

RRSA RE-ACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	Haveley Hey Primary School
Executive headteacher Headteacher:	Sue Spiteri Kat Price
RRSA coordinator:	Leanne Straker
Local authority:	Manchester
Assessors:	Pat Peaker and Martin Russell
Date:	5 th October 2018

1. INTRODUCTION

The assessors would like to thank the leadership team, the children, staff, parents and governors for their warm welcome to Haveley Hey, for the opportunity to speak with adults and children during the assessment. Prior to the assessment visit, the school provided a very detailed School Evaluation: Gold form.

This is a reaccreditation visit and it was clear during the visit that children's rights are fully embedded and integral to the school's vision and ethos and contribute to the increasing impact of a rights based approach in all aspects of school life.

Particular strengths of the school are:

- Children's confident knowledge of rights and use of vocabulary is notable.
- Children are effective ambassadors for Unicef and the Rights Respecting School Award (RRSA).
- Parents appreciate their children learning about rights.
- Children's voice and participation is central to the ethos of the school.

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

2. REQUIREMENTS BEFORE ATTAINING GOLD: RIGHTS RESPECTING

None

3. MAINTAINING GOLD: RIGHTS RESPECTING STATUS

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 pro-active in encouraging the children to campaign for rights globally, for example the Outright Campaign and the Global Goals <http://worldslargestlesson.globalgoals.org/>
- Encourage children to have a meaningful and systematic participation across all aspects of school improvement and planning.

4. ACCREDITATION INFORMATION

4.1. The school context

Haveley Hey is a larger than average sized primary school with 498 children on roll. It is situated on a large estate of predominantly social housing about eight miles south of Manchester city centre. The proportion of pupils from minority ethnic groups is lower than the city wide or national averages at 14.7% though seventeen languages are represented in the school. The prevalence of deprivation in the area means that the proportion of pupils known to be eligible for the Pupil premium is 75% which is three times the average for England. The percentage of pupils with an Education, Health and Care Plan (EHCP) is 1% (the average for England is 2.8%).

The school is part of the Children of Success Schools Trust which provides a strong local partnership with The Willows primary school nearby. The two schools have a unique partnership, Transforming Learning Cultures (TLC), with St. Mary's CE primary school in inner city Manchester and have used their RR journey as the focal point for this highly successful collaboration over a number of years.

The school registered to become Rights Respecting in 2011 and achieved the RRSA Level 2 Award in 2015.

4.2. Assessment information

School evaluation: Gold form received	Yes
Attendees at SLT meeting	Executive headteacher, Headteacher, 2 deputy headteachers (one RRSA coordinator), finance manager, Chair of Trust.
Number of children and young people interviewed	40 children in two focus groups; five children in tour of school.
Number of staff interviewed	5 teaching staff 3 support staff 3 parents two of whom governors
Evidence provided	Learning walk Written evidence Assembly Visits to classrooms School website
First registered for RRSA: 2011	Silver achieved: 2013 Level 2: 2015

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.

Strand A has been achieved

All the children and adults spoken with have a wide-ranging understanding of the rights enshrined in the United Nations Convention on the Rights of the Child (CRC). The children quoted a large number of rights including the right to live with both parents unless it is not safe, to speak your own language and receive medical treatment. One girl was quick to explain the universal nature of rights, *'Article 1 says that all children up to the age of 18 have all the rights'* and a younger child added *'it's every child in the world'*. A Year 2 girl said *'rights are inalienable, they can't be taken away'*. Another added *'rights are unconditional and don't have to be earned'*. Articles linked to displays around the school support learning along with an assembly programme and a rights focus in each area of the curriculum. All children watch News Round which has a clear impact on their learning and helps to link rights to the bigger picture of occasions in the world where children's rights are denied. One boy spoke at some length about the situation in North Korea. He commented that *'many families are treated badly....you can't escape'*. Another child spoke of the war in Syria and there was mention of the incidents between Israel and Palestine. One child suggested that *'countries that are poor might not be able to give everyone all their rights'* A boy raised the story of Malala and her

fight for the education of girls .He said *'she is famous for taking a risk for rights.'* They are aware that natural disasters can prevent children accessing their rights and spoke of the recent tsunami and earthquake in Indonesia.

Understanding about global citizenship is promoted in numerous ways through the curriculum. Year 5 developed a STEM project in their design and technology lesson based on the concept of water filtration and this was linked to Article 24. Staff described early years learning about Christmas where children explored how it is celebrated in different countries around the world. Staff training and induction for new members of staff is an important feature of the school. The most recent training at the start of this school year encouraged staff to consider the ways in which they promote rights in their class and across the school community and to consider why they do this. The staff agreed that there was significant impact in the development of an approach that meets the needs and aspirations of the school as a whole and that there is a sense that the whole school is working towards a common goal. This is leading to feelings of empowerment for both staff and pupils.

This overall rights respecting ethos in the school has impacted positively on the parent community. The language of rights is used to frame interactions with parents which allow often challenging conversations to remain positive. A member of SLT said *'we can talk about a child not being in school as a safeguarding issue and use the language of rights'*. During 'Family Learning Week' earlier this term, pages from 'Street Child', 'Alone on a Wide Wilde Sea' and 'Goodnight Mr Tom' were read to determine which rights were involved. With their children, families took part in an activity to create home charters. A Parent Charter has been re-launched this term and is displayed outside the school where it is visible to the whole community to maintain the focus on children's rights. Parent workshops are linked to the rights of the child. For example, a healthy eating course was linked to Article 6.

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.

Strand B has been achieved

School ensures that children experience a wide range of rights in relation to health, education, safety, use of their own language and religion, the opportunity to relax and play. One child commented, *'we have an extra large playground so that everyone can play'*. They understand that adults are the duty bearers who can help them to enjoy their rights. One child cited *'parents, teachers, the police'* as being responsible to ensure that they can access and enjoy their rights. Sustained high attendance is identified by the school as being attributable, in part, to the RRSA. One adult shared a situation in which the poor attendance by the child was explained to parents in terms of the right to an education and this has resulted in a significant improvement. Confident that they are treated fairly, children are very clear that staff are there to listen and support them and will act on concerns when raised. A parent commented, *'they*

know they are heard and their views respected. School believes that children gain security from a common language used by adults. The pupils are clear that treating people differently can be completely fair, *'if some people struggle more they need extra support'*

Staff explained that the children's respect for each other and for adults continues to grow *'not because we say so but because they know it's their right.'* Photographs on display boards show positive images of children behaving in ways that respect the rights of others. Children reflect on the impact that their behaviour has on rights when they are given a lunchtime red card for reflection. This is helping them to make positive behaviour choices that respect rights. A boy explained that there is also a green card, *'if you need to calm down you can ask for a green card and look at rights to remind yourself about them.'* These are pupils who have been encouraged through their learning about rights to form positive relationships with their peers and adults in school. One child commented that after a disagreement *'you think....you say sorry...you make up.'* Another added *'the school treats you like it's a family.....everyone in the school helps each other out.'* The children have a strong grasp of the concept of dignity with some being familiar with the word itself. One boy explained that it's *'about being treated with respect.'* And another added *'it's about who you are.'*

Safeguarding has a high priority in school. All children spoken with agreed that they felt safe at school and have the confidence to approach a trusted adult if they have concerns. Staff spoke of pupils *'knowing what they can do if they need help'* and *'they understand that they have a right to be safe.'* One child commented *'If parents are arguing at home, school is somewhere to feel safe and get away from that.'* Rights Respecting language is used consistently when safeguarding conversations take place with parents and children to ensure that children understand their rights and what should and should not be happening. Web-based drug and safety educational programmes and Bounce Back are delivered across school to educate children on relationships, resilience, safety and rights. A child commented, *'worries and concerns can be shared with friends but for some things you always need to speak to an adult.'* The pupils who led the tour of the school stopped in front of a large display board relating to e-safety which linked to rights. They commented, *'this is a very important display for us.'*

The wellbeing of the whole school community forms a major area of the School Improvement Plan for the current year. In encouraging children to adopt healthy lifestyles, rights and rights respecting language are used to support and deepen learning in an age appropriate way. Children in early years use daily snack time as an opportunity to discuss healthy snacks and super learners. There are after school clubs linked to healthy lifestyles which include cooking and sporting activities. Social and emotional health is linked to rights in many ways not least Article 12 and framed around the Bounce Back programme to help pupils facing challenging life circumstances to develop positive coping strategies. One child commented, *'sometimes what you show on the outside is not the same as the emotions you are feeling.'* A member of staff pointed out that the pupils *'know what they can do if they need help, they understand that they have a right to be safe.'* There are concern boxes in the classrooms and pupils can self-direct to Place2Talk for informal counselling. Place2be has had a presence in school for six years and is accessed through a formal referral for structured counselling. A pupil explained, *'in our class we have a diary at the end of the day to write our thoughts and feelings about the day. If we want the teacher to see it we can leave it on her desk.'*

The profile of diversity and inclusion has been raised through the appointment of Diversity Ambassadors. These pupils have led assemblies, most recently to introduce Black History Month, and received training on hate crime which they have delivered to other children. On a

recent Global Learning Day to celebrate ‘Day of an African Child’, many pupils of African descent came to school in traditional clothing. At the end of the summer term, the school held their second annual ‘Proud to Bee Mancunian Day’ in which diversity across the city and the world was celebrated. Cultural awareness is promoted through the teaching of steel pans and African drumming. A pupil commented, *you get to celebrate different cultures and festivals.* This was reinforced by a parent who added, *it’s great that the school celebrates all the different cultures.* Pupils are involved in decisions in school including forming and implementing their class charter, the School Action Team participates in staff interviews. Evaluation of these initiatives indicates that there is a greater awareness of different ethnicities, religions, gender and pupils are more accepting and tolerant.

The school’s culture of aspiration, inspired by the UNCRC, is at the heart of teaching and learning; one member of staff said of the children , *they now believe that they can do more with their lives....one girl in my class said that education gives you a purpose in life.* A parent commented that her child in Year 2 had said *‘I want to become somebody.’* Children in early years are introduced to ‘superlearners’, framed around the effective characteristics of learning and rights respecting. Question mountains, a boy explained, *‘are made at the start of a topic; you put what we want to know and the things we want to find out.’* Children are fully involved in creating class charters ensuring that they have a say in class expectations. A parent described her child’s commitment to education, *‘she loves school so much....she even wants to come in if she’s feeling poorly.* Another commented, *‘while we were away on holiday, they said that they missed school.’*

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.

Strand C has been achieved

Staff and parents made numerous comments about the rights respecting focus of the school impacting very positively on the *‘empowerment and confidence of the children.’* It was pointed out that this is evident not just at school but that it is very noticeable at home too. Their School Action Team is elected democratically with this term support from the local MP and a councillor as ‘returning officer’. This event is likely to have an impact on the community; the headteacher said *‘the councillor is keen to get on board with the children and make a difference.’* The School Action Team attended a joint residential in the Lake District with their TLC partner schools to decide on priorities for the year. This ensures that the children have the confidence to deliver sessions in school. The influence of the partnership has had a positive impact on the wider community through a range of activities. In 2017, the School Action Team, supported by its two partners, planned and delivered two highly effective ‘Hear my Voice’ conferences in Manchester Town Hall and the Wythenshawe Forum for staff and pupils from forty-four schools in Greater Manchester and beyond. Such was the impact of the pupils’ knowledge and enthusiasm for the ‘journey’ they are making that all the schools that attended are now making the rights respecting ‘journey’ themselves. These are pupils of whom parents said *‘school helps them to feel confident and proud.’* Teachers described how Year 6 literacy

planning was modified to incorporate the desire of the children to complain to the suppliers with regard to the gender stereotyping in colour schemes and imagery on the new school scooters introduced after consultation about play equipment.

The children at Haveley Hey are developing an awareness of life in relation to the wider world. One child commented, *'Rights helped me to learn that I can't have everything I want.'* This understanding underpins their fundraising for Children in Need, Comic Relief, Francis House Hospice and Unicef. There is a growing environmental awareness among the pupils with some action being taken because *'some people might have rubbish in their water and some of that might come from us.'* They recycle clothes through a Salvation Army charity, organise litter picks and tree planting across school. Aware of their own need to be healthy, the pupils organised a second hand smoking campaign across school and linked this to the parent charter. The school states in its values that it is laying the foundations for a lifelong journey. The school can be seen to be totally committed to embedding the ethos of the Convention. Perhaps this commitment can best be summed up by the parent who said of the CRC, *'it's so important, it's the base of the education they should receive.'*