

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chorlton CE Primary School
Headteacher:	Phil Trohear
RRSA coordinator:	Phil Trohear
Local authority:	Manchester
School context:	225 pupils on roll of whom 10.6% are eligible for Pupil Premium Funding. 14.7% of children are on the SEND register and 7.2% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Deputy Headteacher, Assistant Headteacher and SENDCo.
Number of children and young people spoken with:	30 children from Y1 to Y6
Adults spoken with:	3 Class Teachers, Key Therapist, HLTA, 2 Teaching Assistants, Chair of Governors, Safeguarding Governor and 7 parents/carers
Key RRSA accreditations:	Registered for RRSA: 14 th September 2017 Bronze achieved: 30 th November 2017 Silver achieved: 3 rd July 2018
Assessor:	Sarah Hodgkinson
Date:	18 th January 2024

ACCREDITATION OUTCOME

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

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

1. STRENGTHS AND RECOMMENDATIONS

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:

- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- The excellent use of charters across the school. Class charters are developed each year with pupils, and regularly revisited to see how well the rights are being respected and if there is anything that needs to change. All children were involved in establishing a playground charter which is used daily to support the respect for children's rights across the school.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Very confident students who know that their views are taken seriously.

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:

- Continue to revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support staff.
- Support parents/carers and families to learn about and understand the CRC and engage further with the school's Rights Respecting journey.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to work on enabling the pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- Further develop children and young people's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination and living sustainably. Support them to be informed about the world and current affairs so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).

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 were extremely articulate and demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. Pupils understand that rights are inherent, universal, and unconditional. One child explained, <i>"You get rights from when you are born,"</i> and another child added, <i>"You have all of the rights, no matter what."</i> Rights are explicitly linked to all areas of the school's work and are displayed prominently around the school environment, the website and on school communications. Senior leaders demonstrated a strong commitment to children's rights and to RRSA and there has been a strategic approach to embed a rights-based approach throughout the school. The Headteacher explained, <i>"Rights are the golden thread through everything that we do,"</i> and a governor added, <i>"I am so impressed with children's knowledge about their rights. You can see that thread going through the curriculum."</i> The relationship between school staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the school. One parent commented that staff, <i>"...live and breathe children's rights and bring it to life. I really feel that deep respect from staff to pupils."</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>There is an excellent use of charters across the school. Class charters are developed each year with pupils and regularly referred to throughout school life. All children participated in developing a playground charter which is used daily to support the respect for children's rights across the school. One child explained that when charters are being created, <i>"We all get a vote on what we want,"</i> and another child added, <i>"Otherwise if the teachers just pick it, it might be different to what we want."</i> The language of rights is evident in all activities - in the classroom, the wider school and in conversations with parents and governors. A member of staff explained, <i>"Children are very happy to express when they feel their own rights, or the rights of someone else, are not being respected."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Relationships are based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way. Staff spoke passionately about how every member of school staff makes the effort to get to know each individual child in the school and how, <i>"Everybody looks out for each other."</i> A parent explained, <i>"The rights come to life in how the staff listen to the children."</i> Every child in the school has the opportunity to attend 'Tea with SLT' sessions where they can share their learning books and their achievements in an informal way. Staff explained that this gives pupils and adults that chance to, <i>"...discuss, share and connect."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children feel safe and protected and know what they need to do should they need support. One pupil commented, <i>"Rights keep the school balanced. Without rights the school would be chaos and people wouldn't feel safe."</i> Another child added, <i>"It is comforting to know there are lots of adults to keep us safe."</i> Children shared ideas about what they would do if they felt they needed support and these ideas included talking to a teacher, writing a worry on a piece of paper to share with an adult, and speaking to another child on the Ethos Team.</p>

<p>5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>There is a strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected. Children talked about the Zones of Regulation and how each child has a 'toolkit' of strategies that they can use if they need support to regulate their emotions. A parent also shared how their child regularly uses the strategies from their 'toolkit' to regulate their emotions at home. One pupil shared their experience of support in school, <i>"I used to have lots of worries, so I talked to a therapist, and it really helped me out."</i> A child also discussed the 'Nurture Room' where, <i>"...you can go there to calm down."</i> Children understand the fair and equitable way in which some children access this support more than others. One child explained, <i>"I think it's fair that some children use the Nurture Room more than others because they struggle more with their learning, and they might need to calm down. Different people need different things."</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>All children feel valued and supported to be the best they can be. A member of staff talked about Forest School and the impact that this has on pupils. They explained, <i>"Children shine, and other children see that they may not be academic achievers, but outside they become leaders."</i> Staff spoke passionately about inclusion with one member of staff commenting, <i>"You can not only be included, but you can also thrive"</i> and another staff member explained that children with SEND, <i>"...feel equal to their peers and are celebrated. They have the same rights as everyone else."</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children are regularly given opportunities to become involved in decisions about their education. Pupils with SEND are regularly invited to contribute to their review meetings. Subject leaders are encouraged to obtain regular feedback from pupils about their subjects and children are also encouraged to share their views about school improvement during the 'Tea with SLT' sessions. Children talked about their regular involvement in surveys and how, <i>"We can write down what we think is best."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Pupil voice is valued highly, and the range of pupil voice groups gives numerous opportunities for all young people to put their suggestions forward and for these to be acted upon. Children shared examples of changes to school life following on from their own ideas such as more opportunities for girls to play football, more choice at playtime and being involved in redesigning the lunch menu. Children also shared their experiences of the Manchester Pupil Parliament where they collaborated with other schools in the city to work on supporting children with their mental health. A member of staff explained that children are reminded, <i>"...their voice is valued, and they can do something about it."</i></p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children see themselves as global citizens. Conversations happen linked to news and current events and children are supported to make positive changes. A staff member commented, <i>"Even our youngest children advocate not just for their own rights, but for the rights of others."</i> Children discussed their charity work and one child shared how you can, <i>"...donate toys to those children who don't have them."</i> Pupils have also been invited to contribute to Manchester City Council's work towards achieving UNICEF UK Child Friendly Cities Status. As part of this project pupils wrote letters about their views on improving the accessibility of the city's tram network.</p>