

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Cheadle Catholic Junior School (CCJS)
Headteacher:	Rachel Fender
RRSA coordinator:	John Sheehan
Local authority:	Stockport
School context:	There are 355 pupils on roll of whom 9.3% are eligible for Pupil Premium Funding and 8.5% are eligible for Free School Meals. 10.5% of children receive support for their educational needs and 14% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA lead
Number of children and young people spoken with:	19 children from Y3 to Y6
Adults spoken with:	Two Y6 teachers and a governor
Key RRSA accreditations:	Registered for RRSA: March 2021 Bronze achieved: June 2021 Silver achieved: October 2022
Assessor:	Sarah Hodgkinson
Date:	05 December 2025

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 Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual 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 and staff who share a deep understanding of how their rights are connected to school life, to Catholic values, and to their local and global community.
- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report.
- Knowledgeable and enthusiastic staff who have developed effective strategies for exploring the concept of rights through curriculum areas, especially literacy.
- The use of a common language of rights across the school which supports pupils to explore and discuss a range of issues.
- A curriculum where diversity is explicit throughout and pupils can see themselves reflected in a variety of ways.

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:

- Ensure that the excellent work to put rights at the heart of policies, curriculum and practice continues when the new RRSA Coordinator takes over. Consider signposting new staff to the [RRSA training courses](#), e-learning and the [RRSA Spotlight](#) staff training resources. (Outcome 1)
- Continue to involve children in curriculum audits, curriculum co-planning and focus groups 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. (Outcome 7)
- Continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of pupils working with adults to understand problems and develop achievable solutions. Consider attending RRSA's [Strengthening Pupil Participation](#) training course. (Outcome 8)
- Continue to develop children's knowledge of global issues and how UNICEF protects children's rights globally. Consider using RRSA's [Rights Around the World resource](#). (Outcome 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, including links with infant schools and in the Stockport RRSA Network. (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>Knowledge and understanding of children’s rights is deeply embedded at Cheadle Catholic Junior School (CCJS), shaping culture, policies and practice. Pupils spoke enthusiastically about children’s rights and shared a good understanding of the principles underpinning the Convention. One pupil explained, <i>“They are your rights from birth...you can’t get rid of them.”</i> Children cited several examples of articles from the CRC, including Article 42. One pupil explained, <i>“If we didn’t know about rights, people could discriminate against us, and we wouldn’t know.”</i> Pupils acknowledged that rights are universal, but that some children cannot access their rights for reasons such as, <i>“...floods and wars.”</i> One child added, <i>“In our class, we are learning about refugees coming from different countries.”</i> Staff are passionate duty bearers for children’s rights and senior leaders have ensured that RRSA is central to the culture and ethos of the school. The headteacher discussed how RRSA links with Catholic Social Teaching, explaining, <i>“The mission of the school lends itself to rights...we are compelled to support others...it marries up perfectly.”</i> One teacher commented, <i>“We feel really passionate about RRSA...we feel it’s equipped our children for the world...The relationships with our children are so precious and we feel that RRSA is part of a personal toolbox to take with them when they leave our school.”</i> Rights are regularly shared with the wider school community, and parents and governors spoke positively of the impact of RRSA. A governor explained, <i>“Children have always been respectful of each other, but the impact of understanding rights has given that wider view to see how it can look different in other communities and cultures.”</i> In evidence shared prior to the accreditation, a parent commented, <i>“I enjoy seeing the updates on social media and on the newsletter. My daughter has enjoyed learning about Rights Respecting Schools and her rights as an individual.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the CRC.</p>	<p>Children enjoy their rights and understand that some people might need more support than others to access their rights. Pupils confidently used rights respecting language to explain their reasoning: <i>“Equality is where everyone gets the same, equity is when someone can’t see over the fence, they get help.”</i> Another child added, <i>“Because we are a Rights Respecting school we accept everyone...Some people have disabilities and our teachers make sure their rights are being met so they can have access to their education.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Class charters and a restorative practice approach ensure that relationships are positive and founded on dignity and a respect for rights. Pupils agreed that duty bearers support them to resolve conflict fairly and respectfully. One child explained, <i>“We have these posters and they ask you what’s wrong at different stages and what happened. You think about how they feel and if one of your rights are being affected.”</i> Another child added, <i>“It’s not about punishment, it’s about whose right has been taken away and how can we get it back.”</i> Staff discussed the mutual respect for rights: <i>“A seed is planted within the child and it grows from their side...it’s not just adult-led.”</i></p>

4. Children and young people are safe and protected and know what to do if they need support.	Pupils agreed that duty bearers support children to feel safe and know what to do should they need to access support. They acknowledged the procedures in place to help children to stay safe such as safety checks on playground equipment, the Crucial Crew programme and working with Greater Manchester Police to establish the 'mini police' pupil group. There is a child-friendly safeguarding policy for the children to access.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Social and emotional wellbeing is a priority, and children learn how to develop healthy lifestyles. There is a dedicated wellbeing team who work collaboratively with external partners and emotional wellbeing is part of the curriculum, with a focus on developing emotional literacy. There are several opportunities for children to develop physical wellbeing such as the 'Time to Shine' enrichment initiative, Forest School and the offer of at least one extra-curricular sporting opportunity to every child.
6. Children and young people are included and are valued as individuals.	Inclusion is strong at CCJS, and pupils feel valued as individuals. Children learn about Catholicism and Catholic values and also have the opportunity to explore other religions. Pupils agreed that it is important to learn about other religions as, <i>"If we didn't learn about them, we might think it's a bit weird and discrimination might happen to other religions,"</i> and another child added, <i>"Otherwise we wouldn't know what other people believe in and how they live their lives."</i>
7. Children and young people value education and are involved in making decisions about their education.	Education is valued by pupils, and they are involved in decisions about their learning. Pupil voice is actively sought to inform reviews of various school policies, reinforcing their role as valued stakeholders in the school community. Independent learning is promoted to empower pupils to take ownership of their work and make choices about the application of their knowledge. One teacher commented, <i>"They are interested: it's about them! When you make something about the child, their engagement rockets."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children acknowledged that their views are taken seriously by duty bearers at CCJS and pupil voice questionnaires reflect this viewpoint. One pupil explained, <i>"Adults should listen to us because we have the right to a voice and an opinion,"</i> and another child added, <i>"Sometimes we have ideas, too... even better than adults!"</i> Y6 pupils took part in a magistrates workshop where they learned about how democracy works and the power of using your voice. Children were consulted in a review of the behaviour policy, they collaborate on class charters and choose the house point rewards.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Pupils are supported to take action to uphold their rights and the rights of others, both locally and globally. Children raise awareness and funds for charities such as the Shoebox Appeal and local foodbanks. Children have taken part in OutRight this year to learn about international aid and how to advocate for change. Staff discussed how RRSA has empowered the children to advocate for others. They explained, <i>"A few children in my class come from Hong Kong and they heard about the recent fire. They bring it to our attention and they talk about the rights of those children in that situation. They want to know how they can support and make a difference."</i> They added, <i>"...they feel empowered to think about what they can do and where they can shine a light on need."</i> One child commented, <i>"It's important to learn about rights so we can help others who might need their rights respected."</i>