

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Cheetwood Primary School
Headteacher:	Ellie Clark
RRSA coordinator:	Nida Jamil
Local authority:	Manchester
Number of pupils on roll:	218
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	13 children from Y3 to Y6
Adults spoken with:	6 adults including teachers, teaching assistants, pastoral lead, and a governor
RRSA key accreditations:	Registration: November 2022 Bronze: March 2023
Assessor:	Sarah Hodgkinson
Date of visit:	20 th March 2024

ACCREDITATION OUTCOME

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

Cheetwood 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 at Cheetwood are confident in their knowledge about rights and demonstrated a good understanding of key concepts underpinning the CRC. One child explained, *"Rights are for all children,"* and another child added, *"No one can take your rights away from you, they are your rights and that is where your safety is."*
- Pupils learn about rights through assemblies, in lessons such as PSHE, and when creating class charters. Children spoke proudly about how charters are unique to each class. One child commented, *"It is important that charters are different because it is a way of children expressing their views which is Article 12."*
- Senior leaders have introduced the RRSA in a thoughtful and considered way which has supported staff to build a solid knowledge and understanding of children's rights to then share with children and the wider school community. A staff member commented how, *"...we wanted to be well-equipped to make it work for Cheetwood,"* and the headteacher explained how they wanted to, *"...empower all staff and governors with knowledge about rights before we even talked to the children about it."*
- Staff spoke about the school as a 'community hub' and have seen an increase in parental engagement over recent years through initiatives such as parent workshops and inviting parents and role models in to celebrate events such as International Women's Day. A member of staff commented on how this work, *"...links closely to RRSA and the ethos of the school has changed to incorporate more family involvement."*

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

- Continue to develop knowledge and understanding of the CRC, its origins, values, and principles and, for older pupils, its place within the wider framework of Human Rights.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects/topics and in their daily interactions with children.
- Consider developing the school's strategic documentation to link to and reflect the values and articles of the CRC so that school improvement priorities and relevant policies include reference to children's access to specific rights. You might find [Articles in Action](#) a helpful resource.

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.

- Children at Cheetwood enjoy the rights enshrined in the CRC and they have an understanding that some children around the world are not able to access their rights in the same way. One child explained, *“...we are doing all of this to spread awareness of all the rights and we hope that everyone in a few years should get their rights.”*
- Relationships at the school are positive and built on a mutual respect for rights. The school is in the process of updating its Behaviour Policy to incorporate children’s rights and the recent introduction of child-led peer mediation has been well-received. A member of staff spoke about using the language of rights is, *“...really helping with conflict and understanding. Children are more empathetic.”* Another pupil commented, *“...peer mediators make us feel really safe.”*
- The social and emotional wellbeing of children is a priority and healthy lifestyles are promoted. One pupil commented, *“Your physical health can also affect your mental health, so we have lots of physical games to help us.”* Pupils shared activities that they had enjoyed as part of Children’s Mental Health Week and Safer Internet Day.
- Children and staff spoke proudly about the diversity of the community and look for opportunities to celebrate and value each individual in the school. One child explained, *“We do celebrations to respect minorities to make people feel included,”* and another child added, *“Our class teacher has put prayer times on the board to help us to organise when we can go and pray during Ramadan.”* A member of staff shared how, *“...the acceptance of diversity is opening doors for our children.”*

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

- Ensure that children are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights.
- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- Explore with staff and children the concept of dignity – what it means and how it underpins policies, actions, and interactions between everyone at school.
- Develop the role children have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.

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 agreed that their views are taken seriously at Cheetwood. One child passionately explained, *“Of course teachers listen to us! Why would they not? All duty bearers take us seriously.”* Pupils also spoke about the democratic systems they have in school to allow every child to share their views. One child commented, *“We have democracy where we all get to share our views.”* Children gave examples of change brought about due to pupil voice such as the establishing of an African dance club, a Recycling Team and the purchasing of new playground and storage equipment. As one child explained, *“If nobody listens to you, nothing can change from your point of view.”*
- Children are more empowered to claim their rights and the rights of others, both locally and globally. Staff spoke about how learning about rights has impacted on empathy and understanding. A member of staff explained, *“...children recognise that in other countries children don’t always have the same rights and think about what they can do to help.”*
- Action taken by children to claim their rights and promote the rights of others include raising money for charities, writing to the Mayor of Manchester, Andy Burnham, to request more green spaces in the city, and advocating for children’s right to clean water, hygiene and safe toilet facilities following on from sessions led by Water Aid.

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

- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- Continue to develop children and young people’s understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally perhaps linking with UNICEF UK’s [OutRight](#) Campaign and using UNICEF’s [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the [Soccer Aid Schools Challenge](#).
- Develop campaigning and fundraising activities from the perspective of rights, justice, and equity so all children are seen as rights holders rather than just recipients of charity.