

RRSA REACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Bidston Avenue Primary School
Headteacher:	Mr S G Brady
RRSA coordinator:	Mrs R Gupta
Local authority:	Wirral
Number of pupils on roll:	425
Attendees at SLT meeting:	2
Number of children and young people spoken with:	12
Adults spoken with:	1 Teacher, 1 support assistant/parent, 1 governor
RRSA key accreditations:	Date registered: December 2013 Bronze achieved: October 2014 Silver first achieved: July 2015
Assessor:	Wendy Watts
Date of visit:	15 th July 2022

ACCREDITATION OUTCOME

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

Bidston Avenue Primary School has maintained the standard for UNICEF UK’s Rights Respecting Schools Award at Silver: Rights Aware.

EVIDENCE FROM THE REACCREDITATION 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.

- Children spoken to were knowledgeable of a wide range of rights from the CRC and aware that rights are universal and inalienable. They gave several examples as to why some children may not get their right this included a boy explaining that this may happen where *“Countries don’t have facilities and they don’t have much wealth.”* Other children built on this response by adding that they might not get access to their right to water, education or be protected from war.
- Learning about rights is achieved through charters, displays, games and the PSHE and RE curriculum. Staff are well supported by the RRSA lead and regular opportunities are created for them to learn about the convention through meetings, training, and resources. The RRSA lead spoke about the difference that adopting a RR approach has made and that by including it more in teaching she *“feels more confident about using rights.”*
- Parents are routinely informed about the Convention through letters, displays, the school’s Facebook page and the right of the week is sent in a PowerPoint format for families to discuss. The Chair of Governors works closely with the school, explained that governors are informed about rights through meetings, the head teachers report and visits and that *“There is an emphasis on every single child in the school being looked after.”*
- Staff say that a visit to the school from a Ukrainian family helped children to *“associate rights and see that not all rights are fulfilled.”* It was evident that this insight was highly valued and helped to humanise their experience which staff felt was often seen as a concept rather than a reality.

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.
- Consider 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.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects/ topics and in their daily interactions with children and young people.

- Support parents/governors/families/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 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.

- Children displayed a good understanding of how they accessed their rights, a child explained that they *“Use rights every day, at play and lunch,”* another child added that *“The library gives us a right to an education and to relax.”* The Head teacher mentioned that children are *“Comfortable to talk to us as they realise, we are duty bearers.”*
- When asked about how they are kept safe in school they identified staff and other aspects of safety including road, sun, and safety devices such as codes on doors. A boy explained that *“there’s tons of protection in school.”*
- The emotional wellbeing of children is well supported through a bonding week at the start of the year, Place 2 Be providing support to parents to positively influence children, a nurture scheme linked to the PSHE scheme of work and specialist interventions used to provide additional support to children, where needed. Many after school clubs are on offer which support children with their physical health. The Mini Mermaids and Young Tritons group is supported to build up their ability to complete a 5K run, along with their emotional wellbeing, using a focus on raising their confidence is a core part of this work.
- Good structures are in place to support children with their learning, assessment data is shared with children enabling them to understand why they have certain targets. Pupils know how to make progress and described the ways in which they were supported through their learning. Collectively they said that they accessed this through ‘interventions, talking and sharing ideas, being rewarded for good progress and *“top tips from teachers so that they could work better.”* parent explained that her child gets verbal feedback and ‘knows the next steps.’

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

- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.

- 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.
- Develop the role children and young people have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.

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.

- The School Council led a whole school discussion to create a solution to an issue around P.E kits, children were invited to vote on whether they preferred to wear their P.E kits to school and the outcome was that this was their preferred option. This was a prominent issue for pupils as there are many opportunities to participate in physical activity and resulted in positive outcomes such as more children participating in P.E. for longer as time was not lost though having to change in and out of school uniform.
- The curriculum has allowed for significant pieces of work to be conducted on sustainable development and global issues have made considerable impact on children’s knowledge on issues. COP26 provided a key focus point in children’s’ learning and it was clear, that children are aware of a range of issues and spoke confidently linking impact to systematic degeneration. A year 3 child described how waste such as *“Plastic ends up in animals’ stomachs,”* and they can become extinct because of this action. A girl explained that *“You don’t have to drive somewhere that’s not far away, you can walk.”* A teacher added that children will arrange car sharing themselves for longer journeys.

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

- Continue to provide opportunities for children and young people 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, policy review processes, the evaluation of learning and teaching etc.
- 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’s Youth Advocacy Toolkit. For fundraising, consider involvement with the Soccer Aid Schools Challenge
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.