

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	St. Wilfrid’s Church of England Primary School
<b>Headteacher:</b>	Helena Miller
<b>RRSA coordinator:</b>	Lauren Smith
<b>Local authority:</b>	Manchester City Council (The School is part of the St. James and Emmanuel Academy Trust)
<b>Assessor(s):</b>	Jenny Price and Martin Russell
<b>Date:</b>	14 <sup>th</sup> July 2020

### 1. INTRODUCTION

This was a virtual accreditation visit.

The assessors would like to thank the children, the Senior Leadership Team, staff and governors 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.

It was evident that children’s rights are embedded across the school and underpin all key aspects of school life.

Particular strengths of the school include:

- The children’s extensive knowledge and understanding of the UN Convention on the Rights of the Child.
- A very positive and inclusive ethos founded on trust and mutually respectful relationships and a deep appreciation of the importance of rights.
- The excellent leadership of RRSA has led to strong staff commitment such that a rights-based approach permeates all aspects of school life.

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

## 2. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 develop everyone’s knowledge of the CRC in the wider context of human rights; consider a focus on the concepts of ‘rights holder’ and ‘duty bearers’ and using Unicef’s [ABCDE of Rights](#) resource.
- Continue to seek opportunities to extend the breadth and depth in pupil voice and influence in all aspects of school improvement.
- Build on the successes of pupil led campaigning. Think about making fuller use of [The World’s Largest Lesson](#) materials and Unicef’s [Outright](#) and [Youth Advocacy Toolkit](#). Aligned to this, take on a more ambassadorial role, promoting both the Convention and RRSA within your Trust and beyond.

## 3. ACCREDITATION INFORMATION

<b>School context</b>	St Wilfrid’s CE Primary School has 330 pupils on roll. 2.1% of the children have an EHCP. Approximately 11% speak English as an additional language and around 15% are entitled to support through the Pupil Premium.
<b>Attendees at SLT meeting</b>	Headteacher, deputy head, two curriculum leads and the RRSA lead.
<b>Number of children and young people interviewed</b>	26 children from years 4 to 6 in two focus groups.
<b>Number of adults interviewed</b>	3 members of teaching staff (one a parent and one a governor) 1 support staff member and 1 parent.
<b>Evidence provided</b>	Extensive digital evidence portfolio including images of display and pupils’ work, rotas and policies, staff planning and newsletters.
<b>Registered for RRSA: September 2017</b>	<b>Silver achieved: July 2019</b>

**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 development.

**Strand A has been achieved**

The children and adults were very knowledgeable about a broad range of rights and understood the importance of the UN Convention on the Rights of the Child. The children could confidently refer to a diverse range of rights and spoke about them in an appropriate context. It was clear that children and adults spoken with understand the nature of rights being unconditional, universal, inherent, inalienable and indivisible with a number of explanatory comments shared, including, *“You don’t have to do anything to get your rights, you get them when you are born.”* *“You get your rights no matter what.”* An older child explained, *“It is important to know your rights because everyone has rights, and they should be respected.”* The children pointed out that rights are evident throughout many aspects of their learning and the teacher planning seen in the evidence folder substantiated this. In the topic of rainforests in Lower KS 2, for example, the curriculum map specifies Article 30 and children learn about indigenous rainforest tribes. Staff explained that the children’s knowledge of rights enabled a deeper discussion around the impact of evacuation on children during World War II. The children explained that, in RE they had discussed the effects, experienced by many children around the world, of not being allowed to practice your own religion. Topics such as Fairtrade, special themed days and regular worship assemblies are also used to promote and reflect upon children’s rights.

The children showed a well-developed understanding of how, despite rights being universal, some children in the world may not be able to access their rights. Examples explored included the impact of child labour in various countries and the fact that *“In some places the family might not be able to afford education.”* Another pupil explained that *“Some children don’t get their rights because of war or they might be refugees.”* The children in the focus group also spoke about the UK context, including the detrimental effect on some children of issues such as poverty, homelessness and bullying. A member of staff commented that, *“The children are linking the rights to their learning all the time, they see the connections. It is noticeable that they have greater empathy for each other and the wider world in general.”* Another explained, *“They are understanding the world better and who they are in the world.”*

Parents and governors are well informed about and supportive of the school’s commitment to rights; letters home and social media posts, for instance, refer to relevant articles or explain a project the children are engaged with. One of the parents spoken with explained that the passion of the children for environmental awareness and the promotion of sustainable development has led to parents being inspired to set up a parental eco team. Parents confirmed that rights are increasingly spoken about by the children at home, with comments such as, *“My daughter is really passionate and articulate when she sees thing that are unjust.”* The school’s leadership and governors are wholeheartedly committed to embedding a rights-based approach at St. Wilfrid’s, making links to rights through policies and the School Improvement Plan. The headteacher observed, *“Rights Respecting sits alongside our Christian mission and ethos, they complement each other.”*

**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.

**Strand B has been achieved**

The children spoke at length about how the adults in school enabled them to enjoy their rights in a wide variety of different ways. They also saw pupil-led groups as a way of ensuring that all pupils can enjoy their rights, such as the school council leading anti-bullying assemblies and leading health projects like promoting healthy lunchboxes. One pupil commented, *“We know we should have our voice heard and our opinions respected and that definitely happens.”* Children of all ages were clear that any concern that they may have about their rights, or those of their peers, not being met could be shared with adults at school. They trust the school systems for this and described various ways in which they know their concerns will be addressed and explained that there is clear signposting in school to external agencies such as Childline. The children had a strong, shared view that they were treated fairly in school and they spoke about their charters serving to remind everyone about respecting other people’s rights. One of the adults commented that, *“It’s not just about the children’s rights now, that is important, but it’s giving them a better grounding for the rest of their lives.”*

Positive relationships based on mutual respect between staff, between children and between children and staff were observed during the virtual visit. The children described how well everyone gets on and that friendships are strong. They spoke positively about how the ‘DOJO’ system celebrates and recognises positive actions. When fall-outs do occur the children don’t automatically refer to adults explaining that, *“Sometimes we might have a vote if we disagree about something and that makes it fair.”* The school runs a ‘Reflection Note’ system which prompts children to refer to the rights of others that might have been impacted upon by the choices they have made. The school reports that a greater understanding of their rights and the rights of others has led to better relationships and fewer negative incidents at playtime or dinnertime. In a discussion about their experience of being treated with dignity, the children referred to being *“Treated with respect by others.”* One girl explained that *“Teachers treat us equally and with kindness.”* Another pointed out that nobody is made to do something you do not want to do, such as speaking at assembly.

Children all agreed that their right to feel safe and protected was upheld in their school and they cited a wide range of actions and systems that ensure this with one child giving a detailed description of an event they participated in about water safety. The school does extensive work about online safety and the children have an accurate understanding of bullying and were positive about how it is dealt with in their school. In their recently completed RRSA Questionnaire, 100% of the children asserted that if they felt unsafe, they could tell an adult. The children take a lead in promoting Anti-Bullying Week activities. Adults commented that the children are empowered by their knowledge of rights and have greater autonomy around their own lives, including keeping themselves safe. It was also noted that, *“Because they know their rights, they also know that those same rights should be respected for others.”*

It was evident that, at St. Wilfrid’s, the physical, social and emotional health and wellbeing of the children are a clear priority and are increasingly seen in relation to the CRC, this includes extensive curriculum content around health alongside a huge range of assemblies, special events and more personalised interventions. The children were confident in describing a wide range of ways in which

school supports their health with one pupil commenting, *“A balanced diet makes us feel good.”* Another explained that *“We do lots of exercise in school and we learn about making good choices in life.”* The school has been awarded Silver Healthy Schools status twice for their work on wellbeing, sporting achievements and healthy food. The school has a Sports Council with the children taking a lead in promoting physical activity among their peers. The children spoke about support for their mental health, offering examples of strategies such as meditation and mindfulness.

The school has a long established and strong culture of inclusivity and valuing each person as an individual and it was pointed out that Rights Respecting has further enhanced this. The school’s ‘strapline’ begins with the word ‘Belonging’. There is a clear programme of activities, assemblies and events that sit alongside curriculum content to celebrate diversity and promote inclusion. As well as Black History Month, Disability Awareness and Holocaust Memorial, the school engaged in a literacy based engagement in which the children explored poetic styles from diverse cultures and were invited to create poetry in their ‘mother tongue’ and share this with their peers. Parents and staff commented on how inspiring it was that the literature chosen in school exposes the children to lives of others, such as refugees.

The children were enthusiastic to describe how they respect their right to an education and that of their peers. They described how class charters help to focus on their right to a quality education. The children also explained a number of strategies such as, interventions and target setting which help them to develop positive attitudes to their learning; *“In English we have success criteria and we tick it off when we have achieved it.”* They also spoke positively about the ‘growth reflections’ they have undertaken to support their understanding of how they learn. Several pupils spoke about how they value any opportunities to make choices in their learning such as the degree of challenge in the task they attempt or the focus for a particular topic.

**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.

**Strand C has been achieved**

There was strong agreement among the children that they feel listened to and that their views are taken seriously by their school. The children speak at Governors’ meetings and are taking on more leadership roles including the leadership of worship and helping to create a child friendly version of the school’s anti-bullying policy. A parent passed on a comment from her son who, *“Told us that he feels really important because he has the right to have an opinion.”* The children described some of the different ways in which they are involved in improving their school such as a reduction in single use plastics in the school meals provision as a result of meeting with the catering company. The children have also been successful in their desire to take on responsibility for leading church services. Pupil-led initiatives have also resulted in improvements to the playground environment with the installation of a reading bench and a number of eco-friendly improvements such a tree planting.

The children have been involved in a number of campaigns for the rights of others including their involvement in the Manchester Rights Respecting Pupil Parliament’s march for climate change and work in school to promote the purchase of Fairtrade products. Support for various charities is linked to rights, for example the Sports Council used the Sports Relief fundraising to ensure that the children learnt about the overseas development projects being supported with the money raised. When learning about palm oil and deforestation, the children felt strongly that local businesses should be using sustainable palm oil. They discovered that Costa, owned by Whitbread, did not use sustainable

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palm oil, so wrote to them to explain the issues with this. Whitbread wrote back with a commitment to using sustainable palm oil by 2021.

The children at St Wilfrid's are clearly empowered by their knowledge of rights and are becoming active global citizens whose knowledge of rights informs their actions; one of them described a global citizen as being *"A person in the world who wants to make a difference."*