

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Beaver Road Primary School
<b>Headteacher:</b>	Liz Hardy
<b>RRSA coordinator:</b>	Hilary Silva
<b>Local authority:</b>	Manchester City Council
<b>School context:</b>	There are 907 pupils on roll. 11.5% of pupils are eligible for Pupil Premium funding and around 11% of pupils are recognised as needing additional support with learning. 24% of pupils speak English as an additional language. The school is on two sites – staff and pupils from both sites were spoken with during the visit.
<b>Attendees at SLT meeting:</b>	Headteacher, deputy headteacher and the RRSA coordinator.,
<b>Children and young people spoken with:</b>	45 children from YR to Y6 were spoken with in a large focus group. A discussion took place with a nursery class and the Rights Champs were spoken with informally throughout the visit.
<b>Adults spoken with:</b>	3 teachers, one of whom is a governor, a member of support staff, 2 parents and a governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: December 2017 Silver achieved: November 2018 Gold achieved: June 2019
<b>Assessor(s):</b>	Martin Russell
<b>Date:</b>	23 <sup>rd</sup> June 2022

## REACCREDITATION OUTCOME

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

**Beaver Road Primary School continues to meet the standard for UNICEF UK’s Rights Respecting Schools Award at Gold: Rights Respecting.**

# 1. STRENGTHS AND RECOMMENDATIONS

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

## Strengths of the school include:

- Very articulate and engaging children who demonstrated excellent knowledge and understanding of rights and are very confident in the concepts underpinning rights.
- Rights are explicitly linked to all areas of the school's work – both rights and the UN Sustainable Development Goals are threaded throughout the curriculum, visible on displays and prominent on the website and school communications.
- A passionate commitment to children's rights and to RRSA from leaders at all levels, tied into the vision and values of the school. Quality training and support for staff has been sustained.
- Article 12 is a lived reality at this school. Children are entirely confident that they have a voice and are listened to, and they are fully engaged in school improvement and in campaigning at a local and global level.

## 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:

- Be ever more creative in revisiting the technical language associated with rights and the place of the CRC in the global framework of human rights.
- Continue the excellent practice around rights that has become embedded across the school.
- Maintain your creative approaches to supporting parents/carers and families to deepen their knowledge and understanding of the CRC
- Continue to innovate around the participation of children in all school decision-making, recognising the role of children in helping adults to understand problems and working together to develop achievable solutions.
- Further embed your role as inspirational ambassadors for rights and for UNICEF's RRSA through your networks and in collaboration with the LA and local schools, particularly in the secondary sector.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Children from reception to Y6 spoke fluently about the Convention and readily articulated the principles, such as universality and indivisibly, that underpin rights. One pupil said, <i>“The rights are all about making everything equal and fair.”</i> They discussed numerous reasons why some children, locally and globally, cannot always access their rights and referred to the UN Global goals as being a pathway to ensure that rights are realised for everyone. Explaining their impressive global knowledge, several children mentioned that they regularly watch Newsround and one said, <i>“We need to be aware of our surroundings and what’s going on in the world; for example, things like the killing of George Floyd.”</i></p> <p>The visit coincided with a school and community festival event, organised by the Rights Champs and other children. It was attended by the whole school, parents and carers plus neighbours and friends. The event was linked with Manchester’s ‘One Year’ (a focus on amplifying the voices of children throughout 2022) and their aspiration to become a UNICEF Child Friendly City. Teams of pupils had devised more than thirty different activities, set out as stalls along the street (specially closed by the Highways Department). These ranged from fun activities linked to recycling, to tasting of healthy snacks; from quizzes about safety, to song and dance presentations about climate change.</p> <p>Rights continue to underpin the work of the school, as the headteacher explained, <i>“Rights Respecting is intrinsic to who we are ...it makes everything we do meaningful,”</i> The school clearly embraces the core messages of the CRC, <i>“You are not a lesser being because you are a child. Everyone is listened to equally.”</i> explained a senior leader. Parents and carers and the school’s governors are immersed in the language of the Convention through all school communications and large numbers show active interest in rights. After leading a very well received rights workshop for parents, the children have subsequently organised a similar event on wellbeing, linked to rights. One parent explained, <i>“This is so empowering for the children... it carries on at home...it is important that they take an active role in their community and in the world.”</i></p>
STRAND B	Highlights and comments
<p>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,</p>	<p>Children are certain that their school helps them to access all their rights. In addition to curriculum coverage, the CRC is woven through all enrichment activities and the collective worship programme. In order to hold all duty bearers to account, regular briefings and training takes place, some led by the children, for groups who are not as directly aware of the curriculum such as after school club staff and supply teachers. The children continue to nominate duty bearers to receive a special certificate; this innovative idea has been replicated in numerous rights respecting schools across the UK.</p> <p>The word ‘relationships’ came up frequently throughout the visit, and it was evident that every member of the school community understands that mutual respect, fairness and equity are central to the success of their community. One child spoke of rights as helping you to know what’s right</p>

<p>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</p>	<p>for everyone, <i>“It makes it fair. Equity means that each person gets what they need.”</i> One adult confirmed, <i>“The children have a deep-rooted sense of fairness and being equitable.”</i> Children spoke of the importance of being listened to by all the duty bearers around them, <i>“They know it’s our right to be heard and they always listen to both sides if there is a disagreement.”</i> Staff described their practice as constantly modelling a rights respecting approach, <i>“You can’t argue with dignity and respect.”</i> One of the adults explained, <i>“Everything is based on relationships.... To achieve resolutions, things have to happen ‘with’ people.”</i></p> <p>The school has a long-established commitment to the wellbeing of all members of their community. Their ever-deepening commitment to children’s rights and the pandemic related challenges, have further intensified this. For example, Upper KS2 children have been trained through the Anna Freud Foundation to act as mental health and wellbeing mentors; surgeries are held as well as ongoing support during social times. Aligned with this; all staff are trained in Emotion Coaching, trauma management and restorative practice. There is clear messaging to visitors to the school to ensure that they champion positive relationships and respect and never stray into ‘typical behaviour control’ that they may have seen elsewhere. Staff explained the importance of introducing the understanding of rights at the earliest opportunity, explaining that in nursery rights are spoken of and experienced through, <i>“...nurturing the children so that they feel part of our special community.”</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>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 children experience their rights.</p>	<p>All children spoken with agreed that their views and opinions are listened to at school. They spoke about changes to lunchtime arrangements and their ideas for the outdoor play area on the junior site, <i>“which will have a massive slide and a den building area.”</i> The school’s new house system has been co-designed with the children. The Rights Champs are at the heart of pupil leadership and meet regularly to discuss issues, taking suggestions from their classmates, with agendas and minutes displayed for others to read. Pupils influence every aspect of life at Beaver Road, for example, the curriculum is monitored and evaluated by pupils in a termly curriculum enquiry afternoon; feedback from this directly influences subject planning and teachers’ practice. All children took a leading role in co-authoring the school’s updated Vision and Values statement with the school’s evidence including the observation that, <i>‘...there is a marked and unforced flavour of rights through most or all of what was collected. Themes such as: respect, justice, dignity, equity and advocacy for children’s Rights appeared everywhere.’</i></p> <p>Campaigning comes naturally to the pupils of Beaver Road. They are confident in championing their own rights and speaking out for the rights of others locally and globally. Linked to their work with the Manchester Rights Respecting Pupil Parliament, the pupils have helped organise and contribute to the city’s first pupil led Safeguarding Conference; presenting to key decision makers, the children offered a vision of an even safer community with their voices at the heart. The ‘World Warriors’ Eco-Committee have led various campaigns including protests at both school sites to oppose dangerous parking, linked to A6 with banners and posters against vehicle pollution alongside ‘pro-walking’ statements.</p>