

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	South Bank Primary School
Headteacher:	Tammy Cooper
RRSA coordinator:	Sarah Kelly
Local authority:	Redcar & Cleveland
Number of pupils on roll:	269
Attendees at SLT meeting:	Headteacher, RRSA Coordinator, KS2 Lead
Number of children and young people spoken with:	13 children from year 2 to 6
Adults spoken with:	3 x teachers, 2 x support assistants
RRSA key accreditations:	Date registered: December 2019 Bronze achieved: November 2020
Assessor(s):	Kathy Allan
Date of visit:	18 November 2021

ACCREDITATION OUTCOME

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

South Bank 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.

- The children spoken to were able to share articles from the CRC and understand that rights are universal and unconditional. *“Everyone should be able to have a right”* and *“we always have them”* explained children.
- A right of the month allows children from EYFS to Year 6 to explore an article in depth while links to a wider number of rights are made across the curriculum and assemblies where relevant. *“Including rights in the curriculum is helping children understand their entitlements”* explained a member of staff. Children are empowered by this knowledge and are becoming advocates for rights. Staff report on the benefits *“they are recognising the links with their learning and want to share them with us.”*
- Year 2 pupils spoke passionately about their Black History Month topic referencing Article 2 and explaining how people of colour were discriminated against. Children explained how Martin Luther King, Rosa Parks and Mary Seacole played differing roles in ensuring that black people were treated fairly. One child explained that *“if we were all the same no one would be special.”*
- Children are also becoming confident in identifying a range of examples of when and why rights might be denied *“in some countries you have to pay for school”* and explaining *“if Mrs Kelly only let boys in her class that wouldn’t be fair, we have a right to be treated the same”* and explaining that some people do not get enough food.
- Staff across the school are knowledgeable about rights and well supported to identify good practice and develop rights language. Families are also engaged through half termly class newsletters. *“Sometimes I teach my Mum about rights”* explained one pupil.

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

- Ensure staff and children have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people’s age and ability. Consider using the RRSA resource [ABCDE of Rights](#).
- Ensure the school community have a clear understanding of the concepts of ‘rights holders’ and ‘duty bearers.’
- Support children and young people to explore a range of local and global issues from a perspective of rights. This could include regular discussion of news events so that they develop a heightened sense of justice and equity for all children, exploring the Global Goals through [The World’s Largest Lesson](#) and how they impact on children’s rights and wellbeing.
- Support families. Governors and the wider community to learn about, and understand, the CRC so that they engage with the school’s rights respecting journey. This could include support and information on the website, Facebook and home school learning activities.

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.

- South Bank’s ethos is based on pupils feeling valued and respected. The head explained that “*children are at the heart of everything we do...the rights approach permeates through everything it all.*” If problems do occur then children are confident of the action to take saying, “*we can tell a trusted adult and they will help you to solve your problems.*”
- Children report that their rights are respected in school and staff feel that “*rights are helping children understand themselves and others.*” Through learning about Article 3 children were able to discuss how adults must consider their best interests and celebrated those who they felt do this most effectively by making cards.
- Health and wellbeing are a key priority at South Bank and the SEMHW team play a key role in supporting classes, small groups and individual children. “*When doing lots of work your mind can get bundled up*” explained one pupil. Another added “*we can share it, it helps.*” A child also discussed the importance of the healthy food, and support provided by the school, in accessing their right to an education “*we can’t focus if hungry or feel pain.*”
- Placing children at the heart of South Banks means that pupils feel included. Children in the resource base spend time in mainstream classes and opportunities are taken to challenge stereotypes and discrimination. “*Children know what to expect from rights, they are listened to and valued*” explained a member of staff. Pupils confirmed that they feel included in school. One example was given of Mrs Kelly only wanting boys in her class saying “*it wouldn’t be fair. Girls have a right to an education too.*”
- All children at South Stanley play an active role in their own learning. They are engaged in shaping topics and developing the creative the curriculum. Staff are positive about the impact with one saying, “*all children can be successful learners by using rights.*”

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.
- When undertaking your upcoming review of the school’s vision and values, include children’s voices and be explicit about how children’s rights underpin your ethos.
- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.
- Consider embedding the Unicef RRSA [Charter Guidance](#) and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. Explore how rights and respect can also be embedded into your language scripts.
- Explore with staff and children the concept of ‘dignity’ – what it means and how it underpins policies, actions and interactions between everyone at school.

- Support children to feel confident in using the language of rights to resolve disagreements and address complex situations. For example, during peer mediation training, use of role play, P4C approaches, and debates underpinned by rights.

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.

- Pupil voice is held in high regard and children described how views and ideas are gathered in class, discussed in meetings and then class reps share outcomes the following week with
- The Rights Respecting steering group undertake weekly pupil voice walks so that all children can share their ideas and views. After their meetings they feedback the outcomes and actions to classes providing a further opportunity to discuss. Children have recently been involved in developing an outdoor classroom. Their ideas have informed the plan and they are now engaged in helping the plans come to fruition.
- This term a new script has been introduced as part of a behaviour management review. A pupil in Year 6 felt that children in year 5 and 6 would benefit from an additional script to ensure everyone can access their rights to an education. Children collaborated and now 'GO FAR' is regularly referred to. It stands for getting on, focussed, attitude, respect. *"Every child is listened to,"* said staff.
- At South Bank children have opportunities to engage in a range of activities to support children's rights. A recent food bank campaign was linked to article 24 and harvest. Posters were designed and activities developed by children for Children in Need Day and children in Year 6 campaigned for compost bins and for food waste to be collected from the school kitchen.

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

- Build on current good practice to provide opportunities for children 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 (creating their own SIP), policy review processes, the evaluation of learning and teaching etc.
- Continue to develop children'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 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](#). Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are seen as rights holders rather than just the recipients of charity.