

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	South Bank Community Primary School
Headteacher:	Tammy Cooper
RRSA coordinator:	Sarah Kelly & Sian Bathe
Local authority:	Redcar & Cleveland
School context:	At South Bank there are 367 pupils on roll (including 2 year olds). Of these 55% are eligible for Pupil Premium, 15% have an EHCP and 27% speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, deputy headteacher/SENCO and both RRSA coordinators
Number of children and young people spoken with:	9 children from Rights Respecting School Council and 9 from across the school (including one pupil from the ARC)
Adults spoken with:	3 teachers, 1 HLTA/parent, 1 SEN TA, 1 SEMHW worker support
Key RRSA accreditations:	Registered for RRSA: December 2019 Bronze achieved: November 2020 Silver achieved: November 2021
Assessor:	Kathy Allan
Date:	3 June 2025

ACCREDITATION OUTCOME

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

South Bank Community Primary has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. 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:

- A strong commitment and strategic approach to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school, supported by the RRSA Coordinators.
- Relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way.
- A caring and inclusive ethos where staff ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life.
- Senior leaders who speak passionately of a desire to develop a school environment which helps every child to be actively involved in shaping their learning.
- Pupil voice that is valued highly with a range of pupil voice groups giving opportunities for all young people to put their suggestions forward and for these to be acted upon.
- Pupils who are actively engaged in raising awareness of children's rights in their community and supporting other children globally to access their rights.

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:

- Seek ways of making the [UNCRC](#) and your commitment to RRSA more explicit on the school's website, in other communications and in strategic documentation. Consider ways to sustain your community engagement journey.
- Continue to work on enabling pupils' understanding of and use of rights vocabulary such as equity, duty bearers and rights holders.
- Consider further involving children and young people in curriculum audits, curriculum co-planning and focus groups to further engage them in playing an active role in their learning.
- Continue to develop children as global citizens to learn about the wider world from a rights perspective, empowering all pupils to challenge injustice and participate in campaigning and advocacy work on children's rights. Consider using the [UN Global Goals for Sustainable Development](#) as a framework for this and the UNICEF UK [Youth Advocacy Toolkit](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach.

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 at South Bank are knowledgeable about their rights and the UNCRC is displayed in every classroom alongside regularly updated information to help pupils learn about key articles and terminology, <i>"...it's about our best interests,"</i> shared a pupil. A 'right of the term' is explored through class discussion and activities with last term's being Article 40: children who break the law. <i>"Rights are woven through the curriculum, children at the heart of it all,"</i> explained a staff member. Picture News assemblies and class floor books also support children's understanding. The consistent approach, which starts in EYFS, ensures all staff are engaged and confident to reference articles. When children were asked if all children have rights all the time they shared examples of those who don't go to school as they have to work and how discrimination means that historically and today people can have their rights denied. Rosa Parks, Martin Luther King and Catherine Johnson were referenced by children who linked their activism to Article 2 and current societal issues. As children and staff have been developing their knowledge of rights parents and the wider community have been engaged through newsletters, the school's website and events. As EY staff shared <i>"We want parents to have an awareness of rights, it is part of our Early Years welcome meeting,"</i> with the Rights Respecting School Council leading assemblies and promoting rights with the community.</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><i>"All strategic decisions are underpinned by children's safety, being happy and healthy and increasing engagement with the wider community. We link decisions to articles,"</i> explained the headteacher. Pupils are currently reviewing the school values with staff to ensure their understanding is aligned, and to develop accessible statements for the whole community. The RRSA Coordinator explained, <i>"Children are at the heart of our school, they know why we do things,"</i> with children discussing equity in relation to the range of support children receive to access their right to an education.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Every class has completed a project asking, 'what does dignity mean to me?' discussing dignity from a personal and a group perspective linked to rights and respect. As shared by a member of staff <i>"Behaviour has improved now rights respecting is so clear, children know they have a choice."</i> Consistent behaviour scripts are used across school with a positive impact in that all children understand expectations and feel their voice is valued as it is acknowledged and children are thanked by adults for contributing to the process and listening.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children confidently shared examples of why they feel safe in school. The SEMHW team are integral to the school offer and children know who they are and that they will always listen. A range of workshops and learning opportunities are provided based on current issues and the needs of the children and the community. For example, the local football club recently delivered a workshop to raise awareness of knife crime.</p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Article 3 underpins the schools strong focus on wellbeing with emotions explored from when children start in school. Pupils engage in a ‘Proud to be me’ project and staff highlighted how a diverse range of books ensure children’s heritage and experience are reflected through literature supporting them to feel valued and engaged. KS2 pupils shared their engagement in a successful campaign to bring in a healthy snack. They wrote to the headteacher explaining the benefits to their wellbeing and learning making links to article 24 and 27.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Rights are increasingly used by staff to advocate for children. Article 23 and 28 were referenced in a recent successful application for funding to extend the additional resource centre. Staff also shared how <i>“Challenging stereotypes starts in EY through learning about people who help us and gender roles.”</i> The SEMH team work hard to ensure children and families feel included, meeting with new families before a pupil starts to ensure they have everything they need with regards to information, uniform and resources. Staff also discussed the introduction of the Prayer Room to empower children in relation to Article 14 and Article 2.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p><i>“Children play such an active role in their education”</i> shared staff who gave examples including ‘in the moment planning’ in EY and the strong focus on aspirations which is shaped by children’s interests. Children shared how their interests and goals lead to school trips and activities, <i>“We have a right to education, you have to go to school to help you get a job and Article 28 is about goals for the future we should ‘dream big.’”</i> Within the classroom staff shared how they are reactive to children’s views and questions and specifically in the additional resource centre where learning follows children’s interests to ensure they have full access to education.</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>Children have a range of opportunities to make, and influence, decisions. Examples shared included how Sports Ambassadors are leading PE warmups and Wellbeing Ambassadors identify new activities and opportunities to support their peers. The Rights Respecting School Council meet weekly to discuss children’s views and lead an assembly every half term to ensure feedback is given regarding their actions, priorities and outcomes.</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>Pupils at South Bank are becoming active campaigners and understand their role in making a difference. Pupil voice influences and shapes the charities supported by school and a Grey to Green project undertaken by pupils improve the school grounds as a nature friendly space. Another example shared by staff and pupils was the pupil led ‘recycling around the world campaign.’ The Rights Respecting School Council noticed high levels of waste and discussed this with the rest of school to gather ideas and build interest. Pupils met with the local council, requesting bins for every classroom. They then came into school to inform and educate the community about the importance of sorting waste and pupils visited the local recycling centre. In turn pupils wanted to take their campaign beyond the school raising awareness in the community. The issue is clearly of importance to children, <i>“Right now we are 14th in the world for recycling, we want to be in the top 10.”</i></p>