

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Ryders Hayes School
Head of School:	Louise Deeley
RRSA coordinator:	Lucie Smith
Local authority:	Walsall City Council (part of Primary Learning MAT)
School context:	The school has 457 pupils on roll aged 2 to 11. 22% of pupils are entitled to FSM. 5% of pupils are in receipt of an EHCP. 2.3% of pupils speak English as an additional language.
Attendees at SLT meeting:	Head of School, RRSA Coordinator
Number of children and young people spoken with:	12 Pupil Leadership and school council 12 from Y1 to Y6
Adults spoken with:	4 teachers including EYFS, Inclusion and Safeguarding leads, 1 assistant headteacher, 2 parents. Written statement from the Chair of the governing body
Key RRSA accreditations:	Registration: 18 July 2017 Silver achieved: 17 April 2018 Gold previously achieved: 20 May 2019, 3 November 2022
Assessor:	Hilary Alcock
Date:	29 April 2026

REACCREDITATION OUTCOME

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

Ryders Hayes School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

STRENGTHS OF CURRENT PRACTICE

This report is based on a virtual 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 during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

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.

Strengths include:

- Very articulate and passionate pupils who value child rights education and demonstrate good knowledge and understanding of rights and are confident in the concept of rights. One child commented, *"We need our rights to keep us positive and happy."* Other pupils said, *"Being in a Gold Rights Respecting School is really nice, because makes you feel like you are in a safe place where all the duty bearers respect your rights... we respect everyone rights even if they are different to us, have a disability, different opinion or a different religion."* Members of the Eco Group described activities such as litter picking, creating bug hotels and tree planting as, *"...ways we are helping to take care of the environment and that links to our right to a clean and safe environment."*
- A passionate commitment to children's rights from all duty bearers that ensures the CRC is evident in all aspects of school life. All staff spoken with described how their role links to children's rights. The EYFS teacher said, *"Children's rights are whole-heartedly what we do... we link rights to exploring and playing outdoors, to our SMILE approach [self-talk and positivity, manners, individual assertiveness, language of co-operation and kindness, expressing emotions of self and others] and to strategies we teach the children about feeling and being safe."* The Chair of the governing body noted in evidence: 'What stands out most clearly is that children's rights are not an initiative at Ryders Hayes, but a deeply embedded ethos that shapes decision-making, relationships and daily experiences for every member of the school community.'
- A nurturing family atmosphere with strong relationships with parents/carers who also value and engage with the school's Rights Respecting work. One parent said, *"Children's rights are all around the school... we get information about rights in newsletters and in workshops. We are encouraged to continue conversations at home about rights... to work together with the school."* Another added, *"My child is always talking about what rights they have been learning about at school."*

Strand B: Teaching and Learning through Rights

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.

Strengths include:

- The extent to which pupils can articulate how duty bearers in their school are responsible for ensuring their rights are met. Children described how, *"All the adults around us are duty bearers... this school is a Gold RRS because the duty bearers make sure that every single right we have is respected."* Pupils spoke about the role of duty bearers in relation to equity explaining, *"If anyone needs special or different equipment then the duty bearers in this school make sure they have it, so that they can access their right to education or their right to support their disability, like if you needed a wheelchair or had medical needs."* They also explained how extra adult help and pupil subject 'Lead Learners' can support children who might need more support with their learning.
- The school's work on health and wellbeing, in particular the consideration of mental health, emotional literacy and bereavement. One child commented, *"We do yoga and games to help us relax our minds because if your mind gets too busy you start forgetting things."* The head of school explained that the school continues to use the Stormbreak learning platform, initially started post Covid, which supports children's mental health through movement and to be ready to learn. Pupils explained how soft toy learning characters support them, e.g., to develop resourcefulness and resilience. One said, *"We learn about adapting from learning and that it's ok to get something wrong... you just try again until you get it right."* The school is a recognised Bereavement Station with staff trained by the local hospice to provide support for children and adults in school and for others in the community. Within the school grounds, a memorial garden has been established in memory of one pupil, and children described how a new daily mile track with a special memorial gateway is being built to remember another child who died from a terminal illness.

Strand C: Teaching and Learning for Rights

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.

Strengths include:

- Pupil participation that is valued highly with a range of pupil participation groups giving opportunities for all children to put their suggestions forward and for these to be acted upon. Children in the Pupil Leadership and School Council groups described how they prepared presentations and were voted into their positions. They explained, *"Children in our classes tell us things and then we talk about them at meetings and go back to class and tell everyone what's happening."* They are pleased about and proud of the changes they have instigated for new playground equipment, a skipping zone area, *"...because that links to our right to play and to be safe"*, and to have goal posts moved, *"...which have made using them much better."*

- Pupils who are confident that they are active global citizens empowered to make positive change in the world around them. Pupils in Y5 have identified ways that the school can reduce its use of single use plastic, including contacting the school's catering company to request changes to packaging and the removal of plastic straws. One pupil said, *"Single use plastic impacts upon the environment... it can make litter and end up in rivers and the sea, so we need to stop using it."* Pupils have written to their local MP to suggest improvements to their local area. One said, *"We have asked for more clubs and activities because we have a right to relax and play outside of school."* As part of whole school events, all pupils take part in activities to support charities such as the local food bank, Children in Need, and Comic Relief. A key highlight of the school's global advocacy is its active participation in UNICEF's annual OutRight campaign, where pupils have used their voices to influence decision-makers on international aid and climate justice. One pupil said passionately, *"We ask for things to change... for all children to get their rights... our voices get heard and we pass the message onto others."*

RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives and policies are related back to rights so that all children, appropriate to their age and understanding, can articulate that everything they experience in school is underpinned by the UNCRC and their rights. (Outcome 2)
- Continue to strengthen mechanisms to support and encourage all children, whether they hold specific leadership roles or not, to articulate how their ideas have affected change in their class or the school. Outcome 8)
- Continue to support pupils to develop and lead campaigns from a child rights perspective both locally and further afield. In addition to continuing to being part of UNICEF UK's [OutRight Campaign](#), this might link with your approach to diversity and inclusion. Consider using the [Global Dimension calendar](#) could UNICEF's [Youth Advocacy Toolkit](#). (Outcomes 6 and 9)
- As a Gold Rights Respecting school, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach across your school community and beyond e.g. within your new MAT, Y6/7 transition, working with other RR schools in your LA and through the Internship Programme for prospective trainee teachers you are to run. (Outcome 9)
- Explore with pupils ways for them to share the impact of their various leadership roles within your school communications e.g. your newsletter and website. (Outcomes 1 and 9)