

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Kirkcolm, Leswalt and Portpatrick Primary Schools
<b>Headteacher:</b>	Sheila Baillie
<b>RRSA coordinator:</b>	Mandy Whorlow
<b>Local authority:</b>	Dumfries and Galloway
<b>Number of pupils on roll:</b>	35, 40 and 28
<b>Attendees at SLT meeting:</b>	PT, RRSA Coordinator (PT)
<b>Number of children and young people spoken with:</b>	12 pupils
<b>Adults spoken with:</b>	3 (teacher, parent, parent/clerical staff)
<b>RRSA key accreditations:</b>	Date registered: 16 January 2020 Bronze achieved: 15 February 2021
<b>Assessor(s):</b>	Steven Kidd, with Lisa Henderson
<b>Date of visit:</b>	20 September 2022

## ACCREDITATION OUTCOME

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

Kirkcolm, Leswalt and Portpatrick Primary Schools have 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 in the focus group had a very good knowledge of rights, sharing an impressive selection of articles and bringing them into conversation naturally. They linked them naturally to both learning and to topical events; in the case of the latter, this helped them to understand the barriers some children may face in accessing their rights.
- Evidence showed the extent to which rights learning was embedded in the curriculum, with rights woven into planning across a wide range of subjects. Discrete rights learning is all a part of each weekly assembly and rights are a visible part of the school environment.
- The Rights Respecting Coordinator explained how rights has featured regularly in collegiate sessions and specific development sessions on rights respecting language. CPD based around the likely incorporation of the UNCRC has also been delivered, as well as additional training, including some delivered by WOSDEC.
- *“My child tells me about their rights,”* reported one parent, *“but the school’s really good at communicating. It’s in the newsletter, the blog, been at the parent council...”* Another parent agreed: *“The school’s been really good, there’s been leaflets sent home...when things are happening in the world they talk about them, it allows for good discussion at home.”* Parents have received information leaflets and viewed videos created by the children.

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

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people’s age and ability.
- 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](#).

## 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.

- *“When we were creating the plan at Bronze we realised that we were already doing a lot of stuff,”* explained a Principal Teacher, noting how the RRSA journey had helped to provide a framework to draw together activity and build on it, with an eye on UNCRC incorporation.
- The importance of a shared language was referred to on several occasions, not least in the area of relationships, which was considered to be an area of impact: *“We focused a lot on what respect means... helping everyone to develop those skills.”* Adults agreed about the welcoming environment across the schools, a teacher explaining how they have facilitated the shift: *“We’ve been using a restorative approach... our school’s a lot more positive in terms of behaviour... the senior pupils are helping to solve problems.”*
- Children were clear that they felt safe and supported in school, equally certain that there was a trusted adult in school with whom they could share any concerns if they arose. They spoke of practical steps, such as fire drills, and learning, particularly in relation to online safety.
- Children spoke positively about the school's consideration of their health, confidently sharing several ways in which the school supported them, from 'PE' to 'healthy snacks'. A comprehensive HWB curriculum includes topics such as People Who Help Us, Feelings & Emotions and Bullying.

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

- Ensure that children and young people are clear about how adults, as duty bearers in school, should uphold their rights and help facilitate their access to rights.
- Provide opportunities to explore and celebrate diversity in a range of ways.

## 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.

- According to focus group participants, the pupil council is *“helping making the school a better place for everyone.”* They believed they were listened to and linked this to leadership opportunities, such as the House Captains. A parent confirmed that *“ideas are being acted upon”*, another expanding on the impact, *“They can see that their ideas are being listened to, it encourages them to put others forward.”*
- Children spoke of helping others through fundraising and donations, identifying causes such as Poppy Scotland and Children in Need. They talked of their ‘reverse advent calendar’ for the foodbank and of combatting loneliness by writing cards to local care home residents.
- Learning for Sustainability had been an area of particular focus and one where the school’s efforts had already been Highly Commended by Education Scotland. Pupils had taken direct action in improving a local wetland and a school nature area, as well as leading community clean ups. They’ve also been inspired to write to decision-makers to share their views on climate change, as well as making their own videos. *“It’s about social justice,”* shared one adult, *“they know they can make an impact. That’s come from the school.”*

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

- Continue to provide opportunities for children 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 develop children and young people’s understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination, helping them to and engage in a range of advocacy and campaigning activities that promote children’s rights locally and globally. Unicef’s [Youth Advocacy Toolkit](https://www.unicef.org/uk/youth-advocacy-toolkit) may be a useful resource.