

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Somerdale Educate Together Primary School
Headteacher:	Chris Thomas-Unsworth
RRSA coordinator:	Sam O'Regan
Local authority:	Bath and North East Somerset
School context:	There are 232 children on roll; 9.8% receive support through the Pupil Premium. 16.7% of the children are on the SEN Support Register and 2.2% have an EHC Plan. 5.8% of the children speak English as an additional language.
Attendees at SLT meeting:	Headteacher and deputy head, who is the RRSA coordinator
Number of children and young people spoken with:	26, in two focus groups
Adults spoken with:	3 parents, 2 of whom are Local Board Governors, a teacher, a member of support staff and the co-Chair of the Trust
Key RRSA accreditations:	Registration: February 2019 Silver achieved: April 2021 Gold previously achieved: July 2022
Assessor(s):	Martin Russell
Date:	20 th May 2025

REACCREDITATION OUTCOME

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

Somerdale Educate Together Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

STRENGTHS OF CURRENT PRACTICE

This report is based on a virtual reaccreditation visit. 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 range of digital evidence.

It was evident during the reaccreditation visit, and from the evidence, that children's rights continue to be embedded across the school and underpin every facet of school life.

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.

Strengths include:

- Passionate and confident pupils who understand the importance of rights and are empowered to drive change within their school. One of the adults commented, *"It's become a way of life for them, it's how they think and feel."* Conversations with the children demonstrated that they understand how their rights relate to all aspects of their lives.
- The school's culture and ethos, based on the Educate Together philosophy and skilfully interwoven with children's rights and wider human rights principles. As one of the adults explained, *"The language of rights and respect is integral; children's rights underpin everything we do, it is the glue that holds everything together."* The 'Ethical Curriculum' complements and frames the school's child rights approach.
- The highly effective leadership of RRSA at all levels, from pupil leadership through to the Trust Board. This whole school approach ensures the sustainability and consistency the school's child rights commitment. Of particular note is the way in that the school's deep engagement with rights is woven onto staff recruitment and induction; *"New colleagues don't just learn about what we do but we help them to understand why we do it."* said the headteacher.

Strand B: Teaching and Learning through Rights

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.

Strengths include:

- The strength of relationships and the school's highly inclusive culture. These were evident in all interactions witnessed during the visit and were made clear by the way in which the children spoke about their duty bearers, *"The adults really do respect our rights, they listen to us, help us to be safe and they make sure we get our right to an education."* When asked about what makes them proud of their commitment to rights one ambassador said, *"It's so good that nobody is discriminated against in our school."*
- Positive relationships are promoted through the core values of dignity, respect and non-discrimination. A parent spoke of the strong sense of empathy demonstrated by the children. When things go wrong, a supportive and sensitive restorative framework is used; this explicitly refers to children's rights and encourages reflection as to how actions to respect the rights of others can be strengthened in the future.
- The children's deep awareness of the importance of all aspects of their health and wellbeing and their understanding that this is underpinned by rights. They spoke extensively about the importance of looking after all aspects of their health and the many ways in which they are encouraged to be aware of and talk about their emotions and their mental health.

Strand C: Teaching and Learning for Rights

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.

Strengths include:

- A culture that routinely values and empowers the views and influence of the children, as one of them said, *"We expect to have our opinions heard...it's not just all about the adults making the decisions."* Through the school's innovative Listening Teams, children are directly involved in the realisation of the School Development Plan. Practical examples of children's ideas being acted upon are numerous and include their initiative to introduce a 'Worry Monster', this large model is accessible to all and is an additional way for children to share any worries or report incidents of bullying confidentially.
- Growing opportunities for children to engage in campaigning and speaking up for the rights of others locally and globally. Within the planned curriculum opportunities have been identified for each class to make their views known on a range of issues; examples included Y3 children writing

to their local supermarket about single use plastics and Y6 writing to their MP about the many impacts of 'fast fashion.'

RECOMMENDATIONS

The following recommendations were discussed during the feedback meeting, to support the school to sustain its practice at Gold: Rights Respecting.

Recommendations:

- Create further opportunities for pupils and staff to revisit the origins and wider context of children's rights. Remember that the school has access to [RRSA training courses](#) and [RRSA Spotlight](#) staff training resources and the [Article of the Week](#) learning activities for pupils.
- Further develop opportunities for children and adults to be ambassadors for rights and the RRSA through your networks and in the local community.
- Build on the curriculum-based campaigning opportunities for children to challenge injustice, creating further opportunities for all year groups to be involved in advocacy work on children's rights. Consider using the UNICEF UK [Youth Advocacy Toolkit](#).