

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Mytham Primary School
Headteacher:	Mrs Angela Bogle
RRSA coordinator:	Mrs Stacey Burke
Local authority:	Bolton
Number of pupils on roll:	360
Attendees at SLT meeting:	Headteacher and deputy headteacher
Number of children and young people spoken with:	10 pupils from Y2 to Y6
Adults spoken with:	2 teachers, 2 parent governors and 2 parents
RRSA key accreditations:	Registration: June 2022 Bronze: July 2022
Assessor:	Sarah Hodgkinson
Date of visit:	20 th November 2023

ACCREDITATION OUTCOME

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

Mytham 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.

- The children at Mytham have a good knowledge and understanding of rights. They are familiar with a wide range of articles and are confident in the concept of rights. One child commented, *"Rights are for every child in the world."* Children understand that rights are inalienable. One child explained, *"No matter what you've done, rights can't be taken away; they're that important."*
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children. The headteacher described how the school has been involved in teaching and learning about children's rights for many years before becoming aware of the RRSA. She explained, *"Children's rights have always been at the heart of everything that we do."*
- Children learn about rights in assemblies, lessons, themed weeks, the Personal Development Curriculum and 'Big Questions' which are explored weekly. Examples of recent 'Big Questions' include *'Are boys better than girls?'* and *'Is it ever OK to steal?'* These questions are examined through a rights lens and help to deepen children's understanding of rights.
- There has been a strategic approach of senior leaders to embed a rights-based approach, putting it at the core of the school's ethos and priorities. A governor commented, *"Children's rights are interwoven through the whole school priorities."*

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

- Ensure staff and children 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 RRSA resource [ABCDE of Rights](#) and [Myths and Misconceptions](#).
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.
- Support children to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events so that they develop a heightened sense of justice and equity for all children.

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.

- Class charters are developed each year with pupils, and regularly revisited to see how well the rights are being respected and if there is anything that needs to change. One child shared examples of rights from the Turtles' Class Charter and how they had chosen, "...the right to an education and the right to be listened to."
- Relationships are based on mutual respect and trust. Learning about rights is affecting relationships in a positive way. Staff spoke passionately about 'The Mytham Way' and the mantra of 'Be respectful, be kind, be resilient' and how it helps to raise awareness of positive behaviours within a framework of children's rights.
- All children agreed that they felt safe at school and that they know what to do if they needed support. One child explained, "I've been stressed out a lot because I have a lot going on and I feel like I could talk to anyone; a teaching assistant or a teacher." A Y2 child commented, "Everyone is really kind" and another Y2 child added, "We do Forest School, and it makes us feel calm so we can do our learning better."
- There is a strong focus on the health and wellbeing of students within the context of rights so that children feel supported and protected. Children and staff spoke highly of the Pastoral Team and one child commented, "They help you inside and outside of school." Another child explained, "You don't have to say that you feel down because a teacher will notice and ask how they can make you feel better."
- The school has a culture of inclusivity and respect which is understood and articulated by children and adults alike. A staff member commented, "They have an awareness that some children's needs are different than others." Parents also shared examples of how their children are developing an understanding and acceptance of how children think and learn in different ways.

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

- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- 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 and children the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school.
- Provide opportunities to explore and celebrate diversity in a range of ways.

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.

- Pupil voice is valued highly, and the range of pupil voice groups gives opportunities for children to put their suggestions forward and for these to be acted upon. Some of the pupil groups include The Wellbeing Ambassadors, The Change Makers, Eco Team and Activity Leaders. The Wellbeing Ambassadors recently led an assembly about the use of 'banter' and one child explained, *"We set up a PowerPoint to share about 'banter' in assembly and we got people to share their ideas."* A member of staff added, *"Pupil voice is massive here and the RRSA framework has given us a vehicle to drive it forward."* Children feel listened to, that their views matter and that they can make a positive difference. One child explained, *"The grown-ups listen. If something should be added or improved, the teachers will write stuff down and take note."*
- The school has explored the global goals using the World's Largest Lesson and used them as an inspiration for activism. Children are confident using the language of campaigning to know how they can make a positive change. Children talked about the Go Girl project and how they worked on making the toilets a more gender-neutral space. Children have also been learning about climate change and plastic pollution in the ocean. Parents spoke the benefits of empowering children, explaining, *"My child is in Y1 and is keen to be a Change Maker because they understand the benefits and really want to be a part of it"* and another parent explained how the school is working hard to ensure an all-round education, explaining that their child is, *"...so aware of the world around us and asking questions about it."*

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

- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Continue to develop children'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.
- Develop campaigning and fundraising activities from the perspective of rights, justice, and equity so all children are seen as rights holders rather than just recipients of charity.
- Support children 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.