

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Hillview Primary School
<b>Headteacher:</b>	Jo McGregor (Acting Head Teacher)
<b>RRSA coordinator:</b>	Lucy Melville
<b>Local authority:</b>	East Renfrewshire
<b>School context:</b>	Hillview Primary School is a non-denominational state primary school. The roll constitutes 248 pupils, with 18% qualifying for SEND provision, 18% for free school meals, and 10% of pupils using English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA Lead
<b>Number of children and young people spoken with:</b>	25 in two focus groups
<b>Adults spoken with:</b>	6 teachers and 5 parents
<b>Key RRSA accreditations:</b>	Registered for RRSA: 03 March 2017 Bronze achieved: 21 May 2021 Silver achieved: 11 October 2022
<b>Assessor:</b>	Alwyn Bathan
<b>Date:</b>	30 <sup>th</sup> May 2024

## ACCREDITATION OUTCOME

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

Hillview Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

## Strengths of the school include:

- There is an excellent knowledge of rights across the school community and children use the language around rights in a mature and reflective way.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children.
- A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.
- The current focus on developing the curriculum, working with families and children to reflect the school's increasingly diverse community and build children's cultural capital.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.

**Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:**

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children age and ability. Use all available opportunities to link learning with the UN Global Goals for Sustainable Development.
- Support parents/carers and families to learn more about the school's Rights Respecting journey by linking specific articles to shared information.
- Continue the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms. Ensure children understand all provision is linked to rights.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual OutRight campaign.
- Continue to ensure pupils view themselves as 'agents for change'.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Pupils at Hillview confidently named a wide range of usual articles as well as some less-frequently occurring, e.g. the right to be protected from kidnap and from fighting in wars. Their understanding of the concept of rights was strong and they were unanimous that, <i>"...all children have these rights until they're eighteen,"</i> and that, <i>"...no-one can take our rights away."</i> Children gave insightful examples of where rights may be denied for peers in Scotland, <i>"Who might have abusive parents and who aren't being protected from violence,"</i> and further afield, in places like Syria and Palestine, where children are not being protected from war, are unsafe, malnourished and receive poor/no medical care. The SLT at Hillview strongly believe their rights respecting work is, <i>"...at the heart of everything – rights just drive everything we do,"</i> (Headteacher). Linked with the school's values of 'Fairness, Kindness and Honesty', a staff working party has linked Article of the Week packs to a school diary of events, signposting relevant rights, and, <i>"...seeing all new learning from the perspective of rights,"</i> (RRSA Lead). Hillview capitalises on the professional strengths of staff members to enrich their rights-based capital, for example, one teacher studying racial literacy has advised on relevant texts/stories to highlight diversity issues and another has used their Forest School training to link rights into children's play/health/well-being and safety. Specific UNICEF training materials such as the ABCDE of Rights have ensured children are clear and specific in their understanding and knowledge of rights. Newsround and Picture News provide a broader context for pupils' awareness of current events and class-based follow-up map work enables clear linkage of, <i>"...where they are in the world and that it's the same world as for all other children,"</i> (RRSA Lead). Parents and families benefit from, <i>"...everything rights respecting being signposted in the newsletters, in the children's daily learning, at the front door and on displays as well in the ethos inside the school."</i> Seesaw is used to share what individual pupils and classes have learned, <i>"My child can take ownership now of what they want to share with me from school."</i> Twitter/X provides a daily landscape of achievements linked to rights for the whole school community to celebrate. Pupils firmly believed that learning about rights was important, because otherwise, <i>"Someone could be harming you, and you wouldn't know that they shouldn't, or know who to go to about it,"</i> explained a P7 pupil.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Pupils cited their ability to join groups (and clubs), benefit from healthy food choices, enjoy their right to an education, and to express their views, as some of the ways in which Hillview staff promote children's rights. Pupils were exceptionally clear on the role of duty bearers, having benefited from seeing staff wear Duty Bearer lanyards, and a high-profile linked display in school. Children were clear about duty bearer responsibilities not only in school, but also in healthcare, and in public services. Hillview's School Improvement Plan cites becoming rights respecting as pivotal to their drive to nurture all pupils. All year groups have examined the concepts of 'equity' and 'equality'. <i>"Now pupils can explain why lots of children need something different to support their learning, and what equity looks like in their classroom,"</i> (staff member).</p>

3. Relationships are positive and founded on dignity and a mutual respect for rights.	Staff claimed, <i>"The biggest change through becoming rights respecting, is in the ethos,"</i> (RRSA Lead), and others agreed, <i>"It gives children the ability to understand each other better."</i> Hillview's School Improvement Plan focuses on the improvement of children's developing oracy, <i>"...as the first important way in which their 'voice/opinion' can be expressed,"</i> (Headteacher). Children have experienced a high profile examination of 'dignity' through class-based projects resulting in creative expressions of what dignity meant to them. A P4 class created a dignity song. Charters are in every classroom, the lunch hall and the playground, and the consensus is that they are impactful, <i>"Using the language of rights, thinking about the school values of being kind fair and honest, and linking that back to rights,"</i> (staff member).
4. Children are safe and protected and know what to do if they need support.	Pupils were unequivocal in their agreement that school kept them safe, both online and onsite. They cited use of Worry Boxes, or, <i>"...approaching a duty bearer,"</i> if they had a concern, and were positive that staff would treat them with care and take their concern seriously. Evidence backed up their position, illustrating examples of the practical ways in which the school ensures safety, including educational visits from professionals such as the police and NSPCC.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Huge importance is placed on pupil's emotional wellbeing at Hillview. <i>"We spend a lot of time on emotional relationships to help them understand themselves,"</i> the RRSA Lead said, <i>"We teach breathing techniques and mindfulness."</i> <i>"We talk to the children in a calm and supportive way,"</i> the headteacher added. Time is spent on Zones of Regulation, the whole school participates in Children's Wellbeing Weeks, and specific provision in the form of Art and Lego Therapies are available to children who need it.
6. Children and young people are included and are valued as individuals.	Staff at Hillview have been proactive in identifying barriers to engagement among their increasingly diverse community. Through conversations with individual parents and focus groups, the school has launched Cultural Celebration weeks, where each class suggests a country, nation, religion or culture they want to learn about, then showcase their learning.
7. Children value education and are involved in making decisions about their education.	Pupils reiterated ways in which they can influence their own learning, accessing guidance suggestions around the classroom, voting on upcoming class topics, choosing different tasks during a number of lessons, and through the completion of questionnaires designed to gather anonymous opinions. As well as individual involvement in shaping learning, a group of P6 pupils has been trained for the Young Leaders of Learning project to consider areas of improvement.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children know that their views are taken seriously.	Pupil voice is well-established and influential at Hillview. Wide-ranging committees including Eco, Reading, Pupil Council and RRS provide opportunities for pupils to express their views and bring about change. Pupils must apply for their desired roles using the school application form.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Pupils easily cited ways in which their actions have brought change to school or to the rights of other children. The Eco Committee instigated waste food from lunchtime being composted, paper recycling in classrooms and community litter picks. Pupil Council asked their Parent Council for funding for resources on the playground, and the Reading Committee delivered an assembly about 'Reading in Own Way'. Children have suggested recycling uniforms and Halloween outfits to keep down costs. They participate in Fair Trade Fortnights and Unicef's OutRight campaign. Collections are made for the local foodbank and currently, P2 are running a poster campaign to reduce traffic speed outside of school.