

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Glenwood Family Centre
<b>Headteacher:</b>	Lorraine Brown
<b>RRSA coordinator:</b>	Jill Abernethy
<b>Local authority:</b>	East Renfrewshire
<b>Number of pupils on roll:</b>	96
<b>Attendees at SLT meeting:</b>	Headteacher, Depute Headteacher & RRSA Lead
<b>Number of children and young people spoken with:</b>	6 children
<b>Adults spoken with:</b>	4 staff, 2 parents
<b>RRSA key accreditations:</b>	Date registered: 25 January 2017 Bronze achieved: 28 April 2017
<b>Assessor:</b>	Anne-Marie Poynor
<b>Date of visit:</b>	29 April 2024

## ACCREDITATION OUTCOME

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

Glenwood Family Centre 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 a strong leadership commitment and enthusiasm for promoting children's rights within the Glenwood community. Creating a rights-respecting school environment where children's voices are valued, the deputy head said, "*it is about valuing what the children are saying ... everyone is on board.*" The RRSA lead spoke of how, "*we were asked how we can teach rights to three to four-year-olds – we use songs, stories and play in a way they are able to understand.*" The head teacher agreed, "*through stories we can expose them to something they are not aware of, such as the right to clean water.*" Through play and experimentation, the children are empowered to lead their own learning and apply their understanding of certain rights, for instance, whilst playing with sand and making a moat, one child wanted to ask the teacher for some water but another child said, "*you can't have some water...if you waste water...you can't save the planet.*" So, they compromised using rainwater instead. Another child, was outraged to learn about children's lack of access to certain rights in other parts of the world, said, "*it's unfair.*"
- Children interviewed were able to talk about rights, the right to play, be safe, healthy and have their voices heard. The school have even created their own rights song, with Makaton signs, which the children sang on the assessment morning. Children's rights permeate and are threaded through an array of planned activities, aligned with the Curriculum for Excellence, through each intentional planning cycle. Rights-related resources are assembled into a 'Rights Respecting Resource Bag' and 'Rights Family Fun Bags', containing activities to be completed at home.
- Staff have attended internal and external rights-based training, which is then disseminated to other colleagues. According to a recent survey, staff feel more confident teaching about rights. The detailed evidence portfolio provides examples of how adults, including parents, regularly evaluate and help children learn about their rights in an age-appropriate manner. Staff evaluate the work they have done with the children, linked to a range of rights. Parents expressed how much it meant to them for their child to be at the school and how much they were learning from them. One said, "*my child told me that a mummy could be brown, white or different colours ... and that you can have two mummies or daddies – and that's alright.*"

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

- Widen the range of articles that the whole school community are familiar with, appropriate to age and ability. Consider adapting [Article of the Week](#) activities.
- Find creative ways of making rights displays even more visible and high profile around the school and on the website. Consider a rights mascot to support this.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects/topics and in their daily interactions with children.

## 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.

- Adults play a key role in the children's lives and there are good links between home and school. Learning environments are colourful, stimulating and informative with posters and displays to exemplify how children are supported to learn about their rights, in an age-appropriate way. The comprehensive evidence file showcases the extensive efforts being undertaken with the children to facilitate their understanding of, *"their rights and those of others, and how they can access their rights"*.
- Learning about rights is clearly referenced in the School Improvement Plan and the 'Healthy Eating' and 'Inclusion' policies. At the start of the academic year, all the children were involved in crafting the Golden Rules for the year, and their school charter, along with other displays highlighting rights, is prominently exhibited in the foyer. Acceptance and promotion of inclusivity and diversity are fundamental values upheld within the school community.
- Children have developed strategies for managing and resolving conflict, as one teacher expressed, *"they learn to treat each other with respect"*, whilst teachers model rights-respecting language. Additionally, children's identities and cultures are celebrated through diverse approaches, encouraging them to appreciate and respect difference.
- The school have recently been awarded the Eco Flag for the eighth consecutive time. Children are educated about recycling and reusing materials both at school and at home. These initiatives are shared with parents to ensure their involvement and engagement in the school's environmental efforts.
- Located near a wooded area, there are times when the children are involved in adventurous or risky play. The RRS lead said, *"we encourage risky play ... the children learn how to assess the risks for themselves."* One child explained, *"we can climb the trees ... there's a ribbon on the tree ... we can't go past the ribbon"* demonstrating their understanding of safety boundaries. The children mentioned other safety measures, such as, *"zebra crossings, teachers, fire fighters, police and the lollipop person"* indicating their awareness of different safety protocols in place.

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.
- Embed the UNICEF RRSA [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.
- Continue to ensure that all children and adults understand the procedures for addressing disagreements and conflict, and that these are based on respect for children's dignity and rights.
- Continue to develop the role children have in engaging with their right to learn.

## 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.

- Empowering children with a voice is at the cornerstone of Glenwood’s RR approach and staff consistently seek genuine ways to facilitate their active participation. They were consulted by the LA regarding the canteen menu for the upcoming year. Through a voting process utilising a coloured token system, children expressed their preferences for the food they would like to eat. Their choices will directly influence the composition of next year’s menu, ensuring their voices have been heard, acted upon and respected. Especially in decisions that affect them directly.
- The children actively participated in Education Scotland’s National Discussion, contributing their thoughts on how they thought education should look. They engaged in group discussions to provide thoughtful responses to questions such as, ‘What do you think children learn best with, and why? ‘Where are the best places children can learn, and why? What do you think we should be learning, and why? Their insights were captured by staff, highlighting their input into shaping their own learning experiences. They lead on their own learning and play, as one teacher said, “*they take agency in their play.*” Their input was sought regarding learning and play environments and resources were subsequently purchased based on their feedback. A recent Care Inspection Report stated, “*children’s voice was valued, and they were empowered to lead their own play and learning.*”
- Children have opportunities to become Rights Ambassadors or join the ECO committee, empowering them to take active roles in promoting important causes. They learn about sustainability by growing produce, planting seeds and cultivating potatoes, raising awareness of their impact on the planet. Old plastic milk bottles have been transformed into planters and watering cans – so that nothing goes to waste. Moreover, the children actively engage in fundraising efforts for various charitable causes such as Children in Need, the Ukrainian appeal and supporting local food banks. They also participate in litter picking activities, particularly in the woodland area, demonstrating their commitment to the environment.
- Global citizenship is explored at an age-appropriate level with global topics being explored through videos and stories. This provides children with the opportunity to engage in discussions about issues and their impact locally and globally, as well as consider how it affects their own rights and those of children worldwide. By fostering this understanding, Glenwood encourages children to develop empathy, awareness and a sense of care and concern for the broader global community.

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

- Continue to develop mechanisms that ensure children and young people’s views are taken into account and acted upon when decisions are made in school.
- Ensure children have regular access to local and global news (age appropriate) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Continue to support children to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally.