

RRSA REACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Cavendish Community Primary School
Headteacher:	Jo Taylor
RRSA coordinator:	Sarah Hopkins
Local authority:	Manchester
Number of pupils on roll:	702
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	10 children from Y1 to Y6
Adults spoken with:	6 adults including the Deputy Headteacher, class teachers and support staff
RRSA key accreditations:	Bronze: May 2018 Silver: October 2019
Assessor:	Sarah Hodgkinson
Date of visit:	27 th March 2024

REACCREDITATION OUTCOME

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

Cavendish Community 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 demonstrated a good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights. One pupil explained, *"Rights are for all children around the world,"* and all children agreed that rights are unconditional.
- Rights are becoming increasingly linked to all areas of the school's work. They are visible on displays linked across the curriculum and are prominent on the website and school communications. Policies are in the process of being updated with references to the CRC.
- There is a strong commitment to children's rights and to RRSA from leaders, including governors, tied into the vision and values of the school. The headteacher took up post after the previous Silver accreditation and shared how they revisited school values with children, staff and families to create a shared set of values with a focus on rights. This has supported the school to embed rights more meaningfully throughout the school community. A staff member shared how learning about rights, *"...feels natural and part of life at Cavendish."*
- Staff work hard to create a nurturing family atmosphere and build strong relationships with parents and carers who value the school's rights respecting work. The RRSA steering group, The UNICEF team, decided to run a parent workshop to develop a Parent Charter which is now in the process of being turned into a piece of artwork to display around school.

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

- Ensure staff and children have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children's age and ability. Consider using the RRSA resource [ABCDE of Rights](#) and [Myths and Misconceptions](#).
- Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. Consider using the [RRSA Spotlight](#) monthly CPD resource.

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.

- There is a common language of rights which is becoming increasingly used across the school and supports children to explore and discuss a range of issues. Children and staff are encouraged to use a 'High 5 of Rights' as a daily challenge to incorporate rights into conversations. One child explained, *"Rights help us have a kind world."*
- The school celebrates the work of its founder, Margaret Ashton, the first woman to be elected to Manchester City Council, who fought for the rights of women to vote. A large mural painted on the gable end of the school building was unveiled on International Women's Day. Children talked passionately about how her work links to rights. One child commented, *"She inspired girls to have a voice,"* and another pupil added, *"She made the school so that children could access their right to education."*
- The school has a strong culture of inclusivity and respect which is understood and articulated by both children and adults. Learning about rights helps children to celebrate diversity and welcome new members of the school joining from different parts of the world. A staff member proudly explained that the language of rights helps to, *"...open up these difficult conversations and children are then empowered to become conscious citizens."*
- There is strong focus on health and wellbeing. Children were very clear that the school keeps them safe and supports them to be healthy. The Meditation Masters are a pupil-led group who promote and encourage meditation and its benefits to wellbeing. The school recently celebrated Mental Health Week one pupil explained that it is important to learn about wellbeing because otherwise, *"...you wouldn't know how to be healthy and help other people be healthy."*

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

- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- Explore with staff and children the concept of dignity – what it means and how it underpins policies, actions, and interactions between everyone at school.
- Develop the role children have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress.

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.

- Pupils are listened to and involved in making decisions. Children regularly take part in surveys to give their input, pupil groups are voted for democratically and changes have been made to the lunch menu and playground options following consultation with the pupils. One child commented, *“Being heard is important because you won’t get your say in life if nobody ever listens to you.”* The headteacher explained, *“...listening to the voice of the child and making sure they’re heard is a right that is lived daily at the school.”* Staff talked about the creation of the lunchtime charter that has helped build an understanding of the role children’s voice can play in school. They explained how, *“...the temptation has always been that adults have all the answers, but if you empower the children to have solutions, they can be at the heart of the decision-making.”*
- Children are engaged in raising awareness of children’s rights in the community and becoming increasingly aware of ways in which they can support children globally to access their rights. Pupils at Cavendish have been involved with the Manchester Pupil Parliament and Manchester’s work to become a Child Friendly City. A member of staff spoke about how this helps children to, *“...know they’re making a difference.”* One child explained, *“...having our rights helps us to have a voice and protesting helps us to make a difference.”*

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

- Continue to provide opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc.
- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally perhaps linking with UNICEF UK’s [OutRight](#) Campaign and using UNICEF’s [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the [Soccer Aid Schools Challenge](#).