



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	<b>Holy Name Roman Catholic Primary School</b>
<b>Local Authority</b>	Manchester
<b>Number of pupils on roll</b>	181
<b>Head of School</b>	Damian Regan
<b>RRSA Coordinator</b>	Fotini Michael
<b>RRSA Assessor</b>	Martin Russell
<b>Date of visit</b>	15th July 2019
<b>Attendees at SLT meeting</b>	Headteacher, RRSA Lead
<b>Number of pupils interviewed</b>	15 in focus group and others spoken with in class visits on the learning walk
<b>Number of adults interviewed</b>	5 parents one of whom is a parent governor, 1 teacher and 2 support staff spoken with during the tour
<b>Evidence provided</b>	Written evidence, learning walk, class visits
<b>Date registered for RRSA</b>	December 2017
<b>Bronze achieved</b>	February 2018

### ACCREDITATION OUTCOME

Holy Name Roman Catholic 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.

- All members of the school community know a wide range of articles from the UN Convention on the Rights of the Child and how these apply to their own circumstances. Those spoken with understood that the rights are universal and unconditional, and pupils and adults are beginning to understand the concepts of 'rights holders' and 'duty bearers'.
- Children described how they learnt about their rights from assemblies, from their charters in classrooms, through rights respecting displays and from references to rights in lessons. The older pupils have led activities about rights for the younger classes. A rights respecting mascot design competition was underway at the time of the visit and had attracted widespread interest.
- Pupils were able to explain how some children do not get their rights: "*Children who live in countries where a lot of people are very poor, might not get proper shelter or free education. Others described that some children are not safe or might not get their voice listened to.*"
- Links to rights are being woven into the schemes of work for many topics and themes in the curriculum. Events throughout the school year, such as religious festivals are also linked to rights.
- The leadership, governors and wider staff and parent bodies are committed to the school becoming rights respecting. The Head of School is clear that "*We want the children to be confident in the knowledge of what their rights actually are.*" There has been training for staff on what it means to be a rights respecting school. There is recognition that the knowledge of rights is having a positive impact on the children; furthermore, as one adult commented, "*It engages the staff too in terms of activism and awareness.*"

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

- Embed a clear understanding of 'rights holders' and 'duty bearers'. (Outcome 1)
- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older pupils it's place within the wider framework of Human Rights. (Outcome 1)
- Continue to support teachers to make explicit reference to relevant articles when planning the learning across most aspects of the curriculum. (Outcome 1)
- Enable the children/young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through [The World's Largest Lesson](#) (Outcome 1)



## 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.

- It was clear that the children understood fully that they should make it known if they felt that their rights were not being met. One parent really valued her child's knowledge of rights explaining that *"It's so good that he knows this, it will keep him safe."*
- Children spoke about the many ways the school encouraged good relationships. They understood the concept of respect with one child explaining, *"It's about not being judged by other people."* Recognising that fall outs and disagreements do happen, the children explained how their rights can help in finding resolutions and one pointed out that, *"Even if you fall out, you both have the right to be safe."* Another pupil asked about how adults might support situations of conflict said, *"The teachers care about you. Arguments are handled calmly, without any shouting."*
- Children spoke about the different ways the school supports them with their wellbeing. They described the healthy school meal with a salad bar and the encouragement to stay hydrated throughout the day. They also mentioned fitness and exercise through PE and extra-curricular clubs and particular mention was made of Health and Fitness Week which they saw as linked to Article 24.
- Inclusivity is a high priority for the school, and it was evident that the school's Catholic Christian ethos has been complemented by the introduction of the CRC. Parents spoke with particular enthusiasm about the ways in which the school welcomes and values families of any faith tradition or none, *"I feel they really understand and respect different religions."*

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

- Continue to embed the Unicef RRSA [Charter Guidance](#) and focus on the language of 'respect for rights'. When charters are next reviewed, endeavour to include actions for duty bearers as well as for children. (Various outcomes)
- Ensure that children and adults are kept informed on the school's provision to support their physical and mental health and wellbeing, and that information is accessible to all, and that they understand how this relates to their rights. (Outcome 5)
- Continue to explore the role children and young people play in engaging in their right to learn. Consider, with them, how this can be further enhanced. (Outcome 7)



## 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.

- Pupils understand the concept of democracy and how it is applied in their school. They elect the different Councillors and have good systems of accountability, where pupils report back on meetings and ask for opinions about proposals.
- The school council plays an important role in giving a voice to pupils' opinions and the children were able to identify improvements to the life of the school, which they had been involved in. Recently, they *"Decided that we should have Eco Councillors...they now help us with things like recycling."* Pupil voice has also resulted in the broadening of activities at lunchtime and the provision of additional play equipment. One of the adults commented, *"It's good that they are growing up with more confidence. They are better people. Sometimes they leave you speechless!"*
- There is a long tradition of charity fund raising in school, and pupils are beginning to see how their actions support other people to access their rights. Charities mentioned by the children included Cornerstone, supporting people who are homeless, St Joseph's Penny, helping vulnerable children and families and, with a global focus, CAFOD. A parent commented: *"The children show so much empathy. It's good that they understand the issues when we look at the news together."*

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching. (Outcome 8)
- Enhance ambassadorial activity by enabling children and staff to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community. (Outcome 9)
- In addition to your well established and successful charity fund raising, facilitate more opportunities for the children to initiate powerful advocacy and campaigning work on local and global issues, linked to children's rights. Consider joining in with Unicef UK's [OutRight](#) Campaign. (Outcome 9)