

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Holy Trinity Catholic School
Headteacher:	Colin Crehan
RRSA coordinator:	Helen McKiernan
Local authority:	Birmingham City Council
School context:	The school has 751 pupils aged 11 to 16 on roll. 56.32% of pupils are entitled to FSM, 1.4% have an EHCP with the school identifying a further 14.7% of pupils with a SEND. 60.45% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy HT, Associate DHT
Number of children and young people spoken with:	27 from Y7 to Y10 including those with leadership roles
Adults spoken with:	4 teachers, 3 support assistants, 2 parents (digital comments)
Key RRSA accreditations:	Registered for RRSA: 15 th June 2021 Bronze achieved: 21 st September 2021 Silver achieved: 11 th October 2022
Assessor:	Hilary Alcock
Date:	10 th July 2024

ACCREDITATION OUTCOME

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

Holy Trinity Catholic 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:

- Passionate and confident pupils who are clear on the importance of rights and are empowered to drive change within the school.
- A strong commitment to children's rights and to RRSA tied into the vision and values of the school. Quality training and support for staff has been sustained.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life.
- Inclusion is strong. All children feel valued and supported to be the best they can be.
- Student voice is valued highly, with a wide range of opportunities for students to put their suggestions forward and for these to be acted upon.

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 students being global citizens in the language you use as you revise the school's mission statement and within your vision for an outstanding school.
- Consider how to promote the impact of student voice e.g., for your different groups to have more of a presence on the school's website and encourage students to add reference to specific rights within their Trinity Times publication.
- Continue to support students to develop and lead campaigns from a rights perspective. Build on their interest in new media to help them decide upon campaigns they would like to develop. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA through your own MAT network and with other local schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. 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>All students in the focus groups spoke in a mature and reflective way about a range of articles from the UN Convention on the Rights of the Child (CRC). They understood the principles which underpin the Convention. One student said, <i>"The teachers are always reminding us about our rights."</i> Others added, <i>"There are posters about rights all around the school...we have assemblies and lessons where we talk about rights...and we read First News every Friday and then discuss issues raised in it so that we can consider different perspectives."</i> Students highlighted poverty, lack of access to education, war, climate change, poor governance, gender inequality and child labour as examples of when children are denied their rights. Comments included, <i>"Dirty water means that children are not protected from bacteria and diseases... some governments have the wrong priorities...children are forced to work in dangerous places to get money for their families."</i> Students consider themselves to be global citizens commenting, <i>"You are responsible for the world and the environment because you are part of it...people should come together to resolve the issues."</i></p> <p>The headteacher considers there is now a consistent emphasis on children's rights across the school. They explained how extended tutor time allocated each day to discuss rights plus departmental UNICEF champions has resulted in more opportunities for pupils to explore rights. The school recently held a cross curricular world refugee day. One senior leader commented, <i>"The RRSA coordinator has provided strong CPD... there has been dedicated curriculum planning for incorporating rights so that they are not a bolt on."</i> Teachers said they felt more knowledgeable about the CRC and, <i>"Rights are part of the school culture... it's a constant dialogue."</i> A member of SLT commented, <i>"Knowing their rights helps our pupils to believe in themselves to be the best they can be and to impact positively on the lives of others."</i> Parents are kept informed about RRSA through induction sessions, the school's newsletter and website as well as workshops and individual pupil and family support conversations.</p>
STRAND B	Highlights and comments
<p>2. In school young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>All students spoken with understood the role of duty bearers. One said, <i>"The teachers put things in place to make sure that we all have our rights."</i> Students referred regularly to the importance of the school's charter and said they could speak to any member of staff if they considered there was an infringement of their rights at school or at home. They understood the concepts of equality and equity saying, <i>"Everyone is treated fairly to help them be the best they can be."</i> One staff member commented, <i>"The school's embedded Catholic ethos of love is further uplifted through rights...they are a golden thread within teaching and learning and pastoral care...you can feel it in the school."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Students described mutually respectful relationships. One said, <i>"In this school adults listen to you and take account of what you say."</i> They explained how any disruptive behaviour is dealt with in a dignified way because, <i>"You don't want people to be embarrassed and not want to come to school."</i> Staff commented, <i>"Everything we do is about respect...it's not about us and them."</i> The school's exclusion data has reduced significantly attributed to a rights based approach.</p>

4. Young people are safe and protected and know what to do if they need support.	Students helped to develop the 'No Touching, Hands Off' policy which they explained reminded everyone about respecting individual physical space and privacy. They consider that this has improved school life. Safeguarding information is printed within students' book as well as posters and leaflets around the school plus practical information about online safety on the school's website. One student said, <i>"We can always talk to a trusted adult and there is a private space on line too where you can report anything."</i>
5. Young people's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Students learn about a wide range of topics within personal and social development (PSD) lessons. They also appreciate the many clubs and activities on offer to support physical and mental health and wellbeing. They value the 'Active Listening Project run by in school staff commenting, <i>"The adults listen to you without judging you."</i> One pupil described how accessing a Prince's Trust project, <i>"Helped me understand more about empathy and identity and developed my confidence to speak to others."</i> The school runs group and individual sessions to support families to help their children access their rights.
6. Young people are included and are valued as individuals.	<i>"We are a very diverse school, but we all get on... we respect the rights for all children...we celebrate different cultures and religions, and anyone can use the prayer room,"</i> said one student. Another described how the Hip Hop Healing group, <i>"Helps you to socialise with others and cheer people on in life."</i> One teacher explained, <i>"We respect students' dignity by understanding what helps them as individual learners e.g., we don't question some students publicly but work with them in smaller groups."</i> Students can choose to take lesson 'time outs' and access the Drexel centre where staff support them to express their needs and work together to find workable solutions.
7. Young people value education and are involved in making decisions about their education.	Students feel valued and value the ways that staff encourage them to do their best. One said, <i>"We are all helped to make the progress that is right for us."</i> Students are proud of a Behaviour For Learning Pyramid linked to a new rewards programme that they designed and has been implemented saying, <i>"It inspires us."</i> They led a 'Yes/No' campaign resulting in posters now displayed around the school that complements the school's rights-based charter. Students are involved in curriculum subject monitoring 'deep dives'.
STRAND C	Highlights and comments
8. Young people know that their views are taken seriously.	Student voice has resulted in the installation of new water fountains, WUDU washing facilities, upgraded toilet areas, changing the jewellery policy and a new lunch menu with increased vegan options. A non-leadership student said, <i>"You don't have to be part of student voice to change things... anyone can write a letter to suggest things."</i> One teacher said, <i>"I can't think of any recent decisions when students haven't been consulted."</i> The headteacher considers that a rights based approach has increased student voice, influence and impact significantly.
9. Young people have taken action to uphold their rights and the rights of others, locally and globally.	Students choose, promote and help to organise events to support various charities including Water for a Family project, Islamic Relief, a Homeless shelter a school-based Foodbank and shoebox supply parcels delivered discreetly to local families. They have installed recycling bins around the school and raised awareness of litter in the local community using posters and social media and contacted their local MP to raise concerns about traffic congestion outside the school. A member of the SLT commented, <i>"We want our students to leave us as well-rounded young people who see themselves as global citizens who want to make the world a better place."</i>