STRAND B	Highlights and comments
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	Rights are the driving force for all actions and decisions affecting children. Since the previous accreditation, staff and pupils have worked together to review the Behaviour Policy, leading to the creation of a Relationships Policy, with an increased awareness of the dignity of all involved. When discussing the previous traffic light display system for behaviour, one child commented, <i>"We used to have them hanging on the walls, now it's just a little sheet or book and I think it's better."</i> Children all agreed that they feel treated fairly by duty bearers at the school. They could articulate the difference between equality and equity and how this is reflected in how pupils are treated in school. One pupil explained that some children might need extra support and that this is fair because, <i>"...some people need a bit more time. Some people have hidden disabilities."</i> Children feel safe and protected in school and know what to do should they need support. They are supported with their physical and emotional wellbeing and acknowledged several systems in place to support them should they have any worries or concerns including the Baylon Buddies, ROAR and mindfulness. In addition to RRSA surveys, staff conduct regular wellbeing audits with children and thoroughly consider the findings to look for ways to improve wellbeing. One staff member explained how important it is that, <i>"...children</i>

	<i>trust in the processes we have to sort it [worries] out.</i>" Another staff member discussed the importance of children feeling that they have their voices heard and how this contributes to a school culture where children are happier and feel safe. They added, <i>"If children don't feel happy and safe, there's no point in maths and English."</i> Inclusion is a strength of the school, and it has been recommended as a 'Centre of Excellence' for the Inclusion Quality Mark. Staff believe that this is due to, <i>"...our years promoting children's rights, action and global citizenship."</i> Children value education and understand the power of learning about their rights. One child commented, <i>"It is important that everyone knows their rights. The whole point of rights is that everyone has a happy and healthy life."</i> Staff discussed the sense of being part of a community at the school and that everyone belongs. They stressed the importance of working together with children so that everyone feels valued.
STRAND C	Highlights and comments
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.	Pupils at St Paschal Baylon are articulate advocates for their rights and the rights of others around the world. They are confident to use their voices to share ideas and know to trust and expect that duty bearers will listen. Children shared several examples of changes and improvements that they have brought to school. These include litter-picking and the requesting of more bins, the installation of water coolers and the introduction of PE tracksuits. There are several pupil voice groups that contribute to school improvement. These include the WOW Ambassadors who are currently leading the Traveltracker project to promote walking to school, and the Anti-bullying Ambassadors who have recently created a booklet to support others. It is very clear that pupils understand how these projects and initiatives link to the CRC. Pupils understand the importance of duty bearers listening to their ideas and that this is their right. One pupil explained, <i>"It is important that adults listen to children because children have bigger brains and better ideas!"</i> The ReAction group is a group of pupils and adults whose purpose is to be proactive in helping others to access their rights, in accordance with the school's Catholic values. They have been involved in projects such as supporting Liverpool's Paper Cup charity and a spectacle recycling scheme. Children learn about the Global Goals and this is closely linked to RRSA and the ethos of the school. One example of a successful child-led campaign is the 'One Paper Towel Challenge'. Children recognised that too many paper towels were being wasted, negatively impacting the environment. They devised the 'One Paper Towel Challenge' and raised awareness of the importance of not using more paper towels than necessary. The success of this campaign so far has meant that the school ordered at least 10 cases fewer of paper towels than in the previous year, not only saving on the number of trees being felled, but also saving the school approximately £325. Children understand the importance of sustainable living and taking responsibility for the planet. One child explained, <i>"We are going to be on this Earth for longer than the adults so we might as we'll make it nice!"</i> Children were asked what they like the most about their school and one pupil commented, <i>"It is the children's school... we use our voice for the school."</i>