

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Manadon Vale Primary
Headteacher:	Hayley Gilbride
RRSA coordinator:	Jessica Bryssau
Local authority:	Plymouth
School context:	Manadon Vale has 414 pupils on roll, of whom, 52 are eligible for Pupil Premium, 70 have been identified as having additional needs and 38 pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Lead and Assistant Head
Number of children and young people spoken with:	15 pupils from the Rights Group 20 children from across year groups
Adults spoken with:	Parent Governor, KS2 Lead, Chair of Governors, 2 x Teachers.
Key RRSA accreditations:	Registered for RRSA: 20 October 2023 Bronze achieved: 5 December 2023 Silver achieved: 6 June 2025
Assessor:	Stuart Whiffin
Date:	19 June 2026

ACCREDITATION OUTCOME

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

Manadon Vale Primary has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation 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 collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Pupils who have strong knowledge and understanding about how children's rights are affected globally and how this connects to the UN Sustainable Development Goals.
- Committed staff who have engaged in a wide range of child rights education CPD, which has positively impacted teaching and learning about rights across the school.
- The caring and nurturing ethos of the school, where the values of dignity and respect are lived and valued by the whole school community.
- The extent to which pupils feel empowered to campaign for change and advocate for children's rights.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue teaching and learning about rights across the whole school community. You might like to use the [Article of the Week](#) learning activities, and staff CPD on [Embedding Rights within the Curriculum](#) to support this.
- Continue to strengthen Early Years engagement with the RRSA journey, embedding rights respecting language and delivering staff CPD. Consider using the [RRSA guidance for Early Years practitioners](#).
- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice, distributing the leadership of the Rights Respecting practice further throughout the school. Consider engaging a range of staff with [RRSA training courses](#) and using the [RRSA Spotlight](#) staff CPD resources included in your membership.
- 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.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	Children spoken with had a strong knowledge of rights and were able to explore how these rights are upheld for them at school. <i>"We have the right to be safe, so we have fire drills to make sure we know what to do,"</i> said one pupil. Children spoke confidently of the nature of rights, stating, <i>"Rights are for every child, everywhere,"</i> and, <i>"...they cannot be taken away, and they do not have to be earned."</i> It was evident from talking to staff that knowledge of rights has become fully embedded through the curriculum and whole school events. The pupils have introduced a rights mascot to display around the school, with children commenting, <i>"When we see it, we know the display is something to do with our rights, but we have to work out what."</i> Children have explored through the curriculum the ways in which rights may be denied to children locally and globally, e.g., <i>"Some children are living where there is war, so they can't enjoy playing or relaxing."</i> Another pupil added, <i>"...and sometimes there are earthquakes or floods which stop the children going to school or having an education."</i> Staff and pupils lead 'Right of the Week' assemblies to ensure there is full coverage of articles throughout the year, which are then further explored in classroom lessons. The headteacher spoke of the impact becoming a Rights Respecting School has had: <i>"...the legacy of these children growing up, not just understanding their rights, but knowing what they can do if they have an issue. We have children now taking it upon themselves to contact their own MP suggesting ways that the area can be improved."</i> Parents/carers are kept informed of the rights journey through newsletters, social media posts, whole school events and through formal and informal meetings with staff. Governors spoke of how they are given presentations by the rights group and have seen firsthand how, <i>"...this is now part of all considerations when looking at what is best for the children in our care."</i>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the CRC.	Children in the rights group spoke of how they undertake learning walks to check classroom charters have the correct rights listed and that there are actions for rights holders and duty bearers. <i>"If we spot something that could be improved, we chat with the class or the teacher to let them know how they could improve this,"</i> explained one pupil. Children spoke of how equity is explored through thinking about what each other needs to, <i>"...be the best we can be."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Staff explained how the school is a trauma-informed school, and how the training and approach has been underpinned by rights. Pupils discussed restorative conversations that happen after a disagreement and linked this to dignity: <i>"The teachers let us both talk and do not pick sides, everyone gets a turn and then we think of ways we can solve the problem together."</i> Another child said, <i>"All of our rights are given to us; we understand each other and treat each other with respect."</i>
4. Children and young people are safe and protected	Children spoken with gave several examples of how their right to be safe is upheld, e.g., <i>"...we shouldn't talk to strangers on the internet, and we learn about why we shouldn't give people our address or password."</i> Other

and know what to do if they need support.	children spoke of how the playground charters that have been introduced help children stay safe on the playground: <i>"We made the playground charter, so everyone knows the way to be safe on the playground, everyone has their own space to do what they want to do now, so it's much better."</i>
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children explored Article 24 and discussed how the school not only looks after their physical health, but also their mental health and wellbeing. A year 2 pupil said, <i>"We have fruit in year 1 and 2 and the school gives you fruit if you have forgotten to bring yours."</i> Others spoke of having regular PE lessons and a recent visit from the dentist to discuss the importance of brushing their teeth. Staff discussed how the work on duty bearers has, <i>"...strengthened relationships when children need someone to talk to, they know we are here to listen and support their mental health where needed."</i>
6. Children and young people are included and are valued as individuals.	Staff have a strong understanding of pupils' different backgrounds and needs, and this is seen in practical approaches such as targeted access to free clubs and wider opportunities. Children also spoke positively about inclusion in everyday school life, for example through playground buddies and older pupils adapting games so younger children could take part, showing that rights, fairness and belonging are becoming lived experiences.
7. Children and young people value education and are involved in making decisions about their education.	Children spoke of the choice they have within their own learning: <i>"We have different chilli challenges we can choose in class, and we can try the harder ones if we feel like a big challenge."</i> Children spoke positively of this approach, with one saying, <i>"If you are not having a good day, you might choose the easier challenge, but if you feel confident, you can choose the harder one."</i> Staff discussed how they involve children in planning and use their questions and discussions to help steer the direction of topic work.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Staff discussed how children know their views are taken seriously through pupil voice strategies that lead to visible change. A member of staff said, <i>"The RRSA and Pupil Parliament group meets fortnightly to discuss whole-school issues, reflect on what is going well and identify improvements. This has given our pupils a clear route to influence school life."</i> Children discussed the changes they have made, including the creation of the Playground Charter from pupil feedback, involvement in the headteacher interview process, leadership of Anti-Bullying Week and fundraising ideas for Red Nose Day. Children spoke of researching which rights are upheld by supporting the charities they fundraise for throughout the school year.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children were able to talk about campaigns that matter to them, including their road safety campaign, focused on safer school pick-up and drop-off, where some children took the initiative to raise concerns with their local MP and councillors. They also showed awareness of the rights of others through charitable action, such as organising mini-shops and creating products for others to buy, including a book charity initiative. <i>"We wanted to raise money to help children who are not getting their rights, so we made a charity book sale, so we raised money to help children get their rights and children here had a new book to help them with their right to an education,"</i> said one pupil. Staff discussed how, <i>"Children now see themselves as active rights holders and global citizens who can speak up, campaign and take practical action to support others."</i>