

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Clement's CE Primary School
Headteacher:	Jane Parker
RRSA coordinator:	Helen Abela
Local authority:	Manchester
School context:	There are 238 pupils on roll of whom 62.6% are eligible for Pupil Premium Funding. 21.8% of children receive support for additional educational needs and 48.3% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	Ethos Group: 18 children from Y1 to Y6 Group 2: 20 children from Reception to Y6
Adults spoken with:	16 adults including teaching staff, office staff, support workers, governors and parents
Key RRSA accreditations:	Registered for RRSA: May 2021 Bronze achieved: June 2021 Silver achieved: June 2022
Assessor:	Sarah Hodgkinson
Date:	29 th January 2026

ACCREDITATION OUTCOME

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

St Clement's CE Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on an in-person accreditation 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 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:

- Pupils who can confidently discuss a range of rights and explain why they are important and relevant to their lives.
- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report.
- A nurturing family atmosphere with strong relationships with parents and carers who also value the school's rights respecting work.
- Relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way.
- A focus on inclusion where pupils feel valued and supported to be the best they can be.

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:

- Support children to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events and current affairs, so that they develop a heightened sense of justice and equity for all children. The [Rights Around the World](#) resource can help with this. (Outcome 1)
- Continue to involve children in curriculum audits and curriculum co-planning to further engage them in playing an active role in their learning. Ensure you make explicit connections to education and participation articles from the CRC and how children are contributing to the school's improvement plan. (Outcome 7)
- 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. (Outcome 8)
- Continue to develop strategies to empower pupils to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UNICEF UK's [OutRight](#) resource and the [UN Global Goals for Sustainable Development](#) as a framework for this. (Outcome 9)
- Continue to act as ambassadors for children's rights and the RRSA programme through your networks and in collaboration with the local authority and other schools. (Outcome 9)

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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>	<p>Children demonstrated an excellent knowledge of the CRC and confidently articulated their understanding of the principles underpinning the Convention. One pupil explained, <i>“Children all around the world have rights, but not everyone has their rights respected.”</i> The framework of children’s rights is used to explore current affairs and the Rights Around the World resource has been a catalyst for discussion. One child commented, <i>“In Sudan there are people who wanted to take over their land.”</i> Senior leaders are committed to RRSA and discussed its impact on pupils. The headteacher explained, <i>“RRSA and the Convention are support frameworks for how challenging things can be.”</i> The CRC has been used to support challenging conversations within the school community on topics such as discrimination and cultural diversity. The RRSA Lead commented, <i>“The impact of RRSA is that children are beginning to understand how important it is to be a good citizen. They are coming with us on that journey.”</i> Staff are passionate about RRSA and use their knowledge of the CRC to advocate for pupils. One member of staff commented, <i>“We quote articles in referrals, and we are finding they are picked up quicker and taken more seriously.”</i> There are strong relationships with parents, carers and governors resulting in a high level of engagement with the rights work and overall life of the school. One parent commented that a knowledge of rights has, <i>“...helped my child advocate for his medical needs,”</i> and another parent added, <i>“This school is not just a safe space for children; It’s a safe place for parents.”</i> The Chair of Governors commented that RRSA, <i>“...gives children a confidence in their own rights...it gives them a self-rooted confidence.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the CRC.</p>	<p>Pupils discussed how duty bearers enable them to enjoy their rights as enshrined in the CRC. They used the language of rights to articulate how every child is supported to access their rights and that this might mean that some children receive more support than others. One pupil commented, <i>“Some people might need more help to regulate themselves, and this is fair.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Class charters form the foundation of positive relationships founded on dignity and a mutual respect for rights. Staff support children with restorative practice and children have been consulted on the revisions to the Behaviour Policy. Children have explored the concept of dignity and what this looks like in school. One pupil commented, <i>“Dignity is your inborn worth that you have. It can’t be earned or taken away.”</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children agreed that they feel safe and protected and know what to do should they need to access support. They discussed several systems in place to support with their safety including the signing in of visitors, fire drills and online safety lessons. One pupil explained, <i>“We have computer software to keep you safe. The software protects us from viruses.”</i> One teacher commented, <i>“We have created a safe place in a world that can be a scary place.”</i></p>
<p>5. Children’s social and emotional wellbeing is a</p>	<p>Social and emotional wellbeing is a priority, and children learn how to develop healthy lifestyles. Pupils have been involved in the development of a school garden and vegetables grown here are used in the school kitchen. Zones of</p>

priority. They learn to develop healthy lifestyles.	Regulation are accessed throughout school to support with emotional literacy and there are several spaces around school used for sensory breaks. Pupils discussed strategies for emotional regulation including breathing and reading a book. One child explained, <i>"There is a sensory room where there are different things to calm you down. You can go there if you are too giddy."</i>
6. Children and young people are included and are valued as individuals.	Pupils and families feel included and valued within the school community. Children enjoy learning about different religions and cultures and understand how this links to their rights. One pupil commented, <i>"Teachers are really good at including more introverted people...I'm not discriminated against and no one should feel discriminated against."</i> One parent added, <i>"The rights and respect are the main things I like about the school. They understand the right to different religions."</i> Another parent commented, <i>"My child is more open and wants to know things about different backgrounds, religions and languages. She's intrigued with things."</i> Another parent added, <i>"Rights has helped my child understand himself in the world. It's made him more empathetic towards another child who has rights and needs."</i>
7. Children and young people value education and are involved in making decisions about their education.	Children shared several examples of how they are involved in making decisions about their education. One pupil explained, <i>"When we are doing 'book talk' we choose how we would set it up the next time. We can choose what genre of book and what the questions will be."</i> Pupils are involved in leading worship time and have delivered assemblies about rights. Continuous provision has recently been extended across KS1 and staff discussed the positive impact this has had on pupils' education and enjoyment.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupils agreed that their views are listened to by duty bearers at the school. There are several pupil voice groups to allow views to be shared including the Ethos Team, the Agents of Change and Eco Group. One child explained, <i>"We want to make the school a better and fairer place."</i> Examples of changes that have happened following pupil voice include the development of the school garden and the development of the Behaviour Policy. One pupil added, <i>"As a child, you can share your thoughts freely."</i> One teacher commented, <i>"Children are taught that somebody is going to listen to them."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children are supported to take action to uphold their rights and the rights of others around the world. They have been involved in litter picking in the local community and have supported charities including their local foodbank. A group of children have worked with the School Business Manager on a sustainability project which is part of the school's Climate Action Plan and have led a workshop about the impact of fast fashion. Pupils are involved in the OutRight campaign and are also part of York University's Children Challenging Industry project to raise aspirations about careers in STEM industries. Children take part in Culture Days and Empathy Days and explore how these concepts link to rights. Pupils agreed that it is important for children to know their rights and to speak up for others. Questionnaire feedback indicates that 86% of children believe they can make a difference to the rights of others in the wider world and 97% of children think that everyone should learn about rights. One pupil explained, <i>"When we grow up children will know their rights and be brave and speak up."</i>

