

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Beech Hill School
Headteacher:	Shameem Hussain
RRSA coordinator:	Lewis Hoyle
Local authority:	Calderdale
Number of pupils on roll:	560
Attendees at SLT meeting:	Headteacher, Assistant Headteacher and RRSA Lead
Number of children and young people spoken with:	12 pupils, 9 of whom were from the School Council
Adults spoken with:	5 Teachers and 2 Parents
RRSA key accreditations:	Date registered: 29 th January 2015 Gold achieved: 21 st June 2016
Assessor(s):	Kathy Allan and Katelyn Farrenson
Date of visit:	3 rd May 2023

ACCREDITATION OUTCOME

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

Beech Hill 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.

- There is clear commitment to the Rights Respecting journey as shown in the school improvement plan and conversations with the headteacher who described how the school "... wanted to develop [a] caring and nurturing ethos" and teachers who described how "The children independently make links to rights." This ethos "...is embedded from the first day" with "...early years beginning to learn what rights are."
- Extensive evidence was shared about displays, assemblies, jigsaw lessons and curriculum work showing that pupils are taught about a wide range of articles of the UNCRC. One pupil said, "If we didn't know about our rights, it would be hard to ask for help." In a recent pupil survey, 94% agreed that they learn about their rights. This was affirmed as pupils confidently spoke about a range of articles and the importance of having their rights. All pupils unanimously agreed that "Of course" all children in the school know that they have rights. One pupil asserted, "When you're born, you have rights." They also acknowledged that not all children have access to their rights, pupils explaining that "War means children are not allowed to go to school" and "In some countries girls might not have rights."
- Beech Hill School demonstrates strong parental engagement with rights through Parent/School Council workshops and family challenges. A parent described how the teachers had "... embedded rights into the love and care" they show for pupils.

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

- Continue to support all teachers to make explicit reference to rights in their planning of a range of subjects/topics and in their daily interactions with children and young people.
- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#).
- Continue to support parents to learn about and understand the CRC so that they can use the language of rights at home.
- Continue to support children and young people 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.

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.

- Children spoken with reported that they felt safe in school were protected by the 'duty bearers' who they defined as being *"Trusted adults, parents, teachers and the government."* This was supported by pupil surveys carried out in April 2023, showing how high percentages of pupils felt safe and would be able to tell an adult if they were worried about anything. The school has also recently been certified as a National Online Safety School.
- Children of the School Council talked about how they *"...try and make the school better."* This is facilitated by the School Council attending staff team meetings. They described how their voice is heard through surveys and different clubs in school.
- The school is particularly proud of being the first school in Calderdale to become a School of Sanctuary. Pupils were able to talk about how this meant that they are *"...making refugees welcome."* There was also a strong culture of inclusion with work on Refugee Week, Black History Month and diversity through the school.
- Teachers described how collaboratively written class charters were *"... followed in lessons to maintain the expectations from the children that they have rights."* These charters begin in the early years' classroom where they are age appropriately differentiated.
- A parent described how the school *"... encourages the children to enjoy school and makes sure they're involved."* This was borne out by the discussions with the pupils describing how they liked the clubs, their learning and the reward assemblies, highlighting the friendship award as being one they particularly valued.

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

- Create opportunities to explore the concepts of fairness, dignity and equity and ensure children and young people can describe how school promotes these concepts.
- Continue to embed the UNICEF RRSA [Charter Guidance](#) and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful.
- Ensure that all children and adults understand the procedures for addressing disagreements and conflict, and that these are based on respect for children and young people's dignity and rights.
- Develop the role children and young people 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.

- Children feel that they can express their opinions by taking part in regular surveys and talking to the School Council. One parent described how *“No matter how old or young the children, all have a voice.”* The headteacher explained how they *“... looked at the feedback to formulate an action plan from the pupil surveys.”*
- Children have a voice in deciding which issues are important to them and deciding how to fundraise and campaign. Recently they have supported Young Minds and Islamic relief and have taken part in the Overgate hospice reindeer run as well as campaigning about the environment. One child described how they *“... wanted to help the environment and stop global warming”* and were *“... encouraging children to walk to school and not going in the car.”* The Eco club also described how they are: *“recycling things;” “tree planting;”* and have *“picked litter and rubbish and checked if the lights were turned off to or not”* as part of this campaign.

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

- Continue to provide opportunities for more children and young people to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Continue to provide opportunities for children and young people 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, curriculum planning, policy review processes and the evaluation of learning and teaching.
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally, linked explicitly to the articles of the UNCRC, perhaps taking part in UNICEF UK’s [OutRight Campaign](#) and using UNICEF’s [Youth Advocacy Toolkit](#).
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.