



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	<b>Chorlton Park Primary School</b>
<b>Local Authority</b>	Manchester
<b>Number of pupils on roll</b>	699
<b>Headteachers</b>	Meryl Blackburn, Stef Habershon
<b>RRSA Coordinators</b>	Rachel Appleby, Rachel Murray
<b>RRSA Assessor</b>	Philippa Bonorino
<b>Date of visit</b>	2 July 2018
<b>School Evaluation received</b>	Yes
<b>Attendees at SLT meeting</b>	2 Headteachers, 3 Assistant Headteachers, 2 RRSA Leads
<b>Number of pupils interviewed</b>	20 plus others on classroom visits
<b>Number of staff interviewed</b>	3 teachers, 1 teaching assistant, 1 parent governor
<b>Evidence provided</b>	Learning walk, written evidence, class visits
<b>First registered for RRSA</b>	July 2017
<b>Bronze achieved</b>	October 2017

### ACCREDITATION OUTCOME

Chorlton Park 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 can speak about a very good number of articles from the Convention, including the right to be with their family, the right to be listened to, the right to one's own religion and language, the right to an education and the right to nutritious food. Many know the numbers of the articles and a Year 5 class, in an assembly they performed for all of KS1, explained what some articles (6, 12, 19, 27 and 31) meant and acted out scenarios to demonstrate them. This was their class assembly, which had previously been performed for KS2 and their parents. Pupils understand that the rights are unconditional and apply to all children everywhere.
- Pupils were able to describe how some children do not get their rights. "Children affected by the earthquake in Mexico were not in a safe environment and did not have enough food." Others knew that some children do not have access to education in some parts of the world.
- There are numerous displays in corridors and classrooms showing different articles. The 'article of the month' is displayed on a prominent board, as well as being communicated to parents in the newsletter. Parents and governors receive good information about the rights. A teacher reported that parents were increasingly aware of the rights, because they were finding out about them from discussing them with their children, as well as from the website and newsletters. All letters from school to home now reference the relevant right.
- There have been training sessions for teachers and support staff to help embed the principles of RRS into school life. The rights ambassadors gave a presentation to governors about why it is important to learn about rights. Training for lunch-time organisers is planned, which the ambassadors will be involved in delivering.

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

- Continue to embed a clear understanding of 'Rights Holders' and 'Duty Bearers'.
- Embed a focus on the planned learning about children's rights throughout most aspects of the curriculum.



## 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.

- All classes, including the nursery, have their own charters, with different articles depending on the age of the children. Children and staff refer to the charters and the article of the month. An ambassador explained: “We chose the articles of the month to link with events in school. July has article 24, which ties in with healthy eating week”. School policies are being updated with references to rights as they come up for review. The Special Needs and Disability, Bullying and Cyberbullying and Racism and Homophobia policies have already been updated.
- Many children speak with confidence about how positive relationships are encouraged. One pupil commented: “The teachers always listen to us.” In PSHE and Big Question lessons, pupils are beginning to use the language of rights to clarify moral dilemmas and think more globally.
- Most children say they feel safe in school and know who to speak to if they are concerned. They know they can talk to someone in private, if they need to and this is an entitlement under the Convention. They talk about the ‘confide’ system, which helps them to communicate any worries. They are very aware of safety and how to stay safe on-line, and of other measure in place for their safety, such as first-aiders and closed gates to the school.
- Many pupils are able to describe how the school helps them to be healthy. They were looking forward to making smoothies in healthy eating week and could list possible ingredients. Pupils in the Y5 assembly demonstrated mindfulness techniques they had learned to use if they felt down or nervous.
- Pupils have some say about their learning in lessons. Their opinions are collected through student voice activities and they have a say in who they will move into their next class with. Teachers have noticed an increase in the use of the language of rights to resolve issues and a reduction in behaviour incidents.

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

- Consider embedding articles and the principles of the CRC in school policies to demonstrate that the CRC fully underpins every aspect of school life.
- Continue to use the language of rights and respect to strengthen school systems for resolving conflict and the promotion of positive attitudes and actions for rights.
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of ‘respect for rights’. In the next ‘round’ of class charters endeavour to include actions for Duty Bearers as well as for children.
- Explore the role children and young people play in engaging in their right to learn. Consider, with them how this can be further enhanced.



## 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 school council and the rights ambassadors are the drivers for delivering children's opinions across the school. A pupil said: "The ambassadors make sure we get our rights". Ambassadors and councillors always feed back to their classes after meetings. There is a display in the main hall 'You said, we did' to show actions taken as a result of pupils' suggestions, such as the design of the playground equipment and closing the school car park gates at 8.30a.m.
- Pupils have participated in numerous fund-raising activities, such as the Shoe Share and Soccer Aid and are beginning to understand the links between their charitable giving and children's rights. They feel increasingly empowered to take action, when they see an injustice. For example, children have asked to organise their own cake sales to help raise funds for local charities which support homeless people.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community
- Aim to participate in RRSA training to support your journey Gold.