



Transforming Learning Cultures
@ Haveley Hey, St Mary's and The Willows



Developing the Rights Respecting School Ethos as part of the Transforming Learning Cultures partnership Position Statement

The partnership began in 2011 when all three schools recognised common challenges and shared vision for empowering children and families to grow as rights respecting and responsible citizens. This partnership became the Transforming Learning Cultures group, TLC.

Why a Rights Respecting Agenda?

The backdrop of the riots in summer 2011 provoked conversations between the three schools about developing children as active, empowered citizens of the future with a strong sense of social responsibility. More recently there has been impetus given to the work of developing global citizens in the context of increasing international uncertainty. Though the urban challenges of the three schools are broadly similar e.g. Free School Meals, educational challenges, language barriers and complex families, within this there are fundamental differences that exist, including ethnicity, culture, religion and language. The TLC sees these challenges as opportunities. Opportunities to work together to develop aspiration, understanding, tolerance and respect; showing our collective children and families the diversity that exists beyond their immediate community. We feel this work strongly supports current agendas by promoting the key British values of democracy, tolerance, freedom and respect within the context of the shared values of our communities. . The diversity of the partnership is a reflection of our society as a whole and so, as we celebrate the rights with our children and their families, the ethos of tolerance and respect cascades out into the wider community and on into the future

It was clear from the start that this work should be about something very different than the usual initiatives and should be transformative and creative, reflecting the strong commitments of the three schools to their communities beyond academic achievements.

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The Convention for the Rights of the Child forms the joint framework for the three schools on which to develop this work. The Convention is now at the heart of the ethos of all three schools.

The 42 Articles from the Convention underpin all aspects of school life including; school improvement plan, work with parents, curriculum, governance and pupil voice and engagement activity.

Work has included the following;

- Joint visioning days (3 days)
- TLC leadership meeting between the 3 schools every half term
- Organising and delivering a pupil lead Conference at Manchester town hall for 25 schools
- Organising and delivering a pupil lead Conference at Wythenshawe Forum for 27 schools
- Joint curriculum planning
- Joint school action team residential at Ghyl Head (6 years of joint residential)
- Combined parent focus residential
- TLC Parental Art Exhibition at Manchester Library
- National and international visitors to the 3 schools to understand the RRSA ethos and how St Mary's, The Willows and Haveley Hey collaborate
- Sharing community events e.g. Takeover Day, Eid
- Learning walks with leaders, staff and pupils
- Joint class assemblies
- Writing and creating of a TLC Rights Respecting Song (with Manchester Camerata)
- Central to working with parents
- Agenda item and commitment by Governing Body
- RRSA Induction programme for new staff
- Staff visiting other RRSA schools
- RRSA Advocacy work to other schools within Manchester
- SLE support for developing RRSA ethos and linking to behaviour management
- TLC support in professional development for leaders and staff in embedding the RRSA ethos in their schools
- Links to Pastoral team work e.g. PIP

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- **Ambassadorial role**
- **Sharing good practice by supporting the UNICEF Coordinator for the north of England**
- **Use of social media to promote RRSA work in schools**
- **Takeover Days (the pupils of the 3 schools take over key roles in the schools)**
- **Regular updates to Governors on partnership**
- **Presentation to the full Manchester City Council as a partnership on RRSA**
- **Partnership and collaboration on achieving the highest Level 2 status of the Rights Respecting School Award.**



St. Mary's Position Statement

St Mary's C.E Primary School is a Church of England School with an RRSA ethos which underpins the values within this school. We feel that through embracing RRSA we have developed a strong positive ethos, giving the children further opportunities to develop life skills to enhance achievement and attainment and become model citizens.

From this starting point, children can begin to make connections with the needs and rights of other children and learn more about themselves in the process. Our shared values of unconditional love, peace, forgiveness, humility and respect are embedded in the RRSA ethos.

We explore the UNICEF Rights for Children Charter. We have achieved the level 2 Award (the highest accolade) of the Rights Respecting School Award. As a whole school community, we incorporate its elements into our practice. The rights that the pupils of St Mary's have chosen (through pupil voice) are:

Article 6: You have the right to life and to be healthy

Article 15: Your right to meet with friends and join groups and clubs

Article 24: Your right to good food and water and to see a Doctor if you are ill

Article 28: Your right to learn and go to school

Article 29: The right to become the best you can be

Article 31: Your right to relax and play

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The RRSA framework underpins everything we do and unifies pupils, parents and a community that has a great richness, diversity and many cultures and religions. Through this, pupils develop a stronger sense of the need to act for global justice and have a stronger understanding of their rights and the responsibilities that are necessary and associated to their 42 rights.

What are the benefits?

The main areas of impact that St Mary's have identified are:

1. Improved self-esteem and well-being
2. Improved relationships and behaviour (reductions in bullying and exclusions and improved attendance)
3. Maximise engagement in learning
4. Positive attitudes towards diversity in society and the reduction of prejudice across all religions and cultures
5. Children and young people's enhanced moral understanding
6. Children and young people's support for global justice
7. Children and young people become more involved in decision-making in schools (pupil voice and St Mary's UNICEF Team)



The Willows

The RRSA provides a vehicle through which to develop closer partnership working with Haveley Hey and St Mary's as our links are cemented by becoming part of the Children of Success Schools Trust.

The commitment to continuing a Rights Respecting Approach has been made most relevant at a time of hardship within the local community. Increased levels of child poverty as a consequence of the austerity agenda, and the changing demographic of the locality as a consequence of immigration from within the EU and from further afield, have made the RRSA especially pertinent.

The RRSA provides a moral and ethical framework to underpin work in school. It enables British values to be addressed as an intrinsic part of the whole curriculum and school ethos.

Significant achievements have been:

- Developing links between the action teams of the three schools to create shared priorities.
- Increased number of pupil voice activities
- Extending parental involvement (validated by the award of the LPPA)
- Children's rights conference held with HH at the Bridge
- Work on developing a new curriculum to embed rights
- Takeover Day (Two years)
- Environmental work connected to the Manchester Clean City Campaign
- Links with elderly people living in Wythenshawe
- Work with the Edible Interchange at the Forum
- Public consultation over one way system
- Pupil voice activity to improve KS1 playground facilities
- Support for other schools starting the RRSA journey

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- Development of the parent charter
- Newly implemented football charter

The impact has been on felt at school, partnership and community level.

School:

Improved behaviour and attendance, reduced exclusions.

Greater tolerance and understanding.

Children have greater voice in decision making.

Partnership:

Shared visions and values that provide the foundation from which to work.

Sharing expertise to develop policies, practices and inset.

International links with South Africa helping to develop awareness of our role as global citizens.

Community:

Parents are increasingly aware of what the Rights agenda is, and how it impacts at school, at home and beyond.

Through work at the Bridge we are developing the scope of the RRSA to reach out to the community, and through the playgroup to children and parents of two year olds.

Through our Rights Respecting Conference with Haveley Hey we acted as ambassadors for

RRSA in the Wythenshawe cluster of schools.

We have supported the start up of the Wythenshawe Safe Spots campaign

Next steps include:

- Embedding the teaching of rights through the core curriculum
- Extending pupil voice through campaigning activities
- Taking RRSA into the community
- Developing work on global citizenship
- Participating in the We Act event in London



Haveley Hey Community School

Creating a strong school and wider community has been part of the drive for improvement at Haveley over the last four years. Working towards becoming a Rights Respecting School has been a crucial part of the developments of Haveley becoming a 'Good' school. Partnerships with parents, embedding an open approach to engaging pupil voice and creating a sense of aspirations and pride in the local community has all been possible within the framework of Rights. Other key achievements and actions have included:

- **Embedding Rights within the School Improvement plan,**
- **Reframing and creating a new behaviour policy that has children as respectful and responsible citizens at the heart,**
- **Creating links within the curriculum to learn about rights within context,**
- **Creation of the Rights Respecting School Council, who in turn, successfully run community events and their own School Improvement Plan,**
- **Annually reviewing the approach to embedding Rights within the classroom with all staff and children,**
- **Development of a global curriculum through Super Learning days, Day for Change and assemblies**
- **Sharing Rights with the wider community through Big Lunch events and a Children's Conference with TWs**

Key next steps for the partnership agreed in January 2018 –

The three schools are committed to continuing to embrace the Rights Respecting Framework and celebration of the diversity of our communities. We are committed to strengthening this agenda and will do this through;

Key themes

Embed Rights into the Curriculum through developing a Manchester Parliament for pupil voice (linked to children's rights)

- To facilitate the vision for the parliament through the TLC strategic meeting
- To plan and organise the introduction of a Manchester parliament
- To invite all Manchester schools to participate and have membership on the Manchester parliament.

Seek to promote the work that we do in the wider public forum through advocacy work

- Support Manchester and other schools beginning their RRSA journey
- To support all Manchester schools on becoming RRSA Gold award schools
- To collaborate as a partnership in providing a school based RRSA context to leaders, staff and governors who are interested in becoming RRSA schools.

Use the voice of children to campaign for children's rights in the local community and citywide.

- Conduct pupil voice activities to find out what issues are a concern to children
- To collaborate on events e.g. Manchester Day, celebrate and educate on key issues

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To develop a training package that will be offered to Manchester schools that will develop or further develop a rights respecting ethos

- As a partnership, organise and develop a rights respecting training package in understanding the process required to develop an RRSA ethos through:
 - Leadership
 - School improvement