



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	St Edward's Church of England Academy
Local Authority	Staffordshire
Number of pupils on roll	714
Headteacher	Tom Hutchinson
RRSA Coordinator	Rebecca Rose
RRSA Assessor	Gerry McMurtrie
Date of visit	21 May 2021
Attendees at SLT meeting	Headteacher and RRSA Lead
Number of pupils interviewed	15 pupils across 3 year groups
Number of adults interviewed	Headteacher, RRSA Lead and Parent Governor
Evidence provided	Silver Evaluation, digital evidence, focus group conversations
Date registered for RRSA	21 December 2018
Bronze achieved	16 July 2019

ACCREDITATION OUTCOME

St Edward's Church of England Academy has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

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Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

unicef.org.uk/rights-respecting-schools



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.

- Pupils had a good awareness of rights and were able to share a wide range of articles that they knew they were entitled to. They understood that rights were from birth, were unconditional and for every child around the world. They were able to link global issues such as poverty, natural disasters, climate change and wars as reasons why some children may not be able to experience their rights. Pupils agreed that it was a governments responsibility to make sure that every child in their country could access their rights. One pupil said, *“It’s not fair that some children go without...we need to have every school teaching about rights so everyone knows them and can stand up for them.”*
- Pupils are learning about rights through assemblies, class conversations and topic work, particularly through key curriculum areas such as RE, PSHE and English. All subject areas are beginning to link articles to relevant topics, with further work planned to embed through curriculum planning.
- It was clear that the school are committed to ensuring every child has a happy, safe, nurturing school experience. The Headteacher, staff and parent governor spoken with understood the role that RRSAs had played in whole school improvement. The Headteacher said, *“It links in with everything we do...our ethical framework and our values of respect. Relationships are strong...we work to find a way to support every child...it’s palpable, that fuzzy feeling you can’t quite measure...but you know it’s there. It’s showing care and compassion.”*

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

- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- Ensure staff and young people 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 RRSAs resource [ABCDE of Rights](#).
- Ensure the school community have a clear understanding of the concepts of ‘rights holders’ and ‘duty bearers’.
- Continue to support pupils to develop their understanding of sustainable development. Continue exploring the UN Global Goals (Sustainable Development Goals) through The [World’s Largest Lesson](#) and how they impact on children’s rights and the wellbeing of the planet.

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- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. For example, consider staff CDP at the beginning of each school year to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this.
- Support parents/governors/families and the wider community, to learn about and understand the CRC and engage with the school's rights respecting journey. This could include support and information on the website/school newsletter and home learning activities, open days and transition events.

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.

- Pupils understood that staff, as duty bearers, were responsible for ensuring that every child's needs are met. Pupils shared that if they had a worry, they knew they could go to a form teacher, House Leader, use the worry box, online bully box, or speak to another member of staff. One said, "*They listen to us...they always help us.*" Pupils reported feeling safe in school, sharing examples such as security gates around the school, fire alarms, support staff in the playground, anti-bullying ambassadors, hand sanitizer stations, and their awareness of online safety.
- Relationships across the school are strong. The school places the inclusion of all pupils high on their agenda, as evidenced with their recent successful Stonewall award for their diversity and inclusive curriculum while actively encouraging pupils to challenge stereotypes and negative behaviours.
- Pupils social and emotional wellbeing is a priority, and something the school have particularly focused on during the pandemic. Pupils recently engaged in Mental Health Awareness week, Anti-Bullying week and Online Safety week and have been learning about healthy lifestyles and healthy choices.
- Pupils are active participants in their own learning and supported to track their progress. Pupils shared that they set targets, provide feedback through class conversations and pupil questionnaires, and all confidently shared that if they needed support, they would ask for it, and staff would provide it.

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

- Ensure that children and young people are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights.
- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school.
- Further opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.

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- Explore with staff, children and young people the concept of 'dignity' – what it means and how it underpins policies, actions and interactions between everyone at school.
- Support children and young people 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, hot seating, P4C approaches and debates underpinned by rights.
- Ensure that children, young people and adults know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination.

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 are able to join a wide range of pupil voice groups and of those spoken with, were confident that they were listened to and able to share their ideas for school improvement with staff. Recent examples were through pupil requests for topics for drop down day, play equipment and new uniforms.
- Aside from involvement in supporting a wide range of local and global charities and events, pupils have taken part in Online Parliament sessions, which led to them writing to the local MP to discuss the issue of homelessness in the area. Further work is planned to enhance pupil involvement in actively standing up and campaigning for issues and causes they believe in, using the CRC as a platform.

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

- Continue to provide opportunities for more children and young people to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Continue to develop children and young people'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 and young people 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 UK's [Youth Advocacy Toolkit](#).

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