

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Bridgelea Primary School
Headteacher:	Kelly Eyre
RRSA coordinator:	Caroline Gibson
Local authority:	Manchester City Council
School context:	Bridgelea is Manchester's provision for primary aged children who have been permanently excluded or have an EHCP for Social Emotional or Mental health needs. The school is growing year on year and is always oversubscribed. Of the 108 children on roll, 90% have an EHCP and 90% are eligible for Pupil Premium support. 6% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	7 members of the Article 12 Squad and discussion took place with other children informally during the tour.
Adults spoken with:	3 teachers, 1 support assistant, 4 parents and a governor.
Key RRSA accreditations:	Registered for RRSA: July 2017 Silver achieved: June 2019 Gold achieved: October 2020
Assessor:	Martin Russell
Date:	15 th June 2023

REACCREDITATION OUTCOME

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

Bridgelea Primary School continues to meet 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 range 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:

- 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 with children's rights integral to the vision and values of the school. Quality training and support for staff has been sustained.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.

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:

- Regularly revisit your strong ethos of inclusion and non-discrimination. Seek further opportunities for the whole community to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that the children become champions for rights-based inclusion.
- Build on the strong practice around pupil voice by seeking additional ways of closing the 'feedback circle', constantly reinforcing to the pupils the impact their voice has on all decisions that affect them.
- Continue to act as excellent ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>An explicit focus on children’s rights, underpinning all the school’s work, remains a clear priority at Bridgelea. The continued commitment by the whole school to place the CRC at the heart of policy and practice means that pupils and staff are knowledgeable about children’s rights and the children are supported in understanding how rights impact on their lives and the lives of others. Reflecting on their own experience in school, one pupil explained, <i>“Learning about rights means you have a school that children actually want to go to;”</i> another pupil added, <i>“You have to know your rights, they are there to help you.”</i> Conversations with the children reflected their knowledge of the characteristics of rights including them being indivisible and unconditional; extensive use is made of the UNICEF UK resource, the ABCDE of Rights, to support this. The pupils’ global knowledge, linked to the universality of rights, was good, given their various learning challenges; in addition to discussing the impact on children of the current wars in Ukraine and elsewhere, they also spoke of forced marriage, lack of access to clean water in parts of the world and the fact that, <i>“In some countries they don’t really help children to get all their rights.”</i></p> <p>Visual representation of the CRC articles is prominent in all areas of the school and rights feature strongly in their constantly evolving curriculum, with staff ensuring that they are explicitly referenced wherever their inclusion would enhance learning and understanding; curriculum overviews make this explicit. The CRC is promoted consistently through assemblies and in special days and celebrations. Parents and carers are well informed about children’s rights, <i>“My child talks about them all the time at home and it’s in the class Dojo. She really likes to know that her voice is being heard,”</i> said one parent.</p> <p>Although the school has experienced many staffing changes since achieving Gold, careful planning of induction has ensured that a consistent approach to rights respecting has been maintained. This is because of excellent leadership and modelling of practices by the RRSA coordinator, supported by the headteacher, whose commitment to children’s rights is wholehearted. She explained, <i>“The rights are intrinsic to everything we do; it can’t be an ‘add on’ they have to be through everything. We all make connections all the time, in learning and in everything we do for the children.”</i> At a strategic level, every aspect of school improvement is rooted in the Convention. The governor spoken with said, <i>“Rights are always mentioned at governors’ meetings. All our work on nurture and rights goes hand in hand. We need our children to be empowered by their rights at a young age.”</i></p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people, and adults collaborate to develop and maintain</p>	<p>Staff emphasised that a focus on the CRC is so embedded across the school that, <i>“...it helps our children to be less vulnerable.”</i> It was explained how important it is for the children to hear about their rights all the time and feel empowered to speak up if they experience a situation in which access to their rights might be compromised. One member of staff explained, <i>“The children hear us speaking about our role as duty bearers for their rights, and they all know that we are here for them.”</i> The school’s leadership and all staff are proactive in seeking out new opportunities to further enhance the children’s safety and</p>

<p>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</p>	<p>wellbeing. For example, they have recently participated in a pilot of new resources from the NSPCC aimed exclusively at pupil referral units, focusing on their right to be safe.</p> <p>Staff have been trained in restorative practice and the language used to frame the structured conversations with children relies heavily on rights. A staff member pointed out, <i>“Even when there are fall outs or disagreements, the children still need to know that they and everyone else has a right to an opinion.”</i></p> <p>The children understand that the many different forms of intervention provided by the school are there to support them and help to uphold their rights. They described the ‘Retreat’ spaces on each floor as giving them some space and a chance to be calm.</p> <p>Bridgelea is a highly inclusive community; reflected not only in the curriculum provision but, more importantly, through the school’s culture and the ways in which people relate to each other. One parent summed this up powerfully, <i>“Everyone really cares, not just about the child, but the family too. I have never felt alone, it feels like home.”</i></p> <p>The school has adopted the ‘No Outsiders’ curriculum to help the children understand diversity and the rights of individuals to express themselves. This scheme was introduced to staff with extensive CPD and was linked to the CRC to ensure a deep understanding by adults. There is a strong emphasis on staff wellbeing and mental health, with leaders ensuring that colleagues access support from SLT or their peers; this is recognised as contributing to an ethos of inclusivity, nurture and respect for everyone.</p> <p>The school has a profound understanding of the right to an education, as its very existence is to facilitate the learning of children unable to access education in other settings. <i>“Given their background, they really need to know and understand that education is their right.”</i> said one member of staff. The offer for each child is carefully adapted and there is a significant focus on skills that will be transferable into other contexts including, eventually, employment. The school uses a programme called ‘Skills for Life’ which it has aligned to school priorities including their focus on nurture and rights respecting.</p>
--	--

STRAND C	Highlights and comments
-----------------	--------------------------------

<p>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 children experience their rights.</p>	<p>The school’s impact for children is particularly evident through the emphasis they place on enabling their voices, leading to a growing sense of empowerment. Participation is meaningful as the children know that change can happen as a result of their ideas and preferences being expressed. For example, children have contributed to choosing what is on the dinner menu, recently voting for chicken burgers to be added, which has been implemented by the kitchen staff. Children are consulted on policies such as feeding back on how school responds to bullying but also to capturing their understanding of bullying; a similar process happens for nurture, rewards systems, school trips and the curriculum offer.</p> <p>Bridgelea pupils participate in the Manchester Pupil Parliament which staff describe as a powerful opportunity for them to engage at a mainstream level with peers within Manchester. Most recently, the children helped to develop the Manchester Mental Health Toolkit. Eco Schools has been explored and implemented since the last RRSa accreditation and this has become a vehicle for additional campaigning. Children have advocated for better recycling at Bridgelea and this has resulted in the provision of new recycling bins for paper and aluminium. In July, the Article 12 Squad will be doing a <i>“...big switch off day”</i> to help everyone focus on climate change.</p>
--	--