



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Beaver Road Primary School
Local Authority	Manchester
Number of pupils on roll	701
Headteacher	David How
RRSA Coordinator	Hilary Silva
RRSA Assessor	Philippa Bonorino
Date of visit	13.11.2018
School Evaluation received	Silver form received
Attendees at SLT meeting	Executive Headteacher, Headteacher First School, RRSA lead, Business Manager
Number of pupils interviewed	22 plus others on classroom visits
Number of staff interviewed	2 teachers, 2 parents, 2 governors
Evidence provided	Learning walk, written evidence, class visits
First registered for RRSA	January 2018
Bronze achieved	February 2018

ACCREDITATION OUTCOME

Beaver Road 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.

- Children can speak about very many of the articles from the Convention, including the right to be listened to, the right to be treated fairly, the right to one's own religion and language, the right to an education, the right to privacy and the right to relax and play. Some know the numbers of the articles. Pupils understand that the rights are unconditional and apply to all children everywhere.
- Articles are clearly visible around school and in the playground on display boards and charters. Posters and other displays around school have been linked to rights. There is a prominent Rights Respecting School display in the reception area and leaflets for parents or other visitors about Unicef. The article of the fortnight is displayed on a prominent board, as well as being communicated in the weekly RR assembly and to parents in the newsletter. Parents and governors receive good information about the rights. A parent said: 'My children talked at home about their right to be healthy and how that means having nutritious food and plenty of exercise.'
- Children and young people understand that not everyone may be able to access their rights all the time and gave the examples: 'poverty and war and having to pay for education can stop children going to school.'
- There have been training sessions for teachers and all support staff to help embed the principles of RRS into school life. Some of these sessions have been pupil-led. The rights champions have spoken to governors about why it is important to learn about rights.
- There is a growing understanding of the roles of duty bearers in relation to rights holders. One member of the school council said: "I asked my mum 'Are you a rights holder or a duty bearer?' and she wasn't sure, so I explained it to her"

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

- Find creative ways of making articles even more visible and high profile around the school and on the website.
- Enable the children/young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through The World's Largest Lesson
- Embed a focus on the planned learning about children's rights throughout more aspects of the curriculum.



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.

- All classes, including the nursery, have their own charters, with different articles depending on the age of the children. Children and staff refer to the charters and the article of the fortnight, which is often linked to events in school, such as Anti-Bullying Week or a religious festival. A rights champion explained: 'There are only a few articles in simple language on the nursery charter, so the youngest children, who have only just started to learn about their rights, can understand them more easily.'
- Many children speak with confidence about how positive relationships are encouraged. A pupil said: 'We are a rights respecting school. That means we are listened to and our opinions are respected.' A group of pupils performed a rap they had composed about enjoying their rights and another pupil had composed and performed a rap about treating everyone with dignity. In several of the classrooms in the first school, there is a kindness tree, where the class hang cards which celebrate kind things the members of the class have done. Rights champions are learning how to be peer mentors and help resolve minor issues among pupils.
- Most children say they feel safe in school and know who to speak to if they are concerned. Pupils are very aware of safety and how to stay safe on-line, and of other measure in place for their safety, such as registers. The school uses colour-coded zones of regulation to enable children to communicate how they are feeling, and staff follow up anyone who is unhappy.
- Many pupils talked about the ways the school helps them feel included and valued. There are many opportunities for them to take on leadership roles, such as school councillors, rights champions and digital leaders. The school council is a SMART council. A pupil explained: 'This means as many people as possible are involved and they always feed back to their class after a meeting.'
- Many children speak with pride about their school and their enjoyment of learning. A pupil said: 'We have a choice in some lessons, like PE, Art and Music.' A parent described the positive effect the greater involvement in decision-making had had on his child: 'They are more confident and better able to cooperate and communicate.' Recently, pupils made a presentation to governors about how they like to learn and to receive feedback.

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

- Consider embedding articles and the principles of the CRC in more school policies to demonstrate that the CRC fully underpins every aspect of school life.
- Explore the role children and young people play in engaging in their right to learn. Consider, with them how this can be further enhanced.
- Aim to participate in RRSA training to support your journey Gold.



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.

- Children speak about the many opportunities they have to express their opinions and have a real say about what happens in the school. The juniors have just moved into a new school building and a pupil explained: 'The School Council asked everyone for their views about the move and reported back what pupils said.' Earlier in the year, there was a bagel boycott, because the pupils felt they were too expensive, so they had a discussion about prices with the catering manager.
- Pupils in the First school had the idea to use an empty classroom as a lunch-club and are in the process of making it welcoming with a big display on the wall featuring Article 15. They have also collected games and toys for children to play with there if they do not want to go outside at lunch-time.
- Pupils were involved in the recent appointment of a senior member of staff. A pupil panel met all the candidates, asked them questions and then gave the appointing panel their opinions. The answers to questions about rights had a significant influence on the pupils' judgements.
- Many children spoke about being involved in fund-raising. A pupil said: 'We chose two main charities to support this year, Unicef because it is a global charity, and Francis House, because it is local.' Children have a growing understanding of the global nature of rights and pupils in Y6 made up a rap about the Global goals as part of a unit of work. There are plans for the school to link with a school in South Africa through the Connecting Classrooms programme.
- The school collaborated with another local school during its journey to the Silver award and plans to work with the other schools in its cluster group in the future.

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

- Continue to strive for more creative and significant opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school, perhaps through explicit involvement in school improvement planning and/or the evaluation of learning and teaching.
- Continue to enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- In addition to your well established and successful charity fund raising, facilitate more opportunities for the children to initiate powerful advocacy and campaigning work, particularly with regard to children's rights. Consider joining in with Unicef UK's Outright Campaign.