

RRSA REACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	The Beacon Church of England Primary School
Headteacher:	Ann Charters
RRSA coordinator:	Jack Jackson
Local authority:	Liverpool (The school is part of the Liverpool Diocesan School's Trust)
Number of pupils on roll:	414
Attendees at SLT meeting:	The headteacher and the RRSA Coordinator
Number of children and young people spoken with:	12 children from Y1 – Y5
Adults spoken with:	3 teachers and 2 members of the support staff team
RRSA key accreditations:	Bronze achieved: May 2016 Silver first achieved: April 2017
Assessor(s):	Martin Russell
Date of visit:	6 th October 2022

ACCREDITATION OUTCOME

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

The Beacon Church of England Primary School continues to meet 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 and adults spoken with were well informed about a wide range of rights from the CRC and were aware that rights are universal and unconditional; one pupil asserted, *"Nobody should take your rights away."* They gave several examples as to why some children may not be able to access their rights, this included a child explaining that *"Some governments aren't able to look after their children properly.... Some are kinder than others."* Other children built on this response by adding that children might not get their rights to food, shelter and education because of poverty or conflict. They described their fundraising for 'Toilet Twining' in the context of rights and they were knowledgeable about the impact on children of the recent flooding in Pakistan
- Learning about rights has been achieved through Collective Worship, displays around the school and through well planned links and references in the school's innovative INSPIRE curriculum. Staff referred to many curriculum links including using the language of rights to understand the Anti-Apartheid Movement, celebrating language and culture and, *"In English the rights come up all the time and the children can really articulate them.... It adds to their understanding."*
- Parents and governors are routinely informed about the Convention through school communications, and it was pointed out that the children's increased sense of global awareness and empathy for others was a positive impact of this work, *"The rights are helping to emphasise the understanding that all people are welcome."* Additionally, one adult explained, *"What the rights are about makes perfect sense in terms of what you want to be as a teacher."*
- The senior leadership are strongly committed to the school being rights respecting, *"We see more empowerment from the children...this all comes together with our Christian values."* said the headteacher. A focus on the CRC is a key priority and features on the School Improvement Plan.

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

- Continue to develop knowledge and understanding of the CRC, its origins, values, and principles and, for older pupils, its place within the wider framework of Human Rights.
- 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 strengthen early years engagement with the RRSA journey, embedding rights-based language and considering staff CPD. Utilise First Steps to Rights to support teaching and learning.

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.

- The children described numerous ways in which they could enjoy their rights at school and that the staff are always there for them. They place great trust in the adults in their community, recognising that their role is to ensure that all children can access and enjoy their rights. They spoke about the importance of positive respectful relationships, with one child reflecting, *“By helping each other out, we make things more equal.”*
- When asked about how they are kept safe in school, they identified various ways in which this is ensured and were enthusiastic in describing the role that some of them have as Guardians or Anti-Bullying Ambassadors.
- The school’s culture of inclusivity was very evident with staff reflecting on differentiation from a rights perspective and talking about their focus on raising children’s awareness of people who identify as LGBTQI+. Some children spoke about 'Hello Yellow' day being used to involve everyone in learning about and speaking up against bullying behaviours. *“We are all different. It could be your culture, your skin colour or your beliefs – it doesn’t matter.”*
- There is a significant commitment to the children’s wellbeing. Several programmes support their emotional, health and social needs including play and Lego therapy, a family support worker who supports two families at a time, weekly ‘Seedling’ sessions and a mental health support team in school. The Beacon has recently become a Liverpool Behaviour Hub – allowing children to showcase their positive relationships and exceptional behaviour.

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

- Continue to embed the Unicef [Charter Guidance](#) and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.
- Explore with staff and children the concept of dignity - what it means and how it underpins policies, actions and interactions between everyone at school.
- Create opportunities to explore the meaning of fairness and equity and ensure children can describe how school promotes these concepts.

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 children described their active involvement in school life *"We choose our Pupil Leadership Team groups... sometimes we get to vote about what to do... everyone gets a chance."* The School Council meets termly to discuss any improvements they would like to be made in school; these have included more PE equipment, wider choice of board games for wet play and different after school enrichment clubs. One child explained, *"Last year our Computer Champions helped change our computing lessons and they are much better now."* The SLT pointed out that they produce a child friendly version of the School Improvement Plan.
- The school has a long tradition of charitable fundraising; each year, the whole school take part in We Serve Week; each class votes on which cause they would like to raise money for or champion for example, Y3 decided to create a recycled piece of art using plastic from home. Other charitable work mentioned included support for Ukraine, Children in Need and Save The Children Xmas Jumper Day.
- The children have begun to take action on various issues that matter to them including, plastic pollution, climate change and rainforest destruction. As part of their distinctive identity as a Church of England school, the concept of Courageous Advocacy is actively promoted. This will provide a strong foundation for the children to become even more active campaigners on a wide range of rights-based issues.

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

- Continue to provide opportunities for children 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, policy review processes, the evaluation of learning and teaching etc.
- 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 [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.