RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St. Stephens Community Academy
Headteacher:	Maura Furber
RRSA coordinator:	Alison Hobbs
Local authority:	Cornwall Council
School context:	St. Stephens Community Academy has 204 pupils on roll, of which, 41% are eligible for Pupil Premium, 53% have been identified as having additional needs and 8% speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	12 pupils form the steering group 10 pupils from across year groups
Adults spoken with:	2 parents, Chair of Governors, Teacher, TA.
Key RRSA accreditations:	Registration: 16th September 2015 Silver achieved: 20th July 2016 Gold previously achieved: 13th June 2023
Assessor:	Stuart Whiffin
Date:	16th July 2026

REACCREDITATION OUTCOME

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

St. Stephens Community Academy 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:

- Articulate pupils who demonstrate a secure and developing understanding of children's rights and confidently apply this knowledge to their learning and everyday experiences. Staff and children spoke confidently about the language of rights and made meaningful links between rights, British Values, school values and Protected Characteristics. *"They are for all children everywhere, no matter what." said* one pupil. The school has developed a culture where children use their knowledge of rights to identify opportunities for further improvement. The headteacher explained, *"The awareness of equality and equity of each other is having a real Impact, our pupils have a real respect for each other."* The RRSA lead added, *"The impact is really strong. Now children know their rights, they are spotting how we can continue to develop and are always looking for ways to improve."*
- A planned and progressive curriculum that ensures that children's rights are embedded across all areas of learning. The school explained that rights education is reinforced through weekly Rights Respecting assemblies, Picture News and the PSHE curriculum, providing children with regular opportunities to *"…revisit and deepen their understanding of rights."* Staff discussed how cross-curricular links encourage pupils to explore local and global issues and apply their understanding across different subjects. This was demonstrated when children spoke of the denial of rights. *"Some children are living where there is war, so they can't enjoy their right to relax, or have an education as the school might have been destroyed."*
- Strong partnerships with parents and carers help to reinforce children's understanding of rights beyond the classroom. The school explained that families play an active role in reviewing the school's Core Values Charter alongside pupils and staff, ensuring that relationships, communication, trust and respect reflect the views of the whole school community.

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 extent to which pupils can articulate how duty bearers in their school are responsible for ensuring their rights are met. Staff discussed how, *"Introducing the language of 'duty bearers' has strengthened not only rights language but the relationships between adults and pupils. Our children know that we must uphold their rights for them and this has opened up some wonderful conversations around respect and trust. Children know that all adults in the school will do all they can to help them if they need it."*
- The use of a common language of rights across the school supports pupils to explore and discuss a range of issues. The school explained that a *"…consistent, values-led approach, underpinned by respect is embedded through class charters, assemblies and our interactions with pupils."* Children spoke confidently about equity, linking this with rights, *"We all have the same rights, but some people need different things to get all of their rights, like extra help."*
- A strong focus on the health and wellbeing of pupils within the context of rights, ensures that children feel supported, valued and nurtured. Staff explained that wellbeing is prioritised through inclusive provision, strong relationships and a consistent nurturing approach that enables all children to participate fully in school life. Children spoke of feeling listened to and knowing that adults respond to their views and concerns. *"If we have a problem or are feeling a bit sad the teachers will talk to you and try to make it better."* Said one pupil.

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 passionate Rights Respecting Steering Group who are increasingly taking ownership of reaching out to their community to share their knowledge of children's rights. The school explained *"…pupils are provided with a wide range of leadership opportunities to promote rights within and beyond the school."* Members of the Steering Group lead initiatives, model rights-respecting behaviour and inspire younger pupils to become future changemakers. *"It is our job to make sure everyone knows their rights; we check what rights are in the classrooms."* Children spoke proudly about presenting their work at the Cornwall Changemaker Conference and sharing their ideas with a wider audience, demonstrating growing confidence as advocates for children's rights.
- Pupils who are confident using the language of campaigning and know how they can make positive change. Children spoke of recognising when rights are not being realised and described how they take action to support others both locally and globally. The school explained how

pupils independently planned and led fundraising for WaterAid after learning about the right to clean water. This focus was prompted after a burst water pipe locally left the school without water. *"Because of the water pipe issue, the children experienced first-hand what it feels like to not be able to enjoy the right to clean water, they hadn't thought of the wider implications of loss of waters such as toilets and cooking school meals."* Explained the headteacher, *"We wanted to fundraise and make a campaign so all children get to have water, we only had no water for a little time but lots of children have to live like that."* explained one child.

RECOMMENDATIONS

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

Recommendations:
▪ Continue to strengthen knowledge and understanding of the concept of rights (e.g. rights being inherent, inalienable, indivisible, universal and unconditional). Consider using the UNICEF UK's ABCDE of Rights resource to support staff and the whole school community. ▪ Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Consider using resources on the UN Global Goals website to support this. ▪ Continue to act as ambassadors for children's rights and the RRSA programme through your networks and in collaboration with the local authority and other schools.