

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Haveley Hey Community School
Executive Headteacher Headteacher:	Sue Spiteri Kat Price
RRSA coordinator:	Leanne Straker
Local authority:	Manchester City Council (The school is part of the Children of Success Schools Trust)
School context:	Of the 477 children on roll, 69% are eligible for support through the Pupil Premium. Around 7% of the pupils have an Education, Health and Care Plan, these are among 25% identified as requiring support for SEND. 17.6% of pupils speak English as an additional language.
Attendees at SLT meeting:	Executive headteacher, headteacher, four other SLT members including the RRSA coordinator.
Number of children and young people spoken with:	22 children were spoken with in an extended focus group, including some Action Team members who serve as RRSA Ambassadors. Other children were spoken with around school.
Adults spoken with:	3 teachers, 3 members of support staff and 3 parents.
Key RRSA accreditations:	Registered for RRSA: Nov 2011 Silver achieved: June 2013 Gold achieved: June 2015 Gold reaccreditation: Oct 2018
Assessor:	Martin Russell
Date:	2 nd February 2022

REACCREDITATION OUTCOME

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

Haveley Hey Community 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:

- There is excellent knowledge of rights across the school community and children use the language around rights in a mature and reflective way.
- Rights are explicitly linked to all areas of the school's work - visible on displays, linked across the curriculum and very prominent on the website and in school policies and communications.
- A strong and sustained 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 maintained.
- The school's leadership of RRSA across the city. Through strong partnership working, Haveley Hey is helping to make Manchester a place where children's rights are known, promoted and realised.

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:

- Build upon your strong culture of pupil voice to explore further innovative opportunities for children to be even more at the heart of school improvement in areas such as learning and teaching and other strategic priorities. Seek ways to close the 'feedback loop'.
- Explore ways of 'systematising' opportunities for children of all ages to understand and engage in various forms of advocacy and campaigning. Revisit UNICEF UK's annual [OutRight](#) campaign and the [Youth Advocacy Toolkit](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with other local schools, especially secondary partners.

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>The school has sustained an unwavering focus on children’s rights through all elements of its policy and practice. All members of the school community are confident in their knowledge of the CRC and duty bearers use the articles of the Convention to underpin their work. Children understand how rights impact on their lives and the lives of others, as one pupil explained, <i>“Every child should know their rights...rights help you to be who you are.”</i> The conversation reflected their detailed knowledge of the characteristics of rights including rights being indivisible, inalienable and unconditional. The pupils’ global knowledge, linked to the universality of rights, was impressive; they spoke about a range of issues where children’s access to their rights is negatively impacted, including the current war in Ukraine. One child explained, <i>“Watching Newsround gives us reliable information and we discuss what’s happening in the world.”</i> A staff member emphasised, <i>“We don’t shy away from difficult discussions...the rights help to frame the conversation and make things more accessible for the children.”</i> Parents expressed their approval that the children are knowledgeable about the lives of other children around the world as well as in their own community, <i>“Children refer to their rights out in the community.”</i></p> <p>Wherever you are in the school, either specific and relevant articles can be seen or there is reference to the school’s commitment to the CRC. The school’s dynamic curriculum is not only enriched by reference to appropriate rights but because teachers’ rights knowledge is so strong, the Convention influences how they plan. In Early Years, for example, the ‘super learner’ characters such as Safe Spike and Healthy Henry help the youngest to engage with their rights. A long standing ‘Ancient Civilisations’ topic on the Mayans has been replaced by one focusing on Iraqi history, in recognition of the growing number of children for whom that will have relevance. A teacher new to the school, and previously unfamiliar with RRSA, said of the Convention, <i>“You see it as the centre of everything, it has completely structured my work in the school...I always refer back to it.”</i></p> <p>Strategically, school improvement is entirely grounded in children’s rights. The headteacher said, <i>“The rights underpin the whole culture of the school. RRSA isn’t something we ‘do’, it’s embedded across everything.”</i> Parents and carers continue to be informed of the school’s RRSA work through multiple channels including an RRSA newsletter written by the children on the Action Team. A staff member explained, <i>“The rights have become an anchor in our conversations with parents.”</i> A one-page glossary serves to remind all adults of the key vocabulary and concepts relating to children’s rights and reinforces the school’s consistent approach. The SLT produce an annual review and plan of their Rights Respecting status, ensuring that their commitment and practice is sustained.</p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people,</p>	<p>All adults at Haveley Hey know that they are duty bearers for children’s rights and the children are very confident they can access all their rights in school. Since the pandemic, the whole school community has revisited their core aims, ‘Respect, Resilience and Ambition’, and by linking these to relevant articles have developed a whole school charter. The children spoke of the trust they have in the school staff to respond appropriately if they raise concerns. They were very clear in asserting that life in school is fair and they understood the concept of equity, with one saying, for example, <i>“If a person has a need for more help than others, it’s fair that they get</i></p>

<p>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</p>	<p><i>it.</i> Y6 recently worked with a company called Art with Heart and contributed to a podcast all about equality.</p> <p>The school's rights respecting and nurturing ethos is articulated in a new Positive Relationships Policy with a differentiated approach to behaviour management; the children have been supported to understand this in relation to equity and dignity and all classrooms have a safe base or calm corner that children can access to help to regulate themselves. The children were articulate in discussing responses to fall outs in relationships with comments such as, <i>"It's important to find out the root cause of the problem,"</i> and, <i>"You need to say that you have the rights to be safe and to play."</i> They spoke at length about kindness and recognised that respecting the rights of others includes not being a bystander, <i>"If you stand and watch, then that's wrong. You should tell someone."</i> Positive actions to respect the rights of others are rewarded by Lunchtime Organisers who give the children a green card specifying their rights respecting action; this is then positively reinforced by class teachers.</p> <p>The children clearly understand all aspects of their wellbeing, the support they receive with this and how it links to rights, <i>"Knowing our rights encourages us to make good choices such as eating healthy food."</i> They spoke with enthusiasm about the importance expressing their emotions and sharing worries. Staff described an even greater prioritisation of wellbeing and nurture support since the pandemic, with one leader stating, <i>"Pastoral and personal development is key to our school."</i> The Wellbeing Champions applied for a grant from School of Kindness to create kindness jars in each class; children pull out an action from the jar and everyone in class is challenged to complete the action that day.</p> <p>Adults give particular attention to ensuring that all aspects of diversity and inclusion are featured in the curriculum and in the wider learning experiences offered to the children. Children explained that they have Diversity Ambassadors who prepare whole school assemblies, such as for International Women's Day. Leaders said that their focus on the CRC supported their work to welcome families from Afghanistan to the community; they used the articles to explain to the children in their classes why they had come to this country, what a refugee was, why they weren't safe in Afghanistan and that it was their right to be in the UK where they were safe.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>Children are empowered to 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>The voice and influence of the children continues to be a strong feature of the school, <i>"Our rights mean that we can always have a say in things. You can make a difference."</i> The Wellbeing Ambassadors give peer support on the playground, <i>"...and we ran Children's Mental Health Week and Anti-Bullying Week. We raised money and we now have a buddy bench."</i> The Action Team joined senior leaders on learning walks with a focus on behaviour and they support curriculum leads to gather pupil voice about their learning.</p> <p>A strong campaigning culture has been maintained with children of all ages engaging in a range of actions to speak up for or take action about rights related issues. The children described the campaigning of their Eco Warriors group and a successful project to reduce parking near the school was described. Haveley Hey pupils were contributors to Manchester's first rights based safeguarding conference where they addressed local decision makers about their right to be safe in their neighbourhood.</p>