

# RRSA REACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Newfield School
<b>Headteacher:</b>	Rachel Kay
<b>RRSA coordinators:</b>	Laura Walmsley
<b>Local authority:</b>	Blackburn with Darwen
<b>Context:</b>	There are 241 pupils on roll of whom 42% are eligible for Pupil Premium Funding. All students have an EHCP and 46% of children speak English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA Lead
<b>Number of children and young people spoken with:</b>	3 students aged 14, 16 and 17
<b>Adults spoken with:</b>	5 adults including teachers, support staff and a parent
<b>RRSA key dates:</b>	Registered: October 2011 Bronze achieved: May 2012 Silver achieved: May 2013 Gold: June 2014, June 2017
<b>Assessor:</b>	Sarah Hodgkinson
<b>Date of visit:</b>	January 27 <sup>th</sup> 2026

## REACCREDITATION OUTCOME

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

Newfield School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

# OUTCOMES FROM THE REACCREDITATION VISIT

## STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The Assessor was confident that the school is making good progress towards Outcome 1 in Strand A, meaning that the United Nations Convention on the Rights of the Child (CRC) is becoming known to children, young people and adults, who are starting to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

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

- To support children and young people with additional needs, continue to use the [CRC icons and text](#). (Outcome 1)
- Find creative ways of making articles and rights displays even more visible and high profile around the school, for example, signposting where rights are met, where they have been taught, and how children have advocated for rights. Explore ways the role of Sophie, the RRSA mascot, could be developed as students progress through Newfield. (Outcome 1)
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, consider staff CPD at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this. Consider using the [RRSA Spotlight](#) monthly CPD resource. Remember you have access to our [e-learning](#) and [library of courses](#). (Outcome 1)
- Continue to support parents/carers and families and the wider community to learn about and understand the [UNCRC](#) and engage with the school's Rights Respecting journey. This could include support and information on the website/school newsletters, home school learning activities, and child-led workshops. (Outcome 1)

## STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

The Assessor was confident that the school is making good progress towards Outcomes 2-7 in Strand B, meaning actions and decisions affecting children are starting to be rooted in, reviewed and resolved through rights. Children, young people and adults are beginning to 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 following recommendations were discussed during the visit to help the school to progress to Gold.

- Ensure children and young people (where appropriate) and staff understand how adults, as duty bearers in school, should uphold their rights and facilitate their access to rights. Ensure this language is emphasised in relevant policies and school documentation for the school community to be familiar with. (Outcome 2)
- Explore the concepts of equity, fairness and dignity with children and adults, ensuring everyone understands their role in upholding these values. Consider using such language in relevant policies. (Outcome 2 & 3)
- Consider how children and young people are involved in developing systems and policies to ensure their rights are met. Consider child/family friendly versions of relevant policies co-created with them. (Outcome 2)
- Explore the concept of dignity with staff and children and how it underpins policies, actions and interactions between everyone at school. Consider using the RRSA guidance for [Exploring Dignity with Pupils](#) to support this work. (Outcome 3)
- Ensure that children and young people can articulate how safety in school is linked to rights. (Outcome 4)
- Strengthen the school's ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate the diversity of the community, in all its forms including race, gender, ability, beliefs, sexuality and different kinds of families so that all people feel valued and included. You might find the [Global Dimension calendar](#) a helpful resource. (Outcome 6)

## **STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION**

The Assessor was confident that the school is making good progress towards Outcomes 8-9 in Strand C, meaning that children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.

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

- Strengthen the impact of pupil participation by closing the feedback loop; perhaps a 'You said, We did together' approach, showing how the participation of pupils has brought about meaningful change. Consider developing mechanisms to support and encourage all children and young people, whether they hold specific leadership roles or not, to articulate how their ideas could affect change in the school. (Outcome 8)

- Develop children's knowledge of global issues and how UNICEF protects children's rights globally. Consider using RRSA's [Rights Around the World resource](#) to explore this and the links with the school in Kenya. Support the school community to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes. (Outcome 9)
- Support children to engage in a range of advocacy, campaigning activities that promote children's rights in the local community and globally, perhaps linking with UNICEF UK's annual [OutRight Campaign](#) and using UNICEF UK's [Youth Advocacy Toolkit](#). (Outcome 9)
- Consider ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools in the area and in the wider community. (Outcome 9)

## ASSESSOR COMMENT

Knowledge and understanding of children's rights, and a passionate commitment to RRSA, ensures that the CRC continues to shape culture, curriculum and practice at Newfield. The headteacher explained, *"Not only do we respect the rights of all students, we are a beacon of best practice and go out into the community and teach others."*

Relationships are positive and founded on dignity and a mutual respect for rights. Pupils spoken with agreed that they enjoy coming to school. One pupil explained, *"I like spending time with friends,"* and another added, *"I like sports club after dinner."* Students discussed learning about how to stay safe online and one pupil commented, *"If someone says something you don't like, turn it off and tell someone."*

Staff ensure that pupil voice is an integral part of the school experience and the school's Total Communication approach means that children and young people of all abilities are able to communicate their thoughts and preferences. Pupils have been involved in disability awareness projects with a local mainstream primary school and have been involved in the recruitment process of the new Head of SEND in the Local Authority.

One parent commented, *"My son is happy and he is safe. I know he's looked after and respected as an individual."*