

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	St Clements Church of England Primary School
<b>Headteacher:</b>	Mrs J Parker
<b>RRSA coordinator:</b>	Mrs C Rodgers (incoming Mrs Helen Abela)
<b>Local authority:</b>	Manchester
<b>Number of pupils on roll:</b>	243
<b>Attendees at SLT meeting:</b>	Headteacher, current RRSA Coordinator and incoming RRSA Coordinator
<b>Number of children and young people spoken with:</b>	10
<b>Adults spoken with:</b>	Parent governor, teacher, classroom assistant and Family Support Liaison Officer
<b>RRSA key accreditations:</b>	Date registered: May 2020 Bronze achieved: July 2021
<b>Assessor(s):</b>	Niki McQuillan
<b>Date of visit:</b>	22 June 2022

### ACCREDITATION OUTCOME

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

**St Clements Church of England Primary School has met the standard for UNICEF UK’s Rights Respecting Schools Award at Silver: Rights Aware.**

## EVIDENCE FROM THE ACCREDITATION VISIT

### 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.

- Children spoken to were friendly and talked enthusiastically about a range of rights they understood they are born with. They also appreciate that although every child is entitled to rights, sometimes not all are able to access them in certain circumstances. For example, several pupils highlighted their recent discussions and learning about the Ukrainian war and the rights of females being denied in some countries in the world.
- Pupils are learning about rights through a range of activities in school which include assemblies linked to specific Articles, Right of the Month, Big Questions and school newsletters. Parents/carers learn about and engage with rights through these and a range of other platforms and social media, particularly through Dojo.
- The headteacher and RRSA coordinator observed that although the schools' journey had undoubtedly been impacted and indeed continues to be affected by the pandemic, RRSA and the UNCRC has remained a school priority, particularly with the demands of providing virtual learning for the school community. Both the headteacher and RRSA coordinator stressed the *"...well-being of pupils and keeping the school open has been a fundamental priority."*
- The headteacher went on to recognise that whilst the various protocols and changes to procedures in running daily school life presented many challenges during the pandemic, *"any changes made were from a perspective of well-being of children and adults during which the RRSA and the UNCRC have remained a priority, particularly during virtual lessons and assemblies."* The RRSA Coordinator went on to stress that since the pandemic getting, *"...key information across to everyone about the CRC remains very important to all of us and to the children."* As a result, pupils are becoming much more aware of the world they live in, and the language used and relationships seen across the school are even more respectful, empathetic and rights-based.

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

- Continue to develop knowledge and understanding of the CRC, its origins, values and principles, particularly through the work of the Ethos Team (Steering Group) and in development of the school website.
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.

- Continue to look for ways to incorporate an explicit commitment to rights and education for global citizenship and sustainable development into the heart of the school’s mission and purpose.
- Continue to encourage teachers to make explicit reference to rights in all aspects of their planning for teaching and learning.

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

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.

- Children clearly understand that adults across the school are responsible for supporting them to access their rights and for keeping them safe, in school and online. Both adults and children reported that relationships are positive in school and everyone agreed that working on the RRSA has provided the school with the perfect framework to further develop the positive, caring culture which already existed in school.
- Staff acknowledged the positive impact developing the use of rights respecting language has had on all relationships in school and hope this trend will continue as they move forward.
- Pupils understand how to stay healthy. They also know the adults they can talk to if they have any concerns. They learn about how to use and stay safe on the internet and take part in assemblies based on the CRC. All children have been involved in creating classroom charters to support their learning.
- Children reported that they feel included and valued in school. The school Ethos and Behaviour Policy underpins a rights-based attitude with the children’s achievements regularly celebrated through the school’s comprehensive reward and incentive systems; this includes the use of Star Awards and the recent EPIC afternoon tea party to celebrate the Platinum Jubilee.
- The introduction of the Zones of Regulation model as an intervention tool has been welcomed by both staff and pupils and has really impacted positively on pupil behaviour and on helping to develop a calm learning environment for all. All such measures are explicitly linked to the CRC.
- Children continue to be engaged in their own learning and encouraged to resolve any difficulties they encounter. This work is ongoing throughout school.

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

- Continue to embed the Unicef RRSA [Charter Guidance](#) and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children. Some work in this area has already been undertaken.

- Continue to explore and celebrate diversity in a range of ways.
- Continue to support children to further develop their confidence in using the language of rights to resolve disagreements and address complex situations.
- Further develop the role children in engaging with their right to learn. Consider, with them, how they can be even more active participants in deciding what and how they learn and what they need to do to progress.

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

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.

- Pupil voice is strong in the school and this has been developed and encouraged through the range of school groups, for example, the Ethos Team, School Council, E-Cadets and the recent forums set up for pupils, called Let's Talk and Time to Talk where they can share any worries or concerns with staff and mentors.
- Children are engaged in a wide range of activities to support local and global charities and fund-raising events throughout the year. These have included the organisation of St Clement's Got Talent, an event to raise both funds and awareness for the rights of children in Ukraine and which was linked to a special rights-based assembly. The last annual Ethos Day raised funds to support the right to education for children in a school in Pakistan.

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

- Continue to provide opportunities for more children and young people to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- Continue to develop children and young people's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Further support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally.
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.