

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Bunbury Aldersey CE Primary School
Headteacher:	Nic Badger
RRSA coordinator:	Charlotte Hickson
Local authority:	Cheshire East
School context:	194 pupils on roll and 4.6% are eligible for Pupil Premium. 12.4% of pupils have SEND and 2% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	7 from RRSA Steering Group plus 11 additional children from Y1 to Y6
Adults spoken with:	3 teachers and the Chair of Governors
Key RRSA accreditations:	Registered for RRSA: March 2016 Bronze achieved: February 2017 Silver achieved: June 2018
Assessor:	Sarah Hodgkinson
Date:	18 th October 2023

ACCREDITATION OUTCOME

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

Bunbury Aldersey C of E Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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:

- Rights learning is embedded across all areas ensuring all children receive a rich curriculum linked to the articles of the CRC and that children know their rights and why they are important and relevant to their lives.
- RRSA work has given children and staff confidence in using rights to help frame discussions about challenging topics that in the past may not have been approached.
- Relationships in the school are based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- The school has a strong desire to develop children's understanding of inequalities around the world and the actions they can take to address this.

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 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.
- Consider how the school's partnership with the school in Cape Verde can be strengthened, particularly exploring how a rights lens can help pupils develop greater empathy and understanding of the lived experiences of children around the world.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

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>At Bunbury children can confidently discuss a range of rights and why they are important and relevant to their lives. The children have an excellent knowledge and understanding of rights particularly in relation to the wider world. Children used the language of rights to articulate their understanding of the recent conflict in Palestine with one child stating, <i>"Some children had to leave their families and lose their rights."</i> A Y2 child went on to say, <i>"...you don't get a right to play because war gets in the way."</i> Rights are explicitly linked to all areas of the school's work. Rights are visible on displays linked across the curriculum and prominent on the website and school communications. The school makes good use of Picture News to engage children in discussions about global citizenship issues and a Y6 child commented that accessing Picture News weekly ensures that children have their <i>"...right to information."</i> All adults are passionate about the rights respecting work of the school and the impact this is having on outcomes for children. The headteacher commented that RRSA helps the children to develop, <i>"...an increased awareness of diversity and to challenge injustice."</i> Communication with parents about rights work is effective and includes weekly newsletters, topic webs with rights clearly linked to the learning, and RRS Days throughout the year. A staff member stated that RRSA is, <i>"...integral to the whole of the school."</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>There is an excellent use of charters across the school. Class charters are developed each year with pupils with one child commenting, <i>"Each class should learn about their rights in their own way."</i> Another child added, <i>"Some people could perceive their rights in a different way."</i> The language of rights is evident in all activities, in the classroom, the wider school and in conversations with parents and governors. A Y4 child said, <i>"At Bunbury as a rights holder, the duty bearers do a really good job."</i> Children had a good understanding of the nature of rights and could explain how they are inherent, inalienable and universal.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>The school has a strong culture of inclusivity and respect which is understood and articulated by children and adults alike. The headteacher spoke passionately about her aim to, <i>"...challenge perceptions through education."</i> The development of a positive behaviour policy following on from Pupil Voice feedback has clearly further strengthened mutual respectful relationships across the school. Relationships are strong with a clear link to the school's values. Children feel treated fairly and respectfully with one child commenting that adults, <i>"...speak to you in a fair way."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Bunbury has a positive learning environment in which the longstanding commitment to children's rights is deeply embedded in the school's ethos and curriculum. Children feel safe at school with a Y4 child stating, <i>"When I knew I was coming to an RRSA school, I knew I would be safe."</i> A Y1 child said at school, <i>"you know you're safe and you'll get nutritious food."</i> Children spoke about 'The Nest', the pastoral room, explaining that, <i>"If you feel a bit upset, you can go there."</i> The headteacher encourages children to come and talk to staff about worries and this advice is clearly taken onboard.</p>

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The school has a strong focus on health and wellbeing; children were clear that the school keeps them safe and supports them to be healthy. Children spoke of quiet areas in every classroom and a running track to encourage children to participate on a daily run appropriate for their age. The school has taken the decision to have a member of staff dedicated to pastoral support and have invested in a newly refurbished quiet space outside. The school also supports mental health and wellbeing at home with a Padlet resource available to all.
6. Children and young people are included and are valued as individuals.	There is a caring and inclusive ethos where staff and students ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life. The SENDCo discussed the 'Neurodiversity Celebration Week' where children were invited to lead assemblies and talk about their learning differences. One child spoke about autism and a Governor remarked on the positive "...growth and acceptance of the child." Another staff member said RRSA has helped promote, "...acceptance of each other and their differences and how they can support each other."
7. Children and young people value education and are involved in making decisions about their education.	Senior leaders spoke passionately of a desire to develop a school environment which helps every child to succeed. Policies and practise reflect that ambition and ensures that children value their education and are involved in school decisions. Pupils have been invited to contribute their ideas and opinions about different areas of the curriculum. The RE Coordinator talked about how Pupil Voice feedback showed that the children wanted to have more visitors in school from different religions and this was arranged. The school's Woodland Learning curriculum was also developed following the children's involvement.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all children to put their suggestions forward, and for these to be acted upon. Children and staff spoke in detail about the revised Positive Behaviour Policy that was developed after consultation with the children. A Y4 child said, " <i>We thought it should be more positive.</i> " A staff member commented that, " <i>Children are now more aware of noticing positive behaviour.</i> "
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	At Bunbury there is a strong desire to develop children's understanding of inequalities around the world and the actions they can take to address this. A staff member stressed how RRSA helps to "...widen perspectives," and how children, "...know that they have a voice and then become more empowered." Pupils in Y6 felt empowered to establish an 'Include don't exclude' group at playtimes and children gave many examples of being inspired to fundraise for charities in response to personal events. Children are confident using the language of campaigning and know how they can make a positive change. The Y1 and Y2 classes wrote to a local MP to request a Crossing Patrol Officer to help children safely cross the road near school. Children are aware of the power of campaigning to raise awareness with a Y4 child saying campaigning is about, " <i>getting a group of people to be on your side,</i> " and shared ways in which this could be achieved.