

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Cheadle Catholic Junior School
<b>Headteacher:</b>	Rachel Fender
<b>RRSA coordinator:</b>	John Sheehan
<b>Local authority:</b>	Stockport MBC
<b>Number of pupils on roll:</b>	360
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA coordinator
<b>Number of children and young people spoken with:</b>	10 from different year groups
<b>Adults spoken with:</b>	2 teachers and a member of support staff.
<b>RRSA key accreditations:</b>	Date registered: March 2021 Bronze achieved: June 2021
<b>Assessor(s):</b>	Martin Russell
<b>Date of visit:</b>	20 <sup>th</sup> October 2022

## ACCREDITATION OUTCOME

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

**Cheadle Catholic Junior 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.

- Pupils and adults know a wide range of articles and they fully understand that rights are universal and are clear about the unconditional nature of rights; *“All rights are equally important, and you get them the moment you are born.”* Asked about the value of knowing their rights one child explained that by knowing about them *“...you know what you should be getting in your life.”* Others said that rights make them feel safe and protected. Learning about rights also helps to promote global awareness and the children spoken with referred to a range of current situations preventing many children from accessing their rights, these included girls education in Afghanistan and children in Ukraine losing safety, education and *“...their right to be with their mum and dad.”*
- Staff explained their perception that *“The children knowing about their rights has empowered them...”* One teacher explained, *“The rights link completely with our values and they come into everything we do.”* Many examples were shared to demonstrate rights knowledge enhancing the learning such as the development of the school’s Reading Spine incorporating numerous texts which link readily to a range of rights; the children mentioned reading Holes, Journey to Jo’burg and The Boy at the Back of the Class. Staff and pupils explained that knowledge of the Convention has also been promoted through assemblies and displays and the commitment to rights respecting is explained at the new families’ intake evening.
- It was pointed out that, *“Learning about Rights is not just for the children...it benefits the whole school community. Parents tell us that the children refer to their rights at home.”* Effective staff training and support are ongoing, and all are growing more confident in using the language of rights and respect. The school’s behaviour policy makes direct reference to relevant articles from the Convention. The commitment of senior leaders to RRSA is clear, with the headteacher stating, *“This is right for our children, it’s adding a new element to their personal development. It has increased their engagement... They have always been very respectful, but they now have a richer vocabulary to articulate that respect.”*

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

- Ensure staff and pupils have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people’s age and ability. Consider using the RRSA resource [ABCDE of Rights](#).

- Ensure the school community has a clear understanding of the concepts of rights holders and duty bearers.
- Explore the possibility of auditing your curriculum to identify opportunities to link learning to global citizenship. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.

## 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.

- Pupils spoke very positively about relationships in their school and referred to having a very high level of trust in all the adults who work with them. *“If you see something wrong happening you can speak to someone about it.”* said one pupil. The school has a very impactful approach to relationships founded, explicitly, on dignity and mutual respect with a well thought through restorative model. The children understood this approach and mentioned other strategies to support relationships such as the Friendship Stop. One child stated, *“We are like one family!”* to which others nodded in agreement.
- Extensive evidence was shared regarding the school's commitment to the safety, health and wellbeing of the children. This is clearly a high priority and a significant strength. In addition to a detailed discussion about safety, including in the online world, pupils referred to the importance of balanced diets, physical activity and learning about first aid. They were knowledgeable about mental health too and emphasised that *“There is always somebody to talk to...if you bottle things up it gets worse.”*
- Rights are starting to be used to underpin the school's strong commitment to inclusion and diversity. Pupils spoke of the importance of accepting people for who they are and there were positive references to learning about racism, with one staff member explaining, *“They really understand non-discrimination as one of the rights...this has led to a much deeper understanding about race and all kinds of differences...”*

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

- Continue to explore with staff and pupils the concept of dignity - what it means and how it underpins policies, actions and interactions between everyone at school.
- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.

- Consider, with the school community, the links between improved outcomes for children and the implementation of a rights-based approach across the school. Seek opportunities to highlight and celebrate these.

## 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.

- The deepening knowledge and understanding of children’s rights across the school is contributing to an increasingly strong sense of empowerment among the children with many confident to advocate not just for their own rights but for the rights of others too. The voice of the children is given high status because it is their right to have a say in all matters that affect them. An extensive School Council model, with teams based on each of the school’s five core drivers, is widely seen as being both inclusive and impactful. Childrens ideas and suggestions have resulted in improved equipment and marking on the playground and the provision of a forest area. One of the children explained that the lack of a girls’ football team had been raised as a concern and this is now being addressed. Children have been trained to participate, alongside staff, in ‘book-look’ learning reviews which was described as, *“So much more collaborative...it’s about doing things with them.”* The school’s questionnaire data shows a substantial increase in the number of children who believe that their opinions are listed to and acted upon in school.
- The children increasingly see and understand that their actions can make a difference in the world and that they can help to support the rights of others locally and globally. They mentioned their extensive fundraising support for CAFOD, making contributions to the local food bank and a day of wearing yellow and blue to raise money to support Ukrainian refugees. Experiences such as participating in ‘Show Racism the Red Card’ provide a good foundation for the children to further develop their capacity for active campaigning.

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

- Continue to provide opportunities for pupils 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.
- Support pupils to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with Unicef UK's [Outright Campaign](#) and using the [Youth Advocacy Toolkit](#).
- Enhance ambassadorial activity by encouraging young people and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.