



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Cheadle Hulme Primary School
Local Authority	Stockport
Number of pupils on roll	283 (Nursery to Y3)
Head of School	Elise Drake
RRSA Coordinator	Issac Ince
RRSA Assessor	Jilly Hillier
Date of visit	9th November 2021
Attendees at SLT meeting	Head of School, RRSA Lead
Number of pupils interviewed	16 (Y1-3)
Number of adults interviewed	12
Evidence provided	Self evaluation form, evidence PPT, adults and pupil focus groups
Date registered for RRSA	7th January 2020
Bronze achieved	13th January 2020

ACCREDITATION OUTCOME

Cheadle Hulme Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

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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's understanding of children's rights was impressive. It was delightful to hear KS1 and Y3 children discussing the importance of rights in such a mature and reflective way. They explained that rights are "*universal and unconditional*" and couldn't be taken away. They readily talked about rights that were important to them and why. These included the right to education, to healthy food and the best interests of the child. They placed particular importance on Article 2, non-discrimination saying, "*All people have different skin, and some people get treated badly and that's not nice.*" Staff reported how children "*soaked up the correct terminology*" and this was very evident.
- One child explained "*All children have rights but not all children enjoy rights.*" They were able to give examples that included in times of war when children might not have "*a safe home,*" be able to "*rest and play*" or be "*protected from violence.*" Other children referred to the rights denied refugees who are forced to leave their homes.
- Teaching about rights is well planned and starts in the nursery. For example, in Reception, children are encouraged to be "super learners", and this is linked to their rights. In KS1 and Y3 year groups have four focus articles that are explicitly taught as part of the curriculum map and through core storybooks. Other rights are also taught in assemblies and followed up in class. One child explained, "*In history, I learnt about Mary Seacole*" while another talked about the book "*Great Women Who Changed the World.*" Children also talked about learning about rights in home-learning during lockdown. Each class has a working rights respecting wall and articles are displayed around the school.
- RRSA is well led by the RRSA Coordinator and staff were well informed. They have received regular training and reported that they feel confident to teach about the CRC. The RRSA journey is clearly explained to parents and carers who described the positive impact of RRSA on their children's learning and attitudes saying how children were "*more tolerant*" and "*more aware of what is going on in the world.*" Parents also described how they were "*learning a lot*" from their children and reflecting on their own parenting because of RRSA.

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

- Continue to build on your good practice supporting children to deepen their knowledge of rights. Consider using the RRSA resource [ABCDE of Rights.](#)
- Ensure the school community understand the concept of rights holders and duty bearers (perhaps through class charters).
- Continue to support children to develop their understanding of sustainable development and rights. Consider exploring the UN Global Goals through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.

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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.

- Senior leaders have ensured that developing as rights respecting school is a key priority and “*part of our growth*” as a new and growing school. Actions are woven throughout the SDP and there has been a whole school approach to learning about rights and using the language of rights. This is resulting in children being able to talk confidently about the rights they enjoy in school. The headteacher explained that rights help to “*filter the noise*” of the many demands on life in school.
- Respect is one of four school’s key drivers, and it was clear that this value is lived in school. Written evidence from one parent said, “*The children in both of my children’s classes are encouraged to respect each other’s differences, abilities and views and this is evident when they talk about their experiences at school.*” One child said, “*Everyone plays well together*” and another explained how she used rights to sort out friendship problems.
- Children felt that adults kept them safe at school and explained how they are taught to stay safe online, protected from harmful drugs and learn about road safety. They explained how Smartie the Penguin helped Reception children stay safe while using the internet.
- Children’s social and emotional wellbeing is given high priority and weekly PSHE lessons continued during lockdown to ensure this continued. One parent commented, “*Seeing my daughter excel at school and make the most of her personality has been a beautiful journey ... it’s so inclusive.*” This was also echoed by the child who described how she enjoyed sharing her religious and cultural beliefs with other children through stories and how “*everyone listened.*”

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

- Consider incorporating explicit reference to the CRC in your school vision and policies.
- Work with children when reviewing policies and consider how to incorporate their views when making decisions that affect them.
- Explore the concept of dignity (as a core value of the CRC) - what it means and how it underpins policies, actions and interactions in school.
- Consider whether “rules” (which sounds like a top down approach) could be replaced by an agreed charter (more collaborative).

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Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

unicef.org.uk/rights-respecting-schools



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.

- It was clear that children felt empowered by their rights. One child said, “*Adults take children’s views seriously*” and another explained that “*Just because adults are older...children still need to share their thoughts.*” The introduction of the Pupil Parliament has been important to the development of pupil voice. Members of the Ministry of Justice explained that it was their role “*to make sure that all people have rights*” and described how they did that. One child explained how they had contributed ideas to improve the playground space and trim trail.
- Parents also feel that children are listened to with one parent writing, ‘*My children are vegan and at the start of Year 2, my daughter was struggling to find the strength to speak about her beliefs about being a vegan. She often felt embarrassed or shy. Through discussion about the rights to be heard and having different opinions her teacher made her feel confident and safe enough to share her views and express what is important to her.*’
- Children are beginning to take action on rights issues. For example, children have been involved in the Show Racism the Red Card campaign, have written letters in support of Marcus Rashford’s work, written to the local MP about plastic pollution and supported Children in Need. Taking part in UNICEF UK’s OutRight Campaign ‘*was some of our children’s first experience of standing up and acting out for a cause they felt deeply about.*’ (RRSA Lead)

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

- Continue to provide opportunities for children to be at the heart of decision making, shaping and influencing the life of the school. For example, ensure there are clear mechanisms for all children to have their ideas listened to and ensure they know what that process is.
- Encourage children to act as ambassadors for rights in school and the local community. For example, informing new staff about what it means to be a rights respecting school, creating videos for the website and leading assemblies.
- Provide opportunities for more children to be involved in pupil led groups who understand how they have a positive impact on school life.
- Continue to develop children’s understanding of what it means to be a rights respecting local and global citizen and support them to engage in a range of campaigning activities to support the rights of others locally and globally.

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