

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

| | |
|---|--|
| School: | Delamere School |
| Headteacher: | Sally Judge |
| RRSA coordinator: | Barbara Telford |
| Local authority: | Trafford |
| School context: | The school has 114 children aged between 3 and 11 years with learning difficulties and additional complex needs such as autism, physical or sensory impairments. All have an EHCP and a quarter of the children are bilingual, with over 15 languages spoken. 44% of the pupils are entitled to support through the Pupil Premium. |
| Attendees at SLT meeting: | Headteacher, deputy headteacher who is the RRSA Coordinator and three members of the SLT. |
| Number of children and young people spoken with: | Six members of the Rights Squad. |
| Adults spoken with: | Three members of support staff, a parent and a governor. |
| Key RRSA accreditations: | Registered for RRSA: June 2019 Bronze achieved: July 2019 Silver achieved: October 2020 |
| Assessor(s): | Martin Russell |
| Date: | 10 th October 2022 |

ACCREDITATION OUTCOME

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

Delamere School has met 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:

- A strong and enthusiastic commitment to children's rights and to RRSA from leaders at all levels, including governors, tied into the vision and values of the school.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children.
- A passionate commitment to children's rights from all duty bearers ensures the Convention is evident in all aspects of school life.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life.
- The caring and nurturing ethos of the school, where the values of dignity and respect are lived and experienced by children and their parents.

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:

- Explore the possibility of using the CRC and your commitment to RRSA in the language used to communicate about who and what you are as a school. Build on successful social media communication by making better use of your website to promote this work.
- Building on your strong commitment to pupil voice, continue to seek creative opportunities for children to be at the heart of decision-making; explore the possibility of children's involvement in the school improvement planning process.
- Consider the potential for professional development through enabling other colleagues to collaborate in the leadership of RRSA.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach across your networks.

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 | <p>Adults across the whole school community have a very good understanding of children's rights and use the language of rights and respect extensively. The children at Delamere hear about their rights all the time and it is made clear to them, in ways appropriate to their understanding, that their rights are inherent, inalienable, indivisible universal and unconditional. The conversation with the children explored themes around their rights to safety, health, play, learning and having their voices heard. The meeting began with an enthusiastic rendition of their special Rights Squad Song. Staff make links to children's rights wherever appropriate in the curriculum and one teacher explained, <i>"It's seeped into everyone's understanding and consciousness. The articles are now through everything."</i> Staff help children to develop a global perspective, where possible, <i>"The rights help us to raise their awareness of the wider world."</i> There are explicit rights displays around the school including reference to the duty bearers in each room on all classroom doors.</p> <p>There is wholehearted commitment to children's rights by the school's leadership and by all staff; the headteacher stated, <i>"Our children are particularly vulnerable to having their rights ignored...all the more reason for us to engage with this."</i> Another senior leader added, <i>"The rights help people to revisit the original intentions they had when starting their career."</i> A governor has attended a Rights Squad meeting and all governors are involved in the development of school policies, all of which make reference to the CRC. Senior leaders explained that the school's rights respecting status is referred to in initial home visits <i>"...as part of how we define ourselves as a school."</i> and families are kept informed of the school's rights respecting work in many ways, including the effective use of social media. One staff member said that <i>"...the rights help us to explain to families why we do what we do."</i></p> |
| STRAND B | Highlights and comments |
| 2. Children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. | In addition to children's rights being talked about constantly, pupils at this school clearly experience their rights being realised throughout every school day. Staff recognise themselves as duty bearers and, as one explained, <i>"The language of rights keeps us focussed and stops us being swamped by other agendas."</i> The Rights Squad pupils spoke about fairness in their school with one pointing out, <i>"It's letting everyone have a go...sharing the minutes you get to swing in the hammock."</i> |
| 3. Relationships are positive and founded on dignity and a mutual respect for rights | Strong, trusting and mutually respectful relationships are promoted across the school and are recognised by all as being central to the school's success. Throughout the visit, many interactions were witnessed which demonstrated the level of respect, care and dignity afforded to each individual pupil. All work on relationships is underpinned by Attachment Awareness training for all staff. Parents and carers are reminded about the importance of their child's dignity at a transition course that supports children when moving to high school. |
| 4. Children and young people are safe and protected and | The children's right to protection from all forms of harm is in the mind of every member of staff throughout their daily work. Being safe is emphasised throughout the curriculum, and Delamere was the first school in the country to deliver the NSPCC programme Speak Out Stay Safe, a programme that has been |

| | |
|---|---|
| know what to do if they need support. | designed specifically for children with learning difficulties. Staff shared powerful evidence of the impact of this work on the children. The Rights Squad members spoke about e-safety, <i>"If you see something bad, tell an adult...don't give your house number."</i> They also explained their 'Safe Circle' <i>"...the people you can trust."</i> |
| 5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Wellbeing is central to the school's work and is seen by all as a priority. They have developed a bespoke emotional wellbeing tracker and support system and the work of the Emotional Literacy Support Assistant is embedded in school practice. Leaders explained the importance of each child having a personalised offer to support their wellbeing. The children mentioned some of their learning in this area, <i>"Eat healthy things...do exercise...have good sleep."</i> They were also aware of mental health, describing Zones of Regulation, the importance of <i>"having a good mood,"</i> and being able <i>"...to meditate to calm us down."</i> |
| 6. Children and young people are included and are valued as individuals. | Valuing each child as a unique individual is at the heart of the school's philosophy and practice; this extends to parents and carers too who speak very highly of the Parent Council which is a very inclusive forum, offering support but also enabling their voices to be heard and valued. An innovative approach to inclusive practice is the school's use of the term 'multi-lingual' in place of 'English as an additional language'. A teacher explained how <i>"Some children will now advocate for valuing culture and heritage... celebrating the rights of their peers."</i> |
| 7. Children and young people value education and are involved in making decisions about their education. | The children's right to access quality education was referred to frequently during the visit. A prominent display in each classroom identifies the learning priorities, current themes and offers a brief introduction about the identity and preferences of each child. This resource supports any professionals not familiar with the class. A staff member emphasised the importance of choice in the children's learning, <i>"For example, on World Mental Health Day, children all made choices about what they wanted to do."</i> |
| STRAND C | Highlights and comments |
| 8. Children and young people know that their views are taken seriously. | The high-profile School Council is democratic, inclusive and impactful. Children from across the whole school are involved, with a representative from each class and the programme is linked to the school development plan. Recent agenda topics included the library and reading, things that help me feel better and improvements in outdoor learning. A school social media post said, <i>'... At the next School Council meeting we will be making decisions about equipment needed for the new pool...'</i> The Maths Coordinator worked with the Council to decide on the numeracy related marking for the playground. The children are involved in planning the regular collapsed timetable days on different themes and it is clear that they have a real sense of their views being taken seriously in aspects of their school life. |
| 9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally. | The school's evidence stated that pupils enjoy supporting others locally and globally. This includes advocating for their own rights as people with disabilities. A successful project with local businesses has resulted in some shops offering to display 'PODD Mat' communication aids on their premises to promote inclusivity and access. The children were supported to participate in UNICEF UK's OutRight 2021 and were keen to promote the importance of support for mental health. The Rights Squad helped to arrange a food collection for the local food bank, and they have developed a link with a local home for people with dementia, partaking in 'singalongs' with the residents. As one Rights Squad member said, <i>"We want to see how to make the world a better place."</i> |