

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Gatley Primary School
Headteacher:	Gemma Norman
RRSA coordinator:	Rachel Clair
Local authority:	Stockport
School context:	There are 607 pupils on roll of whom 7.25% are eligible for Pupil Premium Funding and 7.25% have an EHCP. 22% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, Associate Headteacher, Assistant Headteacher and Deputy Headteacher/RRSA Lead
Number of children and young people spoken with:	16 children from Y1 to Y6
Adults spoken with:	Teachers, parents, Chair of Governors and Vice Chair of Governors
Key RRSA accreditations:	Registered for RRSA: October 2022 Bronze achieved: February 2023 Silver achieved: December 2023
Assessor:	Sarah Hodgkinson
Date:	4 July 2024

ACCREDITATION OUTCOME

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

Gatley Primary School 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:

- Extremely articulate children who demonstrated a good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report.
- The language of rights is evident in all activities - in the classroom, the wider school and in conversations with parents and governors.
- Exceptionally strong pupil participation. The well-established Pupil Parliament, consisting of the Y6 Cabinet and 8 Departments (all linked to Articles from the CRC), ensure that children are directly involved in decision making and leadership in all areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.
- Children are actively engaged in raising awareness of children's rights in the community and supporting 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:

- Explore the possibility of using the CRC and your commitment to RRSA in the language used to communicate about who and what you are as a school.
- Continue to embed the pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- Continue the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms.
- Further develop children and young people's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination and living sustainably. Support them to be informed about the world and current affairs so that they are critical thinkers and challenge discrimination and stereotypical attitudes. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based 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, staff and the wider school community demonstrated an excellent knowledge of children’s rights and shared several examples of Articles from the CRC. Pupils used the ABCDE of Rights to articulate their understanding of the principles underpinning the Convention. One child commented, <i>“Rights are for every child around the world,”</i> and another child added, <i>“Rights start when you are born.”</i> Knowledge and understanding of children’s rights permeates all aspects of school life. Children learn about the CRC in lessons and assemblies and the Pupil Parliament provides an opportunity for all pupils to experience and promote their rights. The Cabinet is composed of Y6 pupils and each of the 8 departments has representatives from all year groups democratically elected. Each department is linked to a different strand of school improvement. Pupils are aware that there are situations around the world where children’s rights are not being met. One child explained, <i>“Child labour takes place in many different countries, such as Asia...Children don’t get the right to rest and play or the right to an education.”</i> The headteacher explained that the RRSA journey has, <i>“...opened our children’s minds to global issues in a way that we haven’t been able to do so before... It has grounded our philosophies and beliefs as a school in an international agenda.”</i> Staff explained how the RRSA is the, <i>“...glue that sticks everything together now.”</i> Parents, carers and governors are involved in the RRSA journey and have recently been involved in helping to create an A-Z of Rights to raise awareness and encourage the use of rights respecting language. One Governor discussed how children have an in depth understanding of fairness saying, <i>“...they have a higher level of understanding and can articulate it... there is an acceptance and support of every child here.”</i> One parent shared how their child knows they, <i>“...have rights and everybody else in the world does, too.”</i></p>
	<p>Highlights and comments</p>
<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>Duty bearers ensure that pupils enjoy their rights as enshrined in the CRC. Natural links to relevant rights are made throughout the curriculum and rights are prominently displayed around the school ensuring that pupils are aware of how the school is supporting them to access their rights. Children acknowledged that the duty bearers in the school are responsible for their rights being met. Pupils gave many examples of how their rights are upheld in school. Children agreed that it is important for all children to know about rights. One child explained, <i>“If you didn’t know your rights and people were bullying you, that’s discrimination... you don’t have to put up with it, you’ve got rights.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Class charters are created collaboratively at the start of each academic year and are used as a foundation on which to build positive and mutually respectful relationships. All pupils agreed that they feel treated fairly and with dignity. One child explained, <i>“Dignity is how you treat each other and in our school duty bearers teach us how to treat each other.”</i> A Y2 pupil added, <i>“Dignity is respecting every child in the school, not just your friends.”</i></p>
<p>4. Children are safe and protected and know what to do</p>	<p>Pupils shared that they feel safe at school and know what to do should they need support. Children acknowledged the different ways in which duty bearers support them to stay safe such as fire drills, learning about road safety and cyber safety. Targets for improving online safety and personal safety are included on the pupil-</p>

if they need support.	led action plans for the Department of Digital Culture and Department of Health and Care and are underpinned by Articles from the CRC.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Social and emotional wellbeing is a priority and pupils learn how to develop healthy lifestyles. Children take part in weekly Wellbeing Wednesdays where they learn different strategies to look after their own emotional and physical wellbeing. A member of the Department of Health and Care explained, <i>"We have been focussing on mindfulness and mental health. We had a week about neurodiversity...we raised awareness about it."</i> One child added learning about health is important as, <i>"...it can help you get stronger in the future."</i>
6. Children and young people are included and are valued as individuals.	Children are valued as individuals and learn about diversity within school and the wider community. One child explained, <i>"It is important to learn about neurodiversity because not everyone's way of thinking is the same and it raises your empathy levels."</i> Pupils confidently explained the concepts of equality and equity and they made links to their learning. One child commented, <i>"Everybody gets different stepping stones...even though we don't get the same, we get what we need."</i> A Y2 child explained how their friend is taller than them and if they were to play a jumping game, <i>"...it might be unfair in the game so I could have higher ground to make it level. This is equity."</i>
7. Children and young people value education and are involved in making decisions about their education.	Education is highly valued by all pupils, and they are involved in designing and shaping the curriculum. Prior to finishing each summer, children share their questions about the curriculum for the next year. Each year group works together to plan out their curriculum questions and maps. One child explained, <i>"They will listen to our opinions and include it in our learning... we are allowed to choose our own topics in learning."</i> This year's transition project is linked to the Sustainable Development Goals (SDGs) and children are choosing which SDG to focus on and they will decide on a project to support this.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	There is a deeply embedded respect for children's views by all staff at the school. All departments of the Pupil Parliament have their own action plans which are linked to articles and feed into school improvement. Each department takes turns to lead assemblies and share their progress with the rest of the school. An example of change brought about by the Pupil Parliament include the Department for Reading and Literacy who were involved in choosing diverse books for school and then involved in evaluating the success of the books chosen. The headteacher explained that the Pupil Parliament is, <i>"...organic and it's part of everything that we do."</i> One child commented, <i>"Every school should have a Pupil Parliament so it's easier for teachers to listen to students. It's not just Y6, it's all the way to Reception."</i> Another pupil added that their favourite thing about Gatley is that, <i>"I love how I can share ideas and make them come true."</i> Pupils and staff proudly shared their involvement in the annual 'Great Debate' where they discuss important issues and link them to rights.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children have taken action to promote the rights of others locally and globally. A group of Y5 pupils wrote a letter to the headteacher about improving the environment and this was acted upon. Pupils have written letters to the Prime Minister about the importance of environmental issues, and they have taken part in the annual 'Gatfest' celebrations where they raised awareness of the CRC. Each year group focuses on at least one of the SDGs and assemblies provide an opportunity to explore current events with a global perspective and through the lens of children's rights.