



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	Cavendish Primary School
<b>Local Authority</b>	Manchester
<b>Number of pupils on roll</b>	720
<b>Headteacher</b>	Janet Marland
<b>RRSA Coordinators</b>	Catriona Hansen Samma Mitchell
<b>RRSA Assessor</b>	Pat Peaker
<b>Date of visit</b>	8 <sup>th</sup> October 2019
<b>Attendees at SLT meeting</b>	David Griffiths Catriona Hansen Samma Mitchell
<b>Number of pupils interviewed</b>	20 plus 3 on learning walk
<b>Number of adults interviewed</b>	2 teachers, 4 parents of whom two parent/governors.
<b>Evidence provided</b>	Learning walk, written evidence, classroom visits, school website.
<b>Date registered for RRSA</b>	12 <sup>th</sup> October 2017
<b>Bronze achieved</b>	23 <sup>rd</sup> May, 2018

### ACCREDITATION OUTCOME

Cavendish 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.

- The school community is committed to the principles and values of the United Nations Convention on the Rights of the Child (CRC). The deputy headteacher believes that this underpins the school motto, 'creating brilliant citizens'. He commented, *'They grasp this concept, learning about their rights has given them a language, they are empowered.'* He continued, *'Difficult conversations with pupils and adults are easier because we frame them in the language of children's rights.'*
- Pupils can confidently name an impressive number of rights, sometimes also applying its number. Amongst those mentioned, the right for all to enjoy their rights, to play and rest, to education, to good healthcare, to privacy, a clean environment, to opinions, freedom to practise their own religion, to meet with others as part of a group. They understand that these rights are for everyone and are familiar with the text of the 'ABCDE of Rights' resource.
- Pupils are aware that many children are being denied their rights through, for example, poverty, war, natural disasters and slavery.
- The breadth of this learning has developed through assemblies, teaching throughout the school based on a specific article each month, school improvement plan and policies and curriculum linked to rights as appropriate. Additionally, classroom charters and displays around the school highlight relevant articles.
- A rights rich curriculum encourages reflection. Evidence of this was available in the work and display relating to the commemoration of the centenary of World War One. The biographies of fourteen former pupils remembered on a school plaque who fought and died in this war formed the basis for helping the children to understand that history is people.
- Staff and parents interviewed could see the benefits of the school's work on rights. A Parent/governor commented, *The school is explicitly giving children access to their rights. They have ownership and social responsibility.'* A parent appreciated the positive language of rights which avoids negativity in discussions at home. A member of staff sees the children as being aspirational about being involved in change and they are aware of the importance of respect for others.



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

- Begin to introduce, in Years 5 and 6, the specific vocabulary relating to the ABCDE of rights.
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school's mission and purpose, drawing upon the school context and rich cultural environment of the school.
- Develop a more structured approach to engage parents on the steering group of Rights Ambassadors.
- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older pupils its place within the wider framework of human rights.
- Enable children to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider engagement with the Sustainable Development Goals to develop a greater sense of critical enquiry informed by the CRC.

## 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.

- Respect is an integral part of the school's ethos and was evident throughout the accreditation visit. During the focus group discussion, pupils listened carefully to the contribution of their peers. Each week, Rights Respecting Certificates are presented to those pupils who have respected their own and other's rights and their names are displayed in the Learning Corridor.
- When asked, pupils confirmed that they feel safe in school and would speak to a teacher if they were concerned. The fear of foxes on the field led to a request for the RSPCA to visit and reassure those pupils. Pupils are represented on the Safeguarding Committee. There is a child friendly copy of its policy and these pupils work with staff to ensure that safeguarding is effective, e.g. a health and safety walk to identify risks. A child in Year 4 won the competition to select a rights respecting mascot. He is Dave the Dolphin, chosen because *'they swim together and like to protect each other.'*
- Pupils readily agree that school promotes healthy eating in the meals it provides and the instructions for a healthy lunch box. In Years 1 and 2, fruit and milk are provided at break. They recognise that their PE lessons are designed to keep them healthy and a range of sports activities is provided after school. There are worry boxes in classrooms that provide pupils with an opportunity to share their concerns. These children have a clear understanding that adults are duty bearers who will listen and help in the realisation of their rights. One pupil commented, 'I



*calm down and relax when I share my worries.*' The school works with Ngage, a mentoring service, to support pupil mental wellbeing.

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

- Create opportunities for pupils and adults to explore the concepts of equity and fairness.
- Find ways to explore the concept of 'human dignity' and its role as a principle of school life and relationships.
- Ensure that children are kept informed of the school's provision to support their physical and mental health and that information is accessible to all, and that they understand that this relates to their rights.
- Explore the role children play in engaging with their right to learn. Consider with them how this can be enhanced.

### 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.

- The school is acutely aware of the value of empowering its pupils to become active citizens. Many opportunities are available for them to be represented on for example the school council, rights ambassadors steering group, arts council, safeguarding committee, e-safety. With confidence and pride they told me of changes their involvement brought. In the playground, they indicated the friendship stop, the sandpit, the reading sheds, fake grass around play areas, the sensory garden and spoke of the equipment for which they had campaigned. The deputy headteacher said, *'pupils have become accustomed to sharing their voice and engaging with adults'*.
- In discussion with pupils, it is clear that they are very aware of the need to promote the rights of others. They spoke of poverty in their country, that it had led to the establishment of food banks and indicated their large food collection box appropriately placed alongside one of their rights respecting displays. At the beginning of their rights respecting journey they became aware of journeys made by refugees fleeing war in Syria. They proposed a cake fair and raised money for Unicef. They collected more than four hundred pairs of shoes for the Shoe Share initiative with Clarks and Unicef. Soccer Aid gave them another opportunity to contribute.
- They participated in the Outright campaign, 'Stop Pollution' and are already engaged with the current campaign, 'Speak out on Children's Rights', a topic which will resonate strongly in their school community,



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

- Consider pupil involvement in all aspects of strategic review and development, policy review processes and improvement planning.
- Enhance ambassadorial activity by enabling children and staff to promote the RRSA and knowledge of the CRC with other schools and in the community.
- Participation in Outright will facilitate opportunities for the children to initiate powerful advocacy and campaigning work on local and global issues and will help in achieving outcomes in Strand C.