

# SGOIL A' BHAC AND SGOIL ÀRAICH LOCH A' TUATH



## GOLD ACCREDITATION VISIT

Our Journey to Becoming a Rights Respecting School



11<sup>th</sup> March 2025

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# STRAND A: TEACHING AND LEARNING ABOUT RIGHTS



# Our Foundations

- All our children know about and understand the United Nations Convention of the Rights of the Child (UNCRC) and can describe how their rights are being met in school and at home.
- They understand the ABCDE of Rights and what it means.
- Our Progression Pathways have been refreshed to show the relevance of the Articles within our planning.
- When planning, we link our plans to the Articles of UNCRC.

# Articles of UNCRC.

## Global Citizenship Learning Plan



**Fairtrade**

**Aim:** To have an understanding of what Fairtrade means - recognise the logo and be able to explain that it is a way of treating people more fairly for the work they do.

**Activities:**

- Research the Fairtrade website to discover what Fairtrade involves and create a presentation to highlight key learning points. SOC 1/ 2-13b
- Use Fairtrade products to host a hot chocolate afternoon. TCH 1/ 2-04a
- Blind taste test of Fairtrade products. SOC 1/ 2-13b
- Re-enact an interview with a Fairtrade farmer/debate.

**Resources:**

Fairtrade website  
<https://www.fairtrade.org.uk/>

Articles: 12, 13, 17  
 Supporting documents: 1, 6, 10, 12

**Charity**

**Aim:** To learn about and support the school-associated charity GIGA (God is Good Africa) by communicating with Kenny John while he is in Africa. Macmillan/Blythswood will also be supported throughout term. SOC 1/ 2-20a)

**Activities:**

- Research what it's like to go to school in Uganda and living conditions - Fact file.
- Learn the difference between needs and wants - t-chart. SOC 1/ 2-16a.
- Fill a backpack with things we could send over to GIGA.

**Resources:**

BBC Alba programme about children who have extreme journeys to get to school. Google earth maps. Atlases

Articles: 27, 28, 42  
 Supporting documents: 4, 17

**Water**

**Aim:** To discover the many uses of water, to learn how important it is and how appreciate how fortunate we are to have it.

**Activities:**

- Guest speaker from Scottish Water.
- Try filtering water.
- Posters to show all the ways we use water and can save. TCH 1/ 2-06a
- See how far we can carry the same amount of water African children have to carry.
- An experiment as to how far X litres of water will go in terms of usage.

**Resources:**

Parent - Ali Maclean - who works at Scot. Water.

Articles: 24, 27  
 Supporting documents: 1, 2-06a, SOC 1/ 2-13a.  
 ES 6, 7, 8, 9, 10, 11, 12  
 Sustainable Goals: 3, 6

Within our planning and our Progression Pathways we aim to show links to the Articles within UNCRC.

**Our Rights Respecting Steering Group composed a Rap about the ABCDE of Rights and taught it to the whole school at Assembly. You can hear it here.**



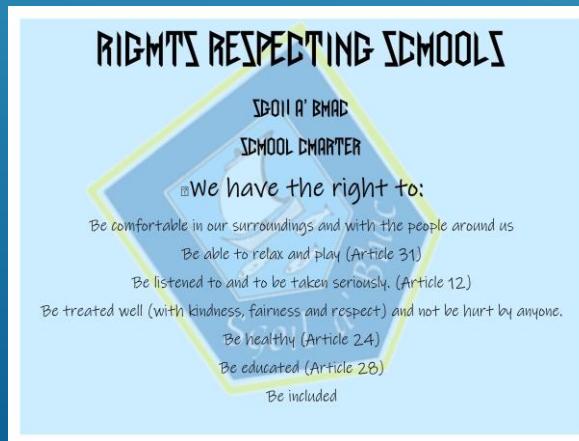
# Our School Charter in Sgoil a' Bhac

Our School Charter gives wings to our children to fly!

The Articles and Principles which have been chosen to represent our school within our School Charter reflect what is important to us as a school community and the shared values we have.



Our whole school charter was created considering the views of all our pupils.



Everywhere you look in our school, you will see our School Values. Here are some of our shared values, embroidered onto cushions for the benches in our foyer. We believe visitors to the school get a strong sense of our nurturing ethos and what is important to us in the school when they walk in and see these.

OUTCOME NO. 1

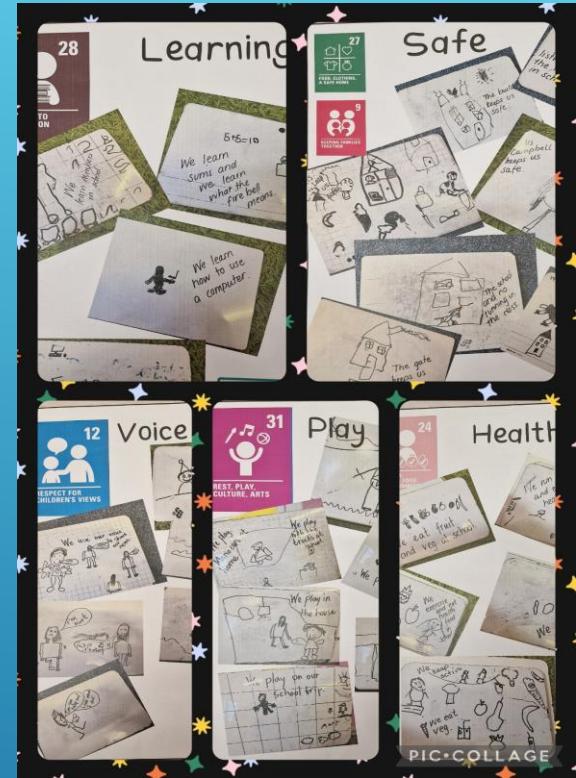
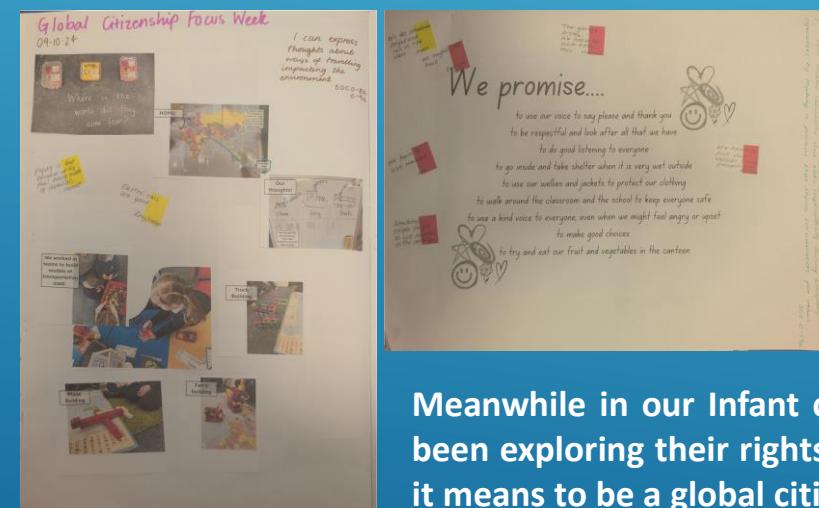
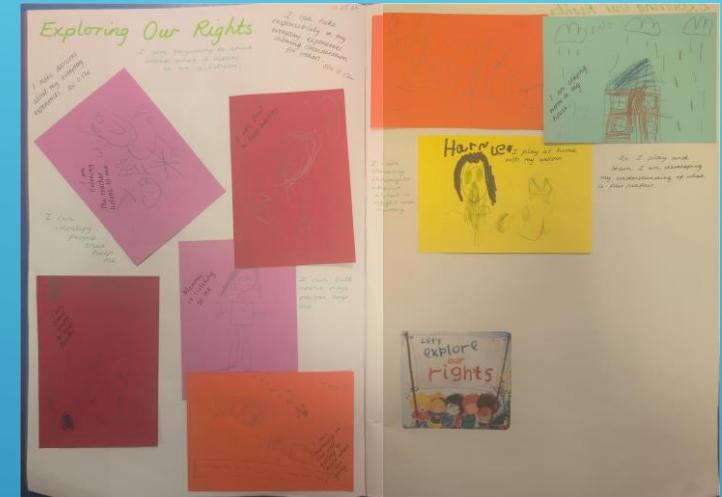
Peter the Rights Respecting Panda is our School Mascot. He was designed by one of our pupils and made by one of our parents.

# Global Citizenship in Sgoil a' Bhac

Our Facebook Page provides a flavour of the events in our school, many of which relate to Global Citizenship. We try to link the Articles to our posts. Click on the link below and come and have a look. [Sgoil a' Bhac Facebook Page](#)



A whole school theme on Global Citizenship saw each part of the school learning about what it meant to be a Global Citizen. Wall Displays which reflected learning and teaching also linked to the Articles of UNCRC. Classes in the upper stages made posters with our Art Teacher identifying important characteristics of Global Citizens and linking this learning to the Articles.



When exploring their rights, our Primary 1 and 2 classes made posters which explained their rights in simple terms for them to understand.

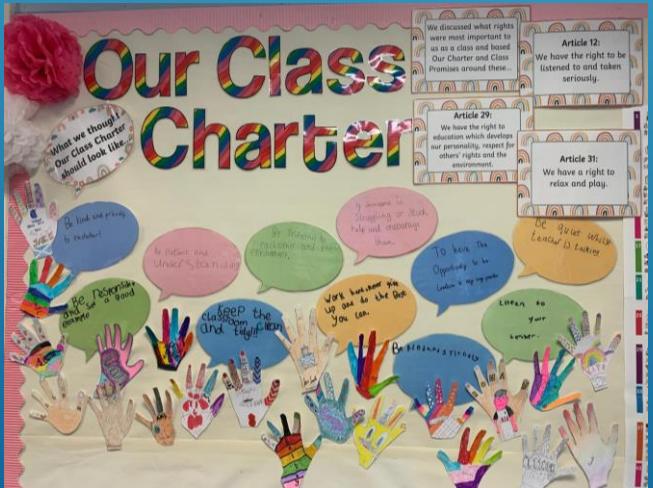
OUTCOME NO. 1

Meanwhile in our Infant classes, pupils have been exploring their rights and learning what it means to be a global citizen. Their work has been displayed in floorbooks which can go home so learning can be shared with parents.

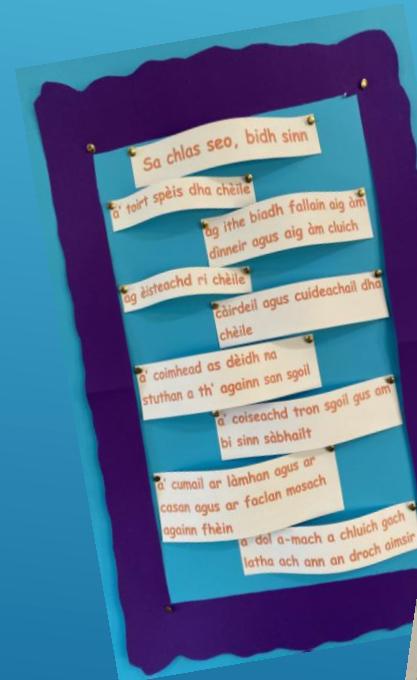


## STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

# Sgoil a' Bhac Class Charters



Each of our classes has drawn up a Class Charter in conjunction with the pupils. Some of our Charters are in Gaelic and some are in English. These reflect the language our classes are taught in. All of our Class Charters reflect the School Values and the Articles of UNCRC.



All classes developed their own class charters. These are frequently referred to in relation to expectations.

OUTCOME NO. 2

# UNCRC - At the Heart of our School

Our School Improvement plans over a number of years have detailed how UNCRC is an integral part of learning and teaching.

## 2.1 Our progress towards achieving National Improvement Framework Priorities

### 1. Placing the human rights and needs of every child and young person at the centre of education

There has been a whole-school approach to embedding rights, including working towards silver award for Rights Respecting Schools. Teachers regularly refer to rights in the course of learning and almost all pupils are becoming more aware of what rights are and what they mean. Whole-school assemblies have focused on a range of rights, helping to embed them in the ethos of the school. All children are treated with respect and dignity, and all staff strive to meet their needs in a range of ways.

Sgoil a' Bhac

## 2.3 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Approaches/Interventions	Impact	Next Steps
<b>Placing the human rights and needs of every child and young person at the centre of education.</b>	<ul style="list-style-type: none"> <li>Children's learning is linked to the United Nations Convention of the Rights of the Child</li> <li>The school has achieved its Silver Award and is now working towards a Gold Award – Rights Respecting Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to speak informatively of their Rights and recognize how their Rights link with their learning.</li> </ul>	<ul style="list-style-type: none"> <li>School to continue working through the Gold Award Action Plan and to plan for a Gold Accreditation Award in 2024-25.</li> </ul>

Lesson Information		Lesson Summary/Learning Intentions
Curricular Area	IDL / Science	L1. – We are learning the properties of different materials.
CFE Level	First	SC – I can investigate materials with my senses.
Es and Os (Codes)	SCN 1-15a	SC – I can play with different materials.
SC – I can evaluate the best material for a football.		
<b>Focus Area One – Identified by Observer</b>		
1	<b>Focus:</b>	Our teaching is underpinned by a commitment to children's rights and positive relationships.
<b>Feedback, Evaluation and Next Steps</b>		
<ul style="list-style-type: none"> <li>This lesson was one of a series of IDL lessons based on materials where the World Cup was a focus.</li> <li>Relationships across the class were positive. Children were engaged and happy in their work and responsive to all that you did with them throughout each part of the lesson.</li> <li>At varying points throughout the lesson you referred to appropriate Articles within your teaching and children were able to discuss with you why these Articles were relevant to their learning.</li> <li>The carousel of play activities provided pupils with opportunities to explore and investigate the materials you had provided.</li> <li>Your floorbook has demonstrated how the children are considering their Rights against the backdrop of Qatar hosting the World Cup and the controversy around their Human Rights record.</li> <li>Classroom organisation showed how you are encouraging them to develop responsibility for their learning and be independent as they progress from one task to the next.</li> </ul>		
<b>NEXT STEPS</b>		
<ul style="list-style-type: none"> <li>Pupils actively participated in the activities you had planned for them. They would perhaps have benefitted from a task card on each table but generally they were able to think about each material and whether it would suitably make a football.</li> </ul>		

During Classroom Observations, our Senior Management Team expect to see Children's Rights at the heart of Learning and Teaching – in all subjects.

Pupils democratically vote peers on to School Committees: Pupil Council, Eco Committee and Rights Respecting Schools Steering Group.



Our refreshed curriculum rationale places Children's Rights at the very centre of learning and teaching.



Primary 5-7 pupils planning their class topics using the curriculum planners with Experiences and Outcomes, as well as referencing their Rights and the Sustainable Development Goals.

OUTCOME NO. 2

# Nurturing Positive Relationships

**APPENDIX 1a) Whole school Readiness Checklist**

Please note this questionnaire should be completed by the Senior Management Team (SMT) or Implementation Team within the school (this might include partners). Please circle YES or NO.

1. Our Senior Management Team (SMT) are fully to support and model the implementation of nurturing approaches.  YES  NO

2. Our SMT have had some awareness raising/training on nurturing approaches.  YES  NO

3. Nurturing approaches will be part of our school and early learning and childcare (ELC) settings improvement plan.  YES  NO

4. Nurturing approaches will be part of our early years/school improvement plan.  YES  NO

5. Our SMT have presented information to all staff about the approach. If YES, what date did this take place?  21  10  2020  If not, when will this take place?  YES  NO

6. We have discussed the needs of our school and feel that a nurturing approach is a good fit. (in preparation for writing up our STOP the 2020-21 we discussed nurturing approaches and saw many fitting into the school improvement plan and felt this was a good fit for our school).  YES  NO

7. Opportunities for sharing/learning practice in nurturing approaches have been provided: if not, how will that be provided?  YES  NO

**Observations:** During family time and will be focused on the use of Nurture principles within the class. The intention is to ask staff to focus on one of the nurturing principles, based on the information gathered in the baseline questionnaire, particularly to observe the Nurture approach that was scored highest.  YES  NO

8. We are confident as a school that we have the time, skills and resources to implement nurturing approaches effectively. (we recognise that we have a strong nurturing ethos within our school and want to embed this further, we are confident that we have the time, skills and resources to do this effectively).  YES  NO

9. We are able to allocate time or already have allocated time for all staff to implement full training on the Nurturing Initiative within the school/ ELC setting before we start the programme.  YES  NO

10. We have considered ways to involve parents/carers and involve them in nurturing approaches, and will seek innovative ways of doing this. (new we are considering how best to do this in light of covid-19)  YES  NO

11. Opportunities for sharing/learning practice in nurturing approaches have been provided. If no, please note how they will be built in to the on-going implementation.  YES  NO

*(Please see notes below to this. There could be ways to undertake some prior observations, by SMT to help staff look at the observations profiles and to discuss with their peers which principles they would like to focus on and to share the outcomes with the SMT and the whole school. This will be a priority for the first few weeks of the year, but we have time to do something with it.)*

12. We have an area within the school to display/area on nurturing approaches information to parents/carers, for example, a notice board, leaflet or regular newsletter. (we have identified an area within the school where one of the principles will be displayed, this will be within the school office in the foyer area, but we have time to do something with it)  YES  NO

13. We recognise that nurturing approaches should be embedded as a priority, and that if changes are made this could influence the effects on pupils.  YES  NO

14. We have considered ways of providing coaching for an important part of embedding nurturing approaches, and have made plans to help staff engage in this. (the head teacher has undertaken training in coaching and is keen to use this approach in order to further the use of nurturing approaches)  YES  NO

15. We are aware that evaluation of impact is crucial and have made plans for what evaluation will be carried out to measure this. (the intention is to re-do the staff questionnaire and to compare and evaluate this with the previous one. This will be completed in October 2020 and those which will be completed later in the year)  YES  NO

16. We have identified support agencies who will help us to embed nurturing approaches. (we would look to the Educational Psychology Department to advise and guide us in this journey to help embed nurturing approaches)  YES  NO

17. We could accommodate an Education Scotland visit to support the implementation of nurturing approaches. (as we are not within an Inspection Cycle, we do expect to be visited by HMI and Health and Wellbeing Inspectors. We are considering how best to do this in light of covid-19)  YES  NO

18. We have considered ways of involving children and young people in the taking forward of nurturing approaches. (we do not have time to do this in the first few weeks, but we have time to do something with it)  YES  NO

19. We have explored how a nurturing approach fits with other key policies and approaches in the school. (nurturing approaches and a nurturing ethos across the school would fit in with our existing vision, values and mission statement. We have time to do something with this in relation to key policies on Anti-Bullying, Behaviour, Additional Support Needs, Curriculum for Excellence, Child Protection, Health and Safety. These are embedding our nurturing approach into our school vision and we believe that it would be in there also.)  YES  NO

20. We need more information before we can take forward a nurturing approach.  YES  NO

*(I require...please outline your requirements to implement nurturing approaches)*

*(Please see notes below to this. We have time to arrange and come back on nurturing in the last half year, in particular - think at this junction we have to need to consult with our team and our pupils, and to seek advice from our local mental health and psychological services and take advice from them on where to go with all of this next.)*

**Applying Nurture as a Whole School Approach – This was when we started using nurture to build positive relationships across the school. We were able to link this in with our Rights Respecting School journey and together these two initiatives have had a positive impact on our school over the last 4 years.**



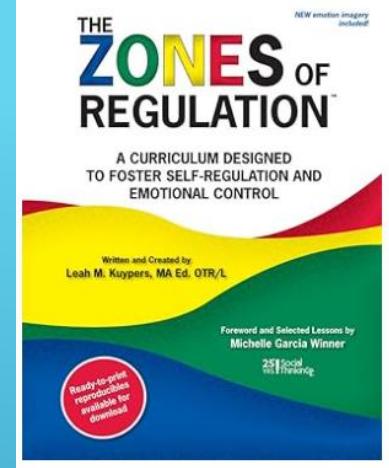
**Daily emotional check-in's help our pupils feel settled and ready to learn.**



**Supporting pupils with significant additional support needs so they can be included in the life and work of the school.**



**Enjoying the Great Outdoors with one another!**



**Using Zones of Regulation and Decider Skills to support pupils in managing their emotions and giving them strategies to deal with difficult situations.**



**OUTCOME NO. 3**

# Fairness and Equity

**SGOIL A' BHAC**  
**FOCUS GROUP QUESTIONS**  
**GL3-5 GROUP**  
**Group Leader: Kirsteen J Maclean HT**  
**Date: 23<sup>rd</sup> January 2025**

**Names of Children participating: Brodie Baxter GL3 (BB), Ross Shields GL3 (RS), Joel Campbell GL4 (JC), James White GL4 (JW), Joshua Thomson GL4 (JT), Juliette Macleod GL4 (JM), Angus Baxter GL5 (AB), Isla Gordon GL5 (IG)**

**Do you have friends, in your class, in your school or in your local community who are different from you in some way?**

YES		NO	
7		1 (JC)	

**How are they different, and what is it you like about them?**  
 They are different because they are funnier (RS). They're good at different things like Maths (IG) They are older than me (JM) We have different personalities. Some of us like drawing, some of us like being out playing tag, but we all like reading (AB) They like playing different games (JW) Sometimes the reason for them being friends is that they are kind to us and it is nice to be kind (JT) One of my friends in our local community likes my imagination when I tell him things (BB)

**Can you think of ways your class celebrates how different everyone is?**  
 One time we did a piece of writing where we were looking at how **every one** is special (IG) When we do imaginative writing we all have different stories and characters. Our writing goes in different ways. (AB) Once we were doing some writing on Uganda and we were seeing how they were really different to us. (BB) When we did our play we all had different parts and we were learning about the different countries and we were Ireland in 'Children of the World'

**In Sgoil a' Bhac, do you think the teachers and other grown-ups treat boys and girls fairly?**

YES		SOMETIMES		NO	
8		1 (JM)		1 (JM)	

**Why do you think that? Can you give examples of situations that have happened?**  
 If you are feeling sick you might be allowed to go home (RS) It's fair that Mrs Wilson gives us 20 mins for normal writing and 25-30 mins for imaginative writing, because our stories are longer. (JT) If someone cuts their leg or hurts themselves the **grown ups** look after them and give us plasters if we need them (JM) When we get our voices heard in Assembly and when the teacher asks us in class for our opinions on things (AB) They let us have a turn of the microphone and when we have a break we have a turn of Toffee (the Cal Mac Lion) and we can take **home** and take photos of them (JW)

**Can you tell me what equality means?**  
 Is equality when everything is the same and everyone gets the same thing (RS) The opposite of that is Equity! (JT) Equality is when everyone gets the same but that's why Equity is better because everyone gets what they need to do what they want to do (BB) Equality means that you all get the same amount. That might be fair for some than it is for others. (AB) Some people need not that much food but some people need an awful lot of food (JW) Like Uganda (JT)

**In your class or in work some people have more opportunities than others. Do you ever hear about or taken part in activities or events that celebrate different cultures or traditions?**

YES		SOMETIMES		NO	
6		2 (JT and JC)		1 (JM)	

**Can you tell me about other cultures or traditions that you have learned about?**  
 Well we learned about the country of Ireland for the school play (IG) Is that like Uganda. We learned about how they collect their food and water and go to school. (JM) Once we did African Line Art, because

During a Pupil Focus Group with P3-5, pupils were able to discuss Equality and Equity and identify the differences in definition. .



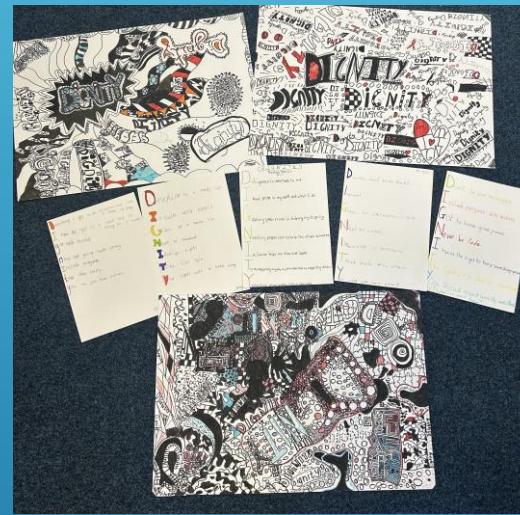
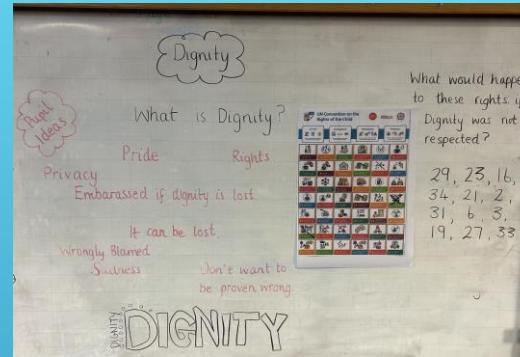
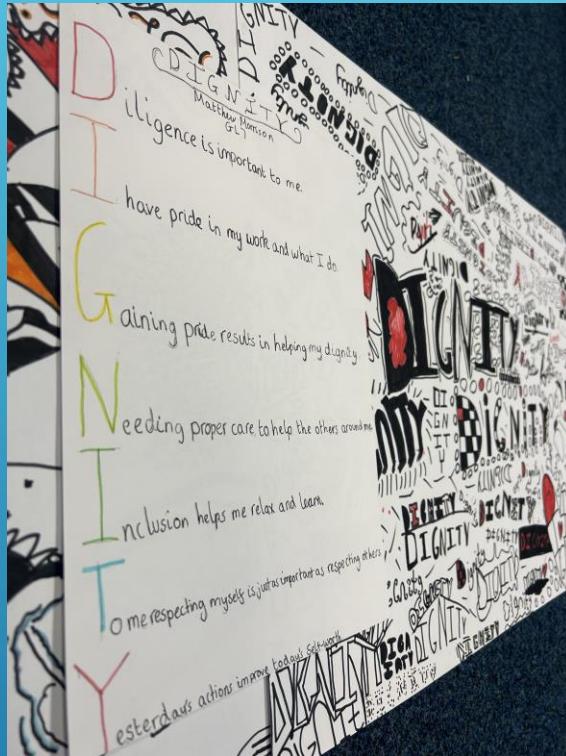
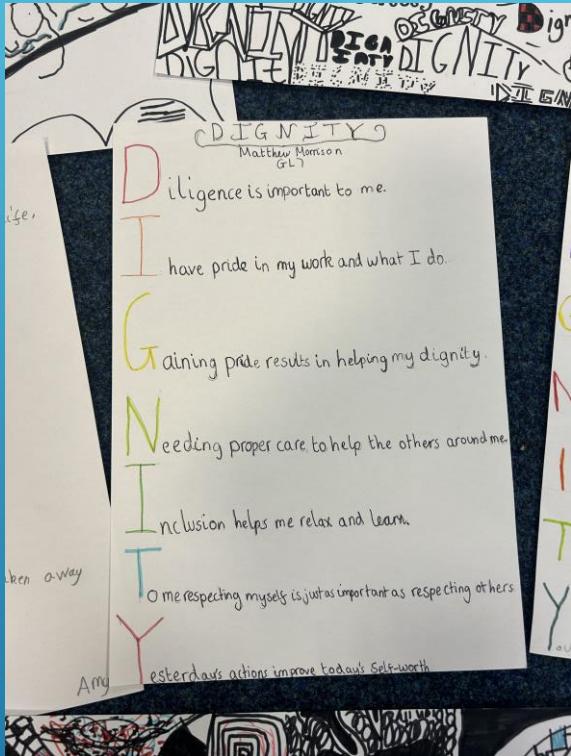
GM6-7 led a Pupil Led Assembly on the importance of Fairtrade and why Fairtrade goods are fair for everyone.

They presented a very visual Assembly, particularly for our younger pupils to help them understand Fairtrade.



OUTCOME NO. 3

# Dignity and Respect



In Sgoil a' Bhac, pupils and staff know and understand the term 'Dignity.' Pupils in the senior stages made mind maps before looking at the definition of 'Dignity' and comparing this to real life scenarios to show where dignity might be used. They then discussed what would happen to our rights if dignity was not respected. In addition to this, they looked at how equality and equity complemented this theme.

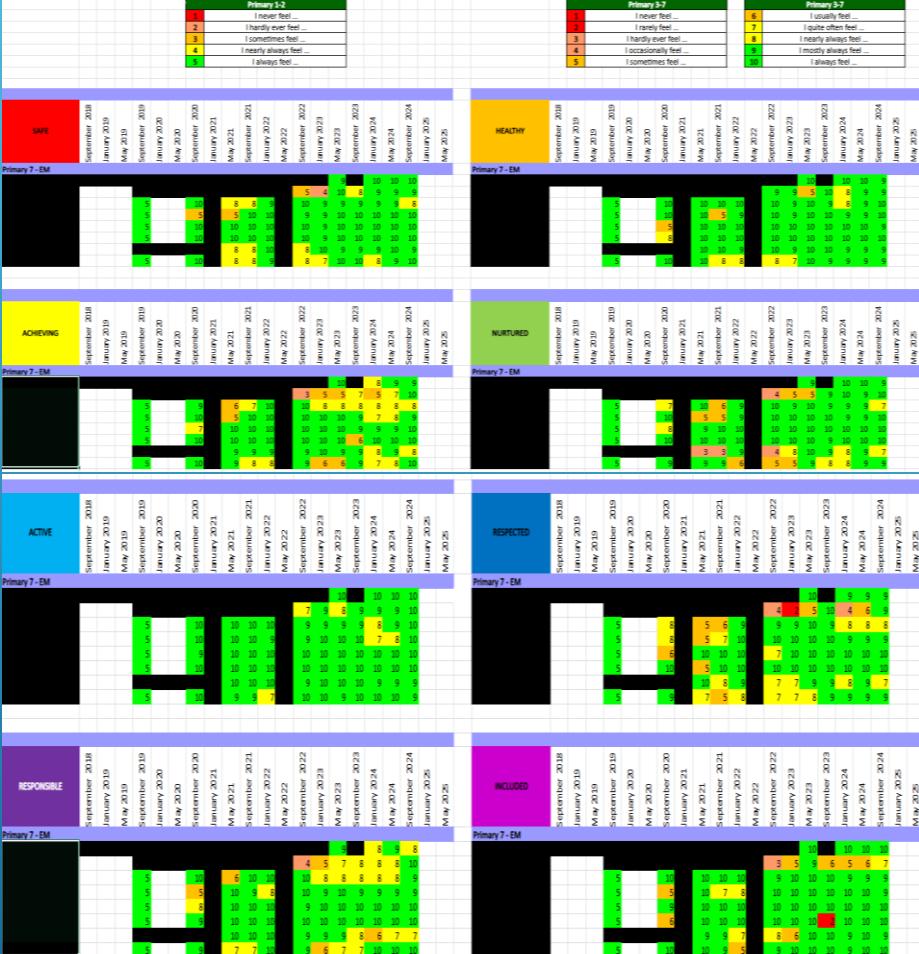
The Poetry and Artwork displayed above was created when exploring the term 'Dignity' which was inspired by the work of Timothy Goodman.

Our Head Teacher visited all our classes to gather our opinions and views in a Curriculum Design Workshop. We listened respectfully to each other's views even when they were different to our own.



OUTCOME NO. 3

# Pupils Rights Supporting Well-being



We track our children against the Well-being Indicators and can monitor trends over time. (Redacted areas carry identifiable information.)

Pupils played 'Angels and Lambs' where they had to show kindness and support to a fellow classmate without letting on that they were their 'Angel'. At the end of the term they then revealed who they were with an arts and crafts item that was made in class and presented to their 'Lamb'.



Primary 7 Buddies support our younger pupils at school events and in the playground as they play.



## RME Special Focus Week

Our pupils learnt so much about other people, their beliefs and values and how their practices and traditions help their well-being



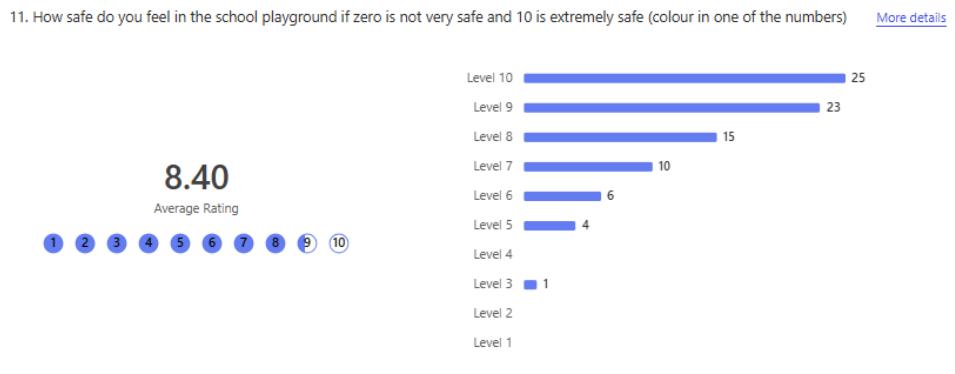
OUTCOME NO. 4

# Anti-Bullying Information

Reported incidents of Bullying remain low in the school.

Incident Report				
Incident All Incidents				
Add To List New List				
ID	Date	Incident Owner	Addressed By	Incident Location
1	29/10/2018	Miss K Maclean	Mrs D Morrison	In School, In the Community
2	04/12/2018	Miss K Maclean	Miss K Maclean	Playground
3	11/01/2019	Miss K Maclean	Miss K Maclean	Playground
4	19/11/2019	Miss K Maclean	Mrs C Graham	In Class
6	06/12/2019	Miss K Maclean	Miss C Macleod	Playground
5	11/12/2019	Miss K Maclean	Miss K Maclean	In School
7	26/02/2021	Miss K Maclean	Miss K Maclean	Playground
8	04/05/2021	Miss K Maclean	Miss C Macleod	Playground
9	30/03/2023	Miss K Maclean	Miss K Maclean	Playground
11	08/01/2024	Miss K Maclean	Miss K Maclean	School Transport
10	08/02/2024	Miss K Maclean	Miss K Maclean	Playground

Data from a recent Pupil Welfare Questionnaire undertaken with P3-7 pupils.



**Ar Sgoil • Ar n-ionsachadh • Ar Lèirsinn** Our School • Our Learning • Our Future

**Sgoil a' Bhac**

HOME ABOUT SCHOOL INFORMATION PUPIL VOICE GROUPS DOCUMENTS PARENT COUNCIL RESOURCES CONSULTATIONS ACCREDITATION PROGRAMMES

Back School Search SEARCH

RECENT POSTS

Comhairle Nan Spòilearan 2021-2022  
Latha Pudsey  
Poppy Trail  
Comhairle Nan Spòilearan 2020-2021  
COVID-19 TESTING

RECENT COMMENTS

on Pupil Council Elections  
on Lucky 28 Here  
on Halloween  
on Pupil Council  
on Sgoil a' Bhac Memories – Book Launch

ARCHIVES

September 2021  
November 2020

**ANTI-BULLYING**

In Sgoil a' Bhac, we believe that a positive ethos is essential to the creation of an anti-bullying culture.

In Sgoil a' Bhac, we are committed to realising the potential of all children, young people, communities and staff by:

- Putting people at the heart of all we do
- Nurturing an ethos of achievement
- Striving for sustainable achievement
- Working co-operatively

As a Rights Aware School, we hold a Silver Award from UNICEF under their Rights Respecting Schools Award Scheme. The United Nations Convention on the Rights of the Child underpins all work we do in the school and this is reflected in the way that we would address any bullying issues.

We have made the following materials available to parents. These materials in PDF format include our Anti-Bullying Policy and also relate to Anti-Bullying, Cyber Bullying, Parenting in the Digital Age and a Parents Guide to Facebook. We hope you will find them useful and of benefit to you as you talk to your children about these matters.

[Anti-Bullying Policy-Sgoil a' Bhac-Aug 2022](#)  
[Bullying – a guide for parents and carers](#)  
[Cyberbullying – what you need to know](#)  
[Parenting in the Digital Age-2017-18](#)  
[A Parents Guide to Facebook](#)

**CONTACT US**

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**Healthy Working Lives**  
Gold Award

Posts from @sgoilabhad

Excerpt from Anti-Bullying Guidelines (Due to be reviewed again in August 2026)



## 1. RATIONALE

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards." – 'A National Approach to Anti-Bullying for Scotland's Children and Young People' Scottish Government, November 2010

Throughout this policy, the terms 'bully' and 'victim' will not be used. Instead, **respectme**, Scotland's Anti-Bullying Service, advise that the terms 'person displaying bullying behaviour' and 'person experiencing bullying behaviour' or simply 'people involved in bullying behaviour' could be used as alternatives. **respectme** does not label children and young people as 'bullies' or 'victims' as labelling a child or young person on the basis of bullying behaviour can result in a confirmed identity as a 'bully' or 'victim' resulting in on-going behaviour patterns based on this identity. Labelling is unhelpful and ineffective when the ultimate aim is behavioural change. The scope of this policy will cover all 3-18 children and young people within the Learning Setting and the Authority.

## 2. POLICY STATEMENT

### 2.1 Purpose of the Policy

The purpose of the policy is to provide guidance for all within Sgoil a' Bhac on the approach, processes and procedures that should be followed to prevent, reduce and respond to bullying behaviour.

We will regularly review our policy based on the guidance within **Comhairle nan Eilean Siar's Anti-Bullying Policy**.

### 2.2 Principles which Underpin the Policy

In Sgoil a' Bhac, we expect that all will 'abide to the spirit' of the policy through following the principles which underpin this policy:

- Every pupil /child / young person has the right to an atmosphere that is free from victimisation and fear.
- Children have the right to protection from all forms of physical and emotional fear/violence. Those looking after them have the right to do the same.
- U.N. Convention on the Rights of the Child, Article 19
- All forms of bullying behaviour are unacceptable.
- All relationships within Sgoil a' Bhac should be based on mutual respect.
- A positive ethos is essential to the creation of an anti-bullying culture.

In Sgoil a' Bhac, we are committed to realising the potential of all children, young people, communities and staff by:

- Putting people at the heart of all we do
- Nurturing an ethos of achievement
- Striving for sustainable achievement
- Working co-operatively

If children and young people are experiencing bullying behaviour the likelihood of children achieving their educational outcomes are compromised. The policy should contribute to the development of the children and young people through:

- Getting it Right for Every Child: the agenda which sets out how agencies and professionals should work together to promote the welfare and rights of children and young people, and ensure that they are: safe, healthy, achieving, nurtured, active, respected, responsible and included.

The four capacities of the Curriculum for Excellence: whereby children and young people are enabled through the national curriculum to become successful learners, confident individuals, responsible citizens, and effective contributors.

Sgoil a' Bhac, staff and pupils have been working towards becoming a Rights Respecting School through Unicef's Rights Respecting Schools Award. The school is currently working towards a Silver Award, which we hope to attain later this session. Our Anti-Bullying Policy is very much underpinned by the United Nations Convention on the Rights of the Child and we believe that all pupils, staff and families within our school community should embrace the protections these rights give.

### 2.3 Who should Implement the Policy

All staff within Sgoil a' Bhac and visiting partner agencies should comply with the terms of the policy.

It is the direct responsibility of all connected with Sgoil a' Bhac to work within this policy. Parents/carers and pupils themselves also have a responsibility to implement and support the policy aims.

### 2.4 Roles and Responsibilities

#### Sgoil a' Bhac:

- promote the importance of all members of the learning setting contributing to a positive ethos in which all individuals are respected regardless of difference or status. Opportunities should be sought to promote and celebrate diversity
- ensure the anti-bullying policy is regularly reviewed
- take seriously all complaints or allegations made by young people about bullying behaviour
- ensure all members of the learning setting are aware of the anti-bullying policy and procedures
- ensure a senior member of staff who has responsibility for co-ordinating anti-bullying practice and procedures
- record and report bullying behaviour allegations and incidents on a monthly basis through **SEEMIS**
- monitor the implementation of the policy to ensure its effectiveness
- promote appropriate and relevant Continuous Professional Learning
- promote positive behaviour and raise awareness of bullying behaviour with pupils

### 2.5 References to Council and National Policies and Guidelines

#### Council:

- Support for Learning Policies

Click on the picture above to take you to the Anti-Bullying section of our website.

OUTCOME NO. 4

# Pupils Exercising Their Rights to be Physically Healthy

Primary 7 Girls Football Competition.



Parent run Sports After School Club for Primary 1-3.



PIC•COLLAGE

Whole School Bog Slog – out on the moor! We do this once every two years to help raise funds for our school, but it also has the added benefit of getting us outside into our natural environment.

Cross Country Series in Horgabost, Isle of Harris



OUTCOME NO. 5

# Pupils Exercising Their Rights to be Healthy



Sports Day –  
May 2024  
Spacehopper  
Race.

Sports Day provides an opportunity for the whole school to come together in the name of sport.



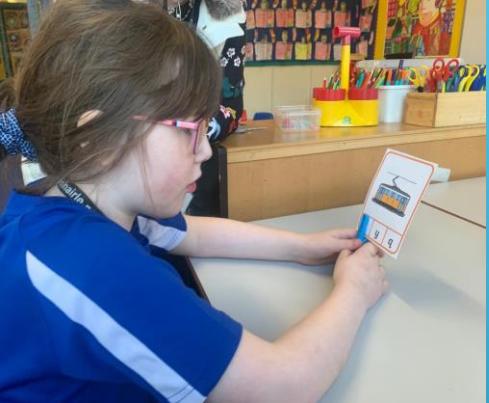
Click on the video to see some of our children participating.

Our youngest children in the Sgoil Araich and Nursery engage in lots of outdoor play. Even in the rain they enjoy putting on their all weather suits and heading outside. They are exercising their right to play.



OUTCOME NO. 5

# Meeting the Needs of Our Most Challenged Pupils



We meet the needs of our most challenged learners in our nurture spaces by using SCERTS Approaches with them.

We also use Boardmaker and Talking Mats to help give them a voice and fully include them in the life of the school. We provide them with lots of sensory activities to build trust and aid communication and emotional regulation.

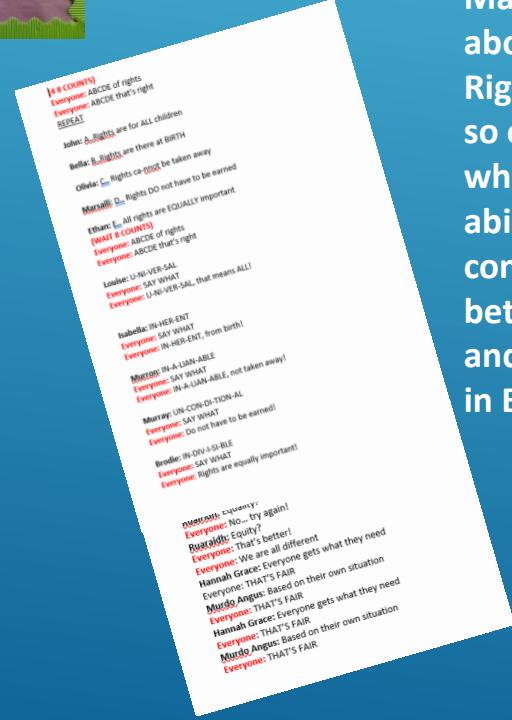
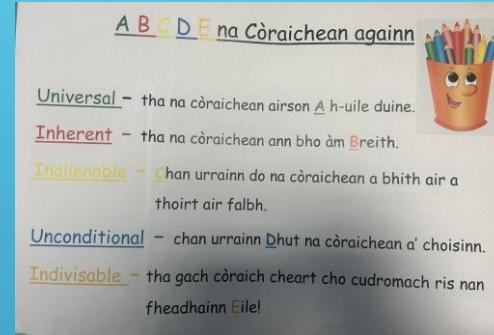


OUTCOME NO. 5

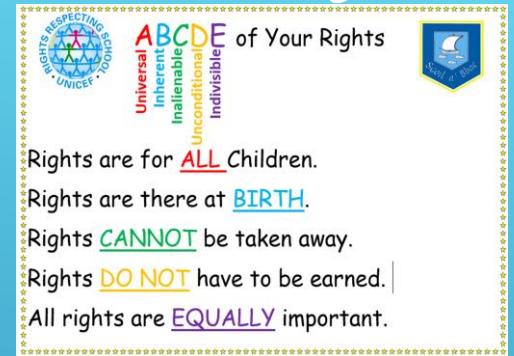
# Embedding Children's Rights into Learning and Teaching



We celebrate our children's wider achievements and we publicise them too in our local community magazine the Loch a' Tuath News. In this way we are able to share what our children are learning about their rights.



Making learning about Children's Rights pupil friendly so our pupils – whatever their abilities can make connections between UNCRC and their lives here in Back.



OUTCOME NO. 5

# Everyone in Sgoil a' Bhac Matters



Regular Awards issued to our pupils include Gaelic Speaker of the Month, Monthly Achiever Awards and Termly Head Teacher Awards.

We take great pride in working hard and doing well.



A selection of some of the different kinds of books we have in the Diversity section of our school library – fact and fiction.



Sgoil a' Bhac  
Published by Kirsteen J Maclean  
· 9 December 2024 · 2

Last session Mrs Campbell's EP1-3 were very busy writing to local businesses to ask for some help with our school garden. They had a super response from everyone they wrote to and received £100 Garden Voucher for Willowglen, help with labour, fence posts to fence off the garden area and £450 in monetary donations. Photographed are last years EP1-3 presenting the monetary donations to Mrs Morrison and Mrs Campbell who lead the school on Sustainability issues, along with this year... [See more](#)

We have also learned about neurodiversity and how some of the pupils in our school learn differently.

Our next Neurodiversity Week will be just before the Easter holidays.

OUTCOME NO. 6

# Diverse Experiences



We love having visitors to our school and celebrating their different cultures with them. These are the Kakatsisi Drummers from Ghana teaching our whole school some of their traditional dance moves.

We were fortunate to have the Chalk About show visit our P3-7 classes. They turned their stage into a gigantic chalkboard to explore the nature of identity and ask the children some BIG questions like what makes us who we are? Is it where we are from? Or how we talk? Are we comfortable in our own skin?



OUTCOME NO. 6

# Our Pupils Love to Lead Their Own Learning



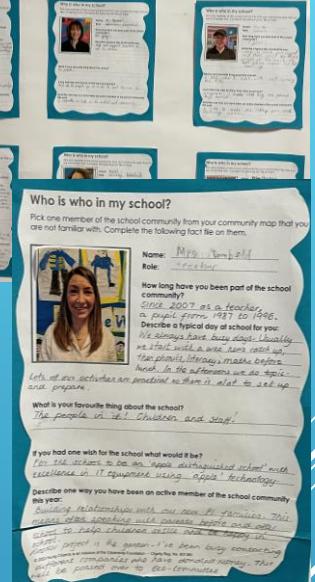
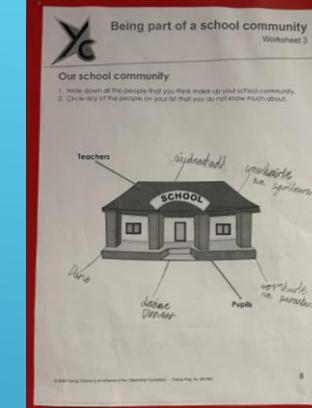
Pupils in GP7 wanted to enter FilmG with their film about an abandoned school.

On first time of entering they won the award for their category.

GM 3-5 and GL 3-5 worked together to learn about Lighthill Christian School in Uganda. The founder - Kenny John Mackenzie from Lighthill, Back is a former pupil of the school and lives in our district. Our pupils, thought it would be a great opportunity to learn about schooling in other parts of the world and support our rights to learn by sending a holdall of teaching resources such as pencils and jotters, etc out to Uganda for the school. Kenny visited the school to talk about the charity he runs.



GL5-7 chose which country they wanted to learn about for their oral presentations.



During Global citizenship week GL1-2 wanted to look at their own school community.

Meanwhile GM1-2 wanted to learn about Ar Sgire (their own local area around the school).

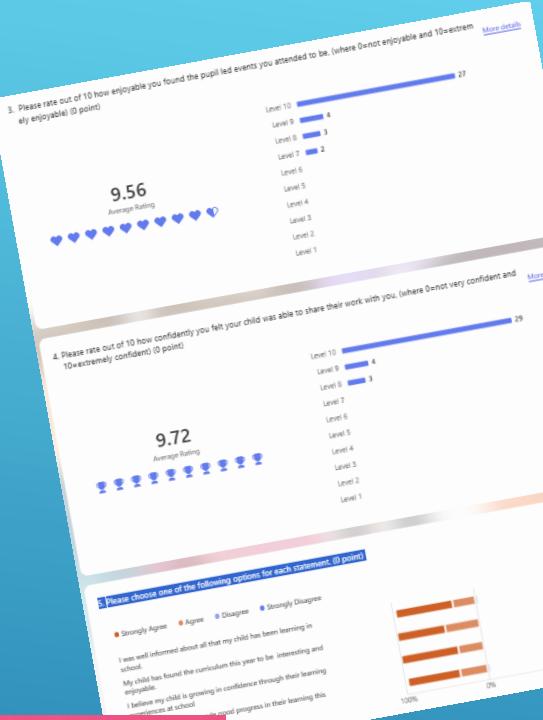


OUTCOME NO. 7

# Having Their Voices Heard



Blythswood Shoebox Appeal – when participating in this initiative each year, we learn about the lives of some of the recipients that our boxes go to.



Parental Feedback from Pupil Led Events is always very positive.



All our pupils engage in regular learning conversations and agree learning targets with their teachers. The Power of YET!

Our annual Pupil Led Event is always a huge hit with parents and pupils alike. Our pupils love presenting their work to their parents and 'teaching' them about what has been learnt across the session.



OUTCOME NO. 7

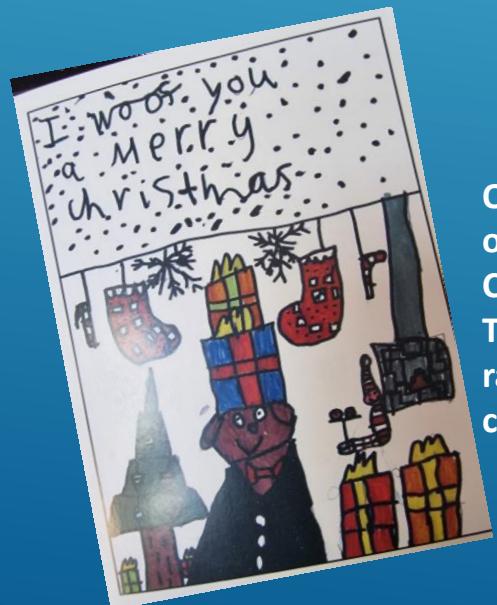


## STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

# Our Pupil Council



Our Pupil Council play an important role in the life of the school and lead the work being done to fundraise for particular charities across the year.



Our Pupil Council help in organising a Christmas Card Fundraiser each year. This year their enterprise raised £332.12 in commission for the school.



The Pupil Council organised all the events within the school for Children in Need Day. They also wrote Pudsey Bear and requested that he visit the school. As a result of all their activities they raised £458.75 for Children in Need Day.

The Pupil Council worked hard to host a coffee morning for the whole community which raised £1385.60. The money raised was donated to the local branch of Macmillan Cancer Care. It was a well attended event which was enjoyed by pupils, staff, school families and the community.



OUTCOME NO. 8

# Our Eco Committee

Our Eco Committee lead the school in learning about sustainability. They have been instrumental in making sure the work they do in class helps them cover the themes and topics required to get their Green Flag.

Sgoil a' Bhac achieved its second Green Flag in April 2023 and we are hoping to receive our third Green Flag in just a few weeks time in May 2025.

Our Eco Committee lead by example and when we had a Whole School Community Clean Up in May 2024, we split the whole school up into Locality Groups rather than in class groups. In this way each group was able to clean up the area in which they lived, thus making connections in their learning.



Leading the way with the Ecologiser's Competition run by the Eco Committee.



Achieving our Green Flag is a huge achievement every two years.

GP6-7 Eco Committee Members were keen to have Sarah Morrison in to speak to them about her Social Enterprise and how she is caring for the planet by recycling, reusing and repairing toys and books

They then collected their old toys to give to Sarah, giving them a new lease of life, thus reducing the amount of toys in landfill.



OUTCOME NO. 8

# Our Rights Respecting Schools Steering Group

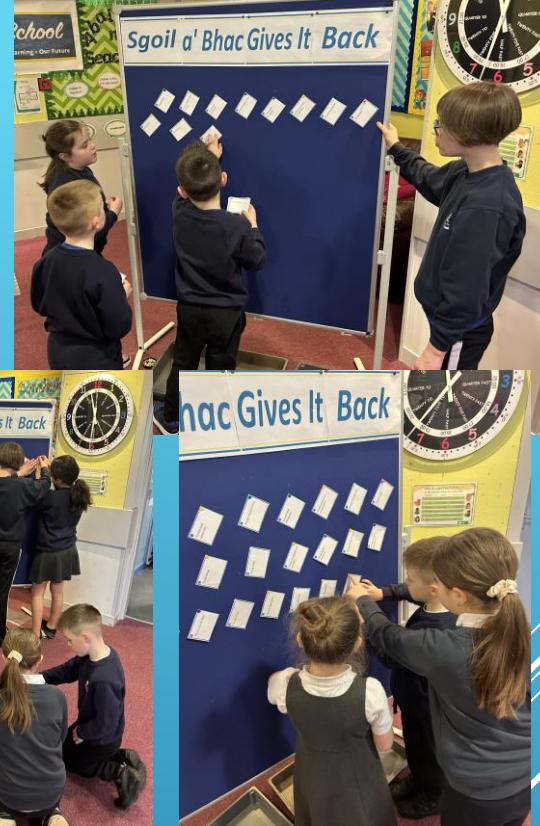


Our Rights Respecting Schools Steering Group lead their classes in looking at the "Article of the Month." Each month they choose an Article to delve further into and think about how that Article affects us all at school.

Please click on the video below to hear the Rights Respecting Steering Group talking about Global Citizenship and also the Article of the Month



This session, the Rights Respecting Schools Steering Group have created and designed posters about Children's Rights using pupil friendly language. These are displayed across the school.



Rights Respecting Committee  
*Sgoil a' Bhac*  
Vatisker, Back  
Isle of Lewis  
HS20LB

Eilean Siar Foodbank  
30 Francis Street  
Stornoway  
HS1 2ND

Tuesday 10<sup>th</sup> December 2024

Dear Sir/Madam,

We are writing to you to tell you that we, as a committee and community, would like to help the Eilean Siar Foodbank. We understand that January and February can be difficult months after a busy and expensive December, therefore we are interested in making these months slightly easier for those in need.

As a committee we had lots of very good ideas to help fundraise for you. Some of these included raising money by throwing a community barbecue and creating crafts for a community craft fayre. We settled on the idea that we would create a 'Sgoil a' Bhac Give it Back' station in the foyer of our school, where we would provide tickets labelled with food and sanitary items. The idea is that members of our community will pick a ticket of their choice, buy the item and return it to the school. We have a plan in place to monitor this and hopefully generate lots of contributions throughout the month of January and February.

Once we have completed this fundraising event, we would love to come and deliver what we have received, to you and to see where all the hard work takes place! We hope to keep you up to date with our progress in the new year.

Kind Regards

Rights Respecting Committee at *Sgoil a' Bhac*.

Working in conjunction with Eilean Siar Foodbank, our Rights Respecting Schools Steering Group have most recently been working on the "Sgoil a' Bhac Gives it Back" initiative.

OUTCOME NO. 8

# Our House Captains



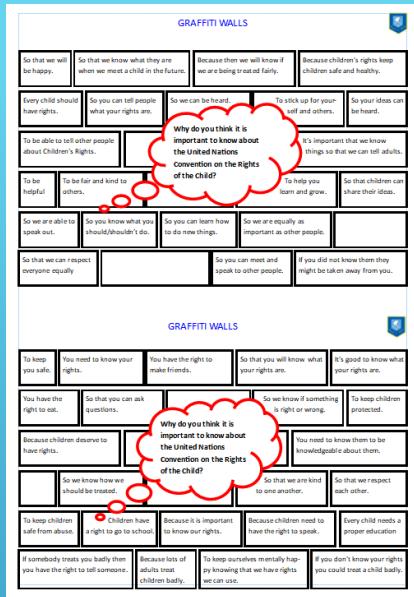
Our House Captains lead our four houses in our school. Our houses have been named after ships from the Cal Mac fleet so we have Claymore, Columba, Seaforth and Suilven.



Our House Captains visited Bethesda Care Home and Hospice to present cheques to them for our Wear it Yellow day and also from the proceeds of our Christmas Concert. £1065.00 was presented altogether.



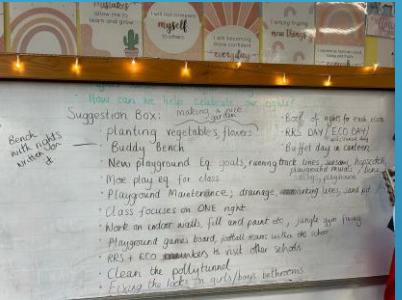
Our House Captains enjoy leading competitions across the school. Each year they lead an Easter Egg Treasure Hunt in the school grounds. Also, this year they have run a competition in conjunction with the canteen staff for our Disney Diner Theme Day in the canteen and also a competition to name the Cal Mac Lion for our school. Here they are with the Prizewinners.



We sometimes use Graffiti Walls to gather the opinions of the children in our school.

# Taking Action

Our Rights Respecting Schools Steering Group meet regularly with the Eco Committee to determine joint projects for the coming term/session.



The UNICEF advent calendar was used to help deliver a number of rights to children in other places of the world. These activities generated wealthy discussions amongst students about our rights and how we can promote them and support other children's rights.



During Black History Month, our pupils have enjoyed learning about different aspects of history. Here P1-2 are learning about Rosa Parks.

Keep Scotland Beautiful

Angus MacLennan

To:  Kirsteen Jayne Maclean;  Donna Morrison  
Cc: Jane Davidson <jane@cebac.org>

Mon 03/02/2025 07:20

Madainn mhath Kirsteen & Donna.

Hope all is well with you.

Bruce Robertson of KSB was in touch at the weekend. They are working a pilot project which involves members of KSB staff visiting a school and working with a Historical Society to look at local history through an environmental prism. Things are at an early stage as they are looking for a Council, Comunn Eachdraidh and school(s) to work with them. They have a good track record of delivering in both English and Gaelic and have appointed a new GM teacher recently to their staff.

As Jane at CEbac is keen to get involved with young people from the district, I was wondering whether Sgoil a Bhac would be a good match. Just a thought but might it be appropriate to ask Sgoil Thunga whether they would be interested as well so that the whole of Loch a Tuath would be covered?

I'll give you a ring in the morning.

Taing

We have agreed to participate in a pilot project which will look at environmental issues through a historical context and we hope to partner with Keep Scotland Beautiful and our local Comunn Eachdraidh Sgire a' Bhac.

OUTCOME NO. 9

# Our School Community



We hope that you have enjoyed learning about our school.

When we work together, we are strong and we are a mighty team!