



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Bridgelea Primary School
Local Authority	Manchester
Number of pupils on roll	70
Headteacher	Phil Hoyland
RRSA Coordinator	Nichala Johansen
RRSA Assessor	Martin Russell
Date of visit	5th June 2019
Attendees at SLT meeting	Headteacher, deputy headteacher and RRSA lead.
Number of pupils interviewed	12 plus pupils spoken with during the tour
Number of adults interviewed	4 Teaching staff (one a governor) 2 support staff
Evidence provided	Meetings with adults and children, a learning walk on both sites and a portfolio of pupils' work, policies, and photographs of events.
Date registered for RRSA	July 2017
Bronze achieved	December 2017

ACCREDITATION OUTCOME

Bridgelea 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 and adults know a wide range of articles and how they apply to their own situation. Everyone at the school fully understands that rights are unconditional and both children and adults are becoming aware of the concept of Duty Bearers.
- There is a recognition among the children spoken with that, although rights are universal, many children around the world aren't always able to access their rights, they spoke confidently about war and lack of access to clean water. In a more local context, they mentioned that children with disabilities may sometimes struggle to access their rights. There was a very well-informed conversation about neglect being a barrier to the enjoyment of rights with comments about the difference between adults *not wanting to* and *not being able to* provide for their children appropriately.
- The headteacher, senior leaders and all staff spoken with showed a wholehearted commitment to a rights-based approach. It was explained that the school's existing child centred vision has been strengthened through the integration of the CRC. The headteacher explained that *"In a school community where everything is constantly changing and evolving, the rights give us a vehicle to keep the children at the centre...we are seeing the impact of the language, it's really empowering for both children and staff."* The rights respecting approach has been welcomed and valued across the school; one adult commented that *"Our children need better than 'good enough' care and having the rights underpins this."*

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

- Continue to work toward a more structured approach to engage parents/and carers in learning about and understanding the CRC and their roll in ensuring that their children can access all their rights. (Outcome 1)
- Enable the children to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through [The World's Largest Lesson](#) (Outcome 1)



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.

- The children spoken with clearly understood that the school enables them to access many of their rights. They spoke about the value placed on healthy food and during the tour we visited the kitchen where the cook and the children explained the daily personalised menu choices. Rights were visible on displays both in classrooms and shared areas.
- The language of the convention frames relationships across the school. All strategies such as 'Third Choice' and 'Team Teach' have been interpreted in the context of the Convention. The children know that 'Post Incident Learning Discussions' will refer to their rights and the rights of others.
- The school has embedded a strong culture of nurture and support for each individual. Classrooms have a designated 'Safe Space' which enables the children to manage their emotions and be in a better frame of mind for learning. These spaces are supplemented by Retreat Rooms which are valued as a source of structured support for learning.
- The school's leadership values the empowerment brought about by the framework of a rights-based approach, as the headteacher explained, "*Understanding the rights influences the high pressure and high stress moments and decisions throughout the day.*"
- The pupils expressed a clear understanding of their right to be safe and described a range of actions taken by adults to ensure this. They also spoke about actions they could take in the contexts of fall outs or disagreements, "*You could walk away to stop it getting worse.*" They spoke positively about the importance of encouraging other people and "*sticking up for people.*"
- Charters, based on rights, are created in each class and are seen as a focal point to support conversations about the right to learn and about relationships. These are changed every half term as classes change and new children arrive.

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

- Continue to embed the Unicef RRSA [Charter Guidance](#) and focus on the language of 'respect for rights'. When charters are next reviewed, endeavour to include actions for duty bearers as well as for children. (Various outcomes)
- Create opportunities for pupils and adults to explore the concepts of equity and fairness. Consider how the term 'dignity' can become meaningful for the children in terms of how they are treated and how they respect others. (Outcome 2 and 3)



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.

- All pupils at Bridgelea have their voice heard and respected through the School Council in which every child participates. One pupil explained *“It’s good that we are all on the Council because everyone helps make the decisions.”* Examples of the changes brought about through the children’s voice have included additional playground equipment and their desire for the school’s name to be changed from ‘PRU’ to Primary School; this significant suggestion is currently being enacted. The school’s new Behaviour, Communication and Relationships Policy has the voice of the child at its heart and is seen by all those spoken with a very positive development. As one senior leader explained, in the previous system everything was framed by rules and motivation was through points and reward but *“now the children are actually owning their right to an education and that makes all the difference!”*
- There is an established commitment to fund-raising in the school with pupils sometimes deciding which charities are to be supported. This is frequently linked to supporting other young people to access their rights; the children spoken with were clear that charity is about *“Helping some people who don’t get everything they should have.”* The school supports Red Nose Day and is participating in Unicef UK’s Playground Challenge for Soccer Aid.

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. (Outcome 8)
- In addition to your well established and successful charity fund raising, facilitate more opportunities for the children to initiate powerful advocacy and campaigning work on local and global issues, linked to children’s rights. Consider joining in with Unicef UK’s [Outright](#) Campaign. (Outcome 9)