



SGOIL A' BHAC AND SGOIL ÀRAICH LOCH A' TUATH

GOLD ACCREDITATION VISIT

Our Journey to Becoming a Rights Respecting School



11th 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.

[illegible]

he Articles of 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.



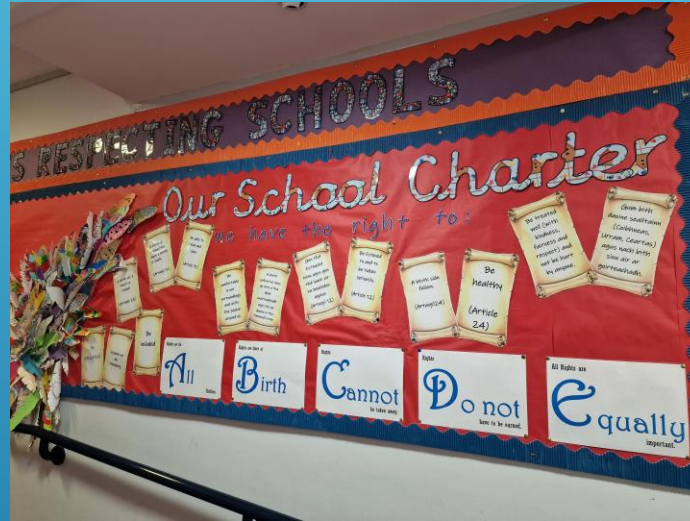
Within our planning and our Progression Pathways we aim to show links to the Articles within UNCRC.

OUTCOME NO. 1

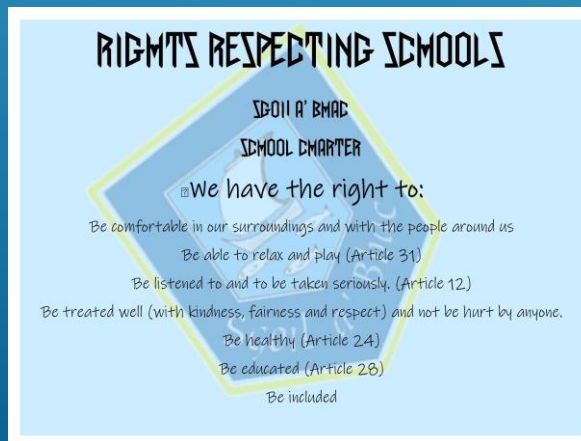
Our School Charter in Sgoil a' Bhac

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.

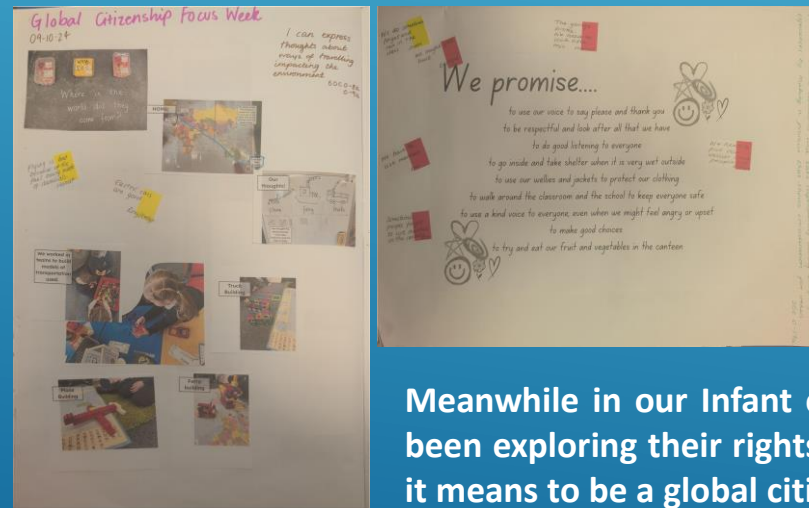
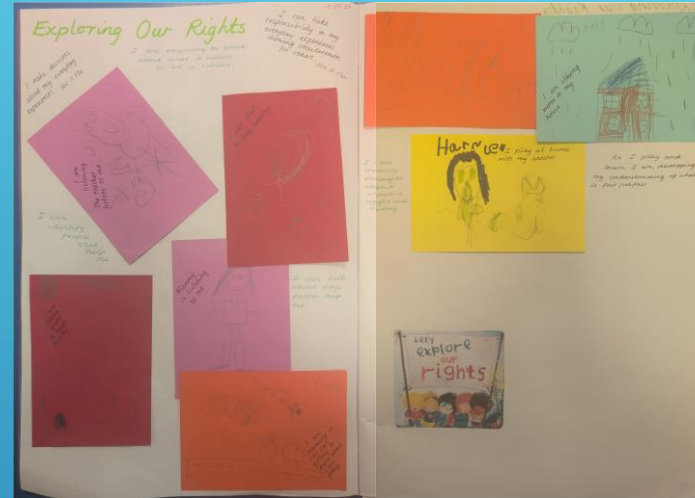
Peter the Rights Respecting Panda is our School Mascot He was designed by one of our pupils and made by one of our parents.

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.



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.

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



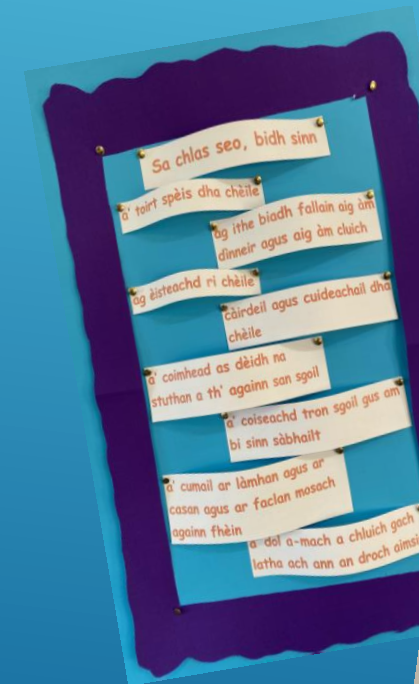
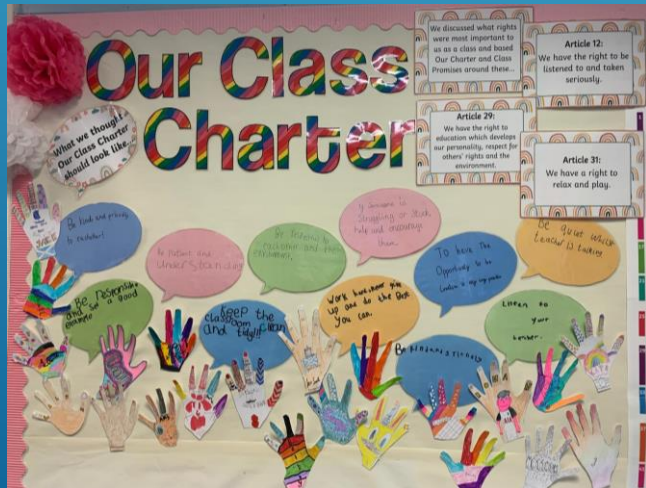
STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS



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.

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.

Scoil a' Bhac

SQIP 2024-2025

2.3 Progress Towards Delivery of the National Improvement Plan Priorities

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

Lesson Information	
Curricular Area	IDL / Science
CFE Level	First
Es and Os (Codes)	SCN 1-15a
Lesson Summary/Learning Intentions	
L.I. – We are learning the properties of different materials.	
SC – I can investigate materials with my senses.	
SC – I can play with different materials.	
SC – I can evaluate the best material for a football.	
Focus Area One – Identified by Observer	
1	Focus: Our teaching is underpinned by a commitment to children's rights and positive relationships.
Feedback, Evaluation and Next Steps	
<ul style="list-style-type: none"> This lesson was one of a series of IDL lessons based on materials where the World Cup was a focus. 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. 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. The carousel of play activities provided pupils with opportunities to explore and investigate the materials you had provided. 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. 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. 	
NEXT STEPS	
<ul style="list-style-type: none"> 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. 	

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 School Values underpin all learning and teaching.



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

APPLYING NURTURE AS A WHOLE SCHOOL APPROACH

Appendix 1 (a) 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 willing to fully 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	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 plan for 2020/21 we discussed nurturing approaches and how they fit into the work being done on mental health and wellbeing and a good fit for our school)	YES NO
7. Opportunities for sharing/observing practice in nurturing approaches have been provided. If not, how will that/s will those be provided?	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 build an evidence base to show how it is such an important part of our school and how we build relationships within our school community.)	YES NO

APPLYING NURTURE AS A WHOLE SCHOOL APPROACH

9. We are able to allocate time or already have allocated time for all staff to implement full training on the Nurturing Initiatives within the school (if writing before we start the programme, including the self-evaluation of nurturing approaches in our health and wellbeing plan for this year, we have been able to build time into our calendar time to focus on nurture and the development of nurturing approaches in the school and the term).	YES NO
10. We have considered ways to inform parents/carers and involve them in nurturing approaches, and we will seek innovative ways of doing this. (we are considering how best to do this in light of covid restrictions but we will seek how innovative we will be.)	YES NO
11. Opportunities for sharing/observing practice in nurturing approaches have been provided. If no, please note how they will be built in to the on-going implementation.	YES NO
12. We have an area within the school to display/keep on nurturing approaches information to parents/carers, a notice board, leaflet or regular newsletter. (we have identified an area within the school where we can display work being created on nurturing approaches within the school newsletter in the form area, but we have yet to do something with it)	YES NO
13. We recognise that nurturing approaches should be implemented as intended, and that if changes are made this could influence the effects and limit the benefits.	YES NO
14. We have considered ways of providing coaching as an important part of embedding nurturing approaches, and have made plans to help staff engage in this. (The most teacher has undertaken training in coaching and is keen to use this approach in order to further the use of nurture within the school)	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. (we intend to do this in the staff questionnaire and to compare and evaluate the difference between those completed in October 2020 and those which will be completed now in the year)	YES NO

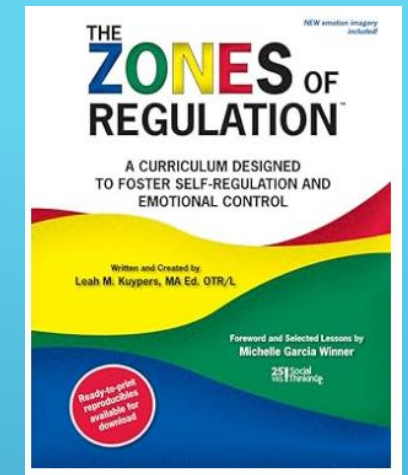
APPLYING NURTURE AS A WHOLE SCHOOL APPROACH

16. We have identified supporting adults 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 our school is within an inspection cycle, we do expect to be visited by HSE and Health and Wellbeing was a large focus of the improvement agenda we wanted to see from an ESO we do think we would be happy to share the evidence we gathered through nurturing nurture approaches in our school)	YES NO
18. We have considered ways of involving children and young people in the taking forward of nurturing approaches. (we do a health and wellbeing check with the children three times a year - we intend using the High Five questionnaire to gather information from our pupils, we feel we do need to work focused work on nurture with the children though)	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 with our existing policy, values and aims which have been fairly recently updated. It would also fit in with work done in relation to the problem on with bullying, behaviour, additional support needs, learning and teaching, child protection, child sexual exploitation, and internet safety. This was an on-embedding our high rights-respecting school journey and before that it would be in these areas)	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:

(I have now done some training and come work on nurture in the last five years to perform. I think at this point we feel we need to connect with our staff in psychological services and take advice from them as well as go with all of this work)

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



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

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.



Enjoying the Great Outdoors with one another!

Pupils Leading their own Learning.



OUTCOME NO. 3

Fairness and Equity

Sgoil a' Bhac
FOCUS GROUP QUESTIONS
GL3-5 GROUP
Group Leader: Kirsteen J Maclean HT

Date: 23rd 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 😊 7	NO 😞 1 (JC)
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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 everybody 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 😊 8	SOMETIMES 😐	NO 😞
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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 know what we like to do 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 of the things you have learned about?	YES 😊 6	SOMETIMES 😐 2 (JT and JC)	NO 😞
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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. .

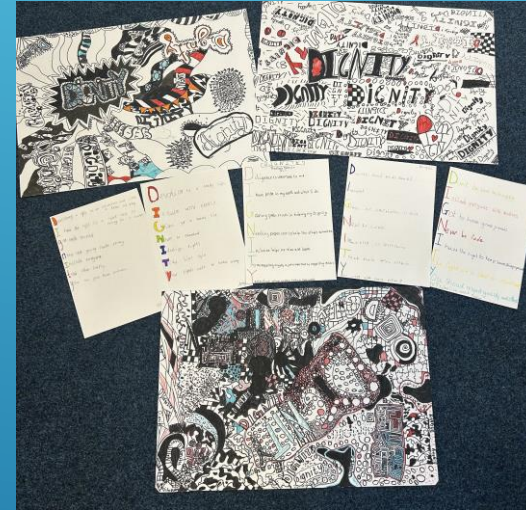
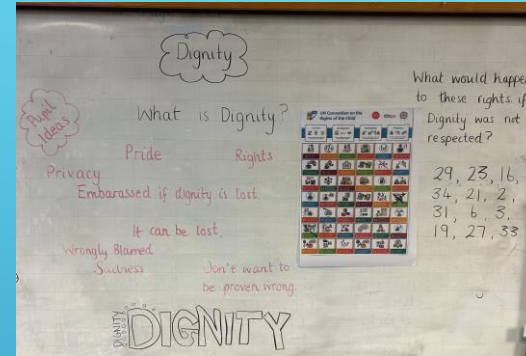
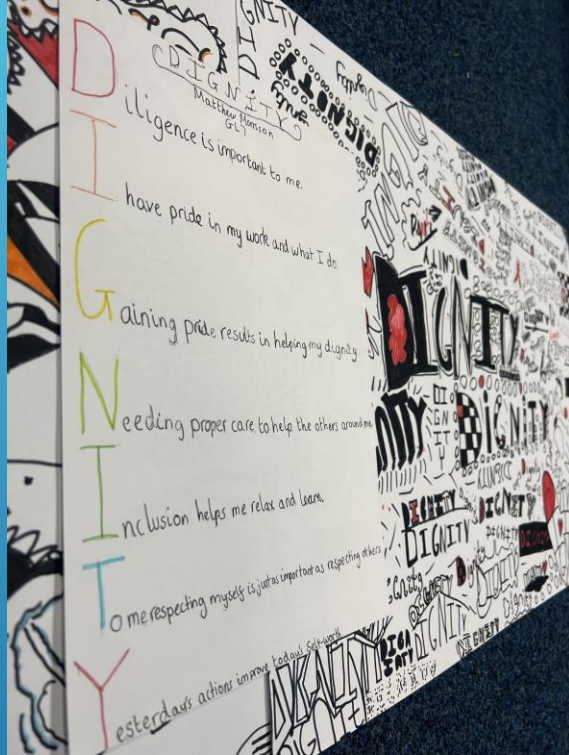
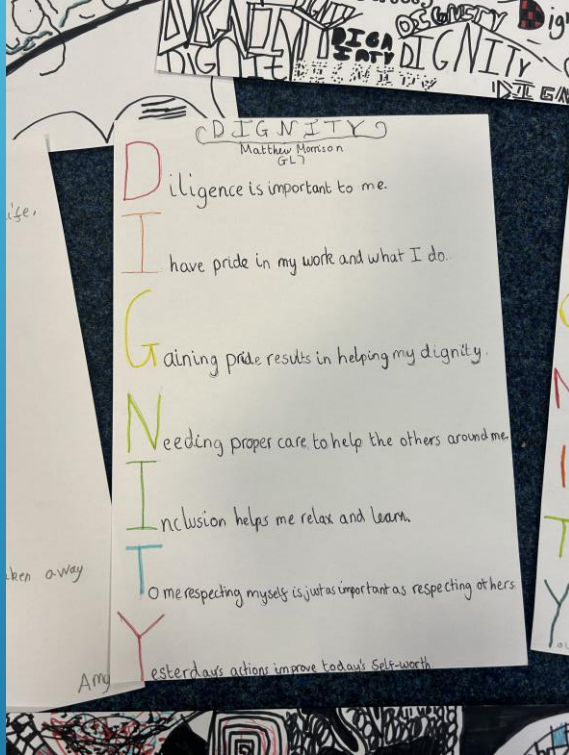


GM6-7 led a Pupil Led Assembly on the importance of Fairtrade and why Fairtrade goods are fair for everyone.

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



Dignity and Respect



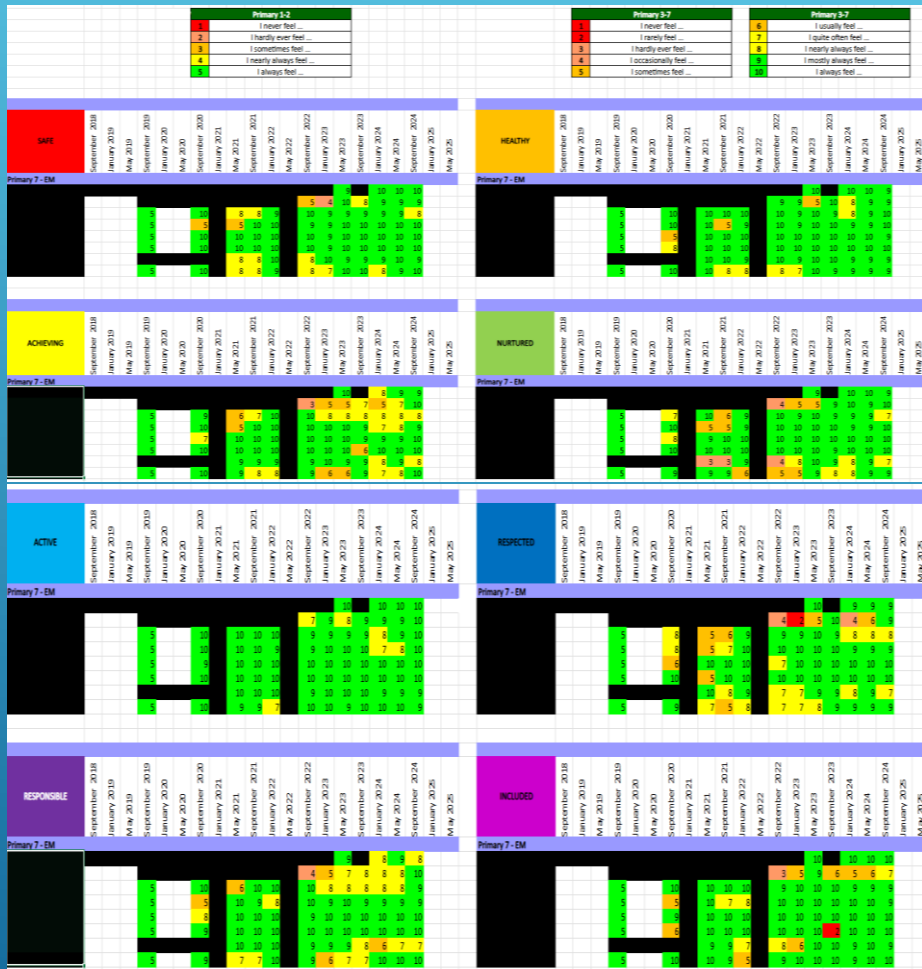
Our Head Teacher visited all our classes to gather our opinions and views in a Curriculum Design Workshop. We listened respectfully to each other's views even when they were different to our own.



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.

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-Ionnachadh • Ar Lèirsinn

Sgoil a' Bhac

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Comhairle Nan Sgoilearan 2021-2022

Latha Putsey!

Poppy Trail

Comhairle Nan Sgoilearan 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 the 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 @sgoilabhac

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 the 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) has the right to live in 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 must give them proper care.
- U.N. Convention on the Rights of the Child, Article 19
- All forms of bullying behaviour are unacceptable.
- 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.
- Should bullying issues arise in our school we will deal with these quickly and in line with our policies and UNCR.

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 will:

- 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
- take serious account of the types of bullying behaviour presented by advances in technology
- ensure all members of the learning setting are aware of the anti-bullying policy and procedures
- identify 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
- record behavioural incidents which may relate to allegations of bullying behaviour allegations through Pastoral Notes on 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.



Cross Country Series in Horgabost, Isle of Harris



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.

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.

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.



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



Meeting the Needs of Our Most Challenged Pupils



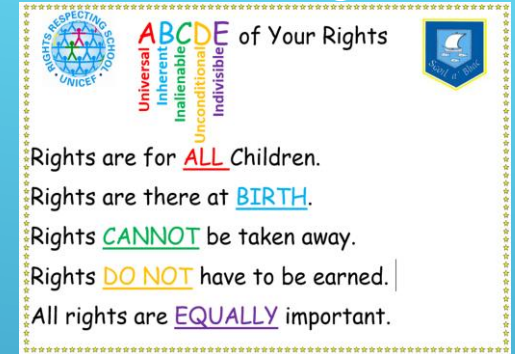
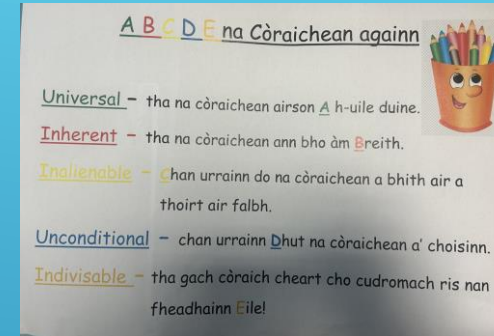
We meet the needs of our most challenged learners in our nurture spaces by using SCERTS Approaches with them.



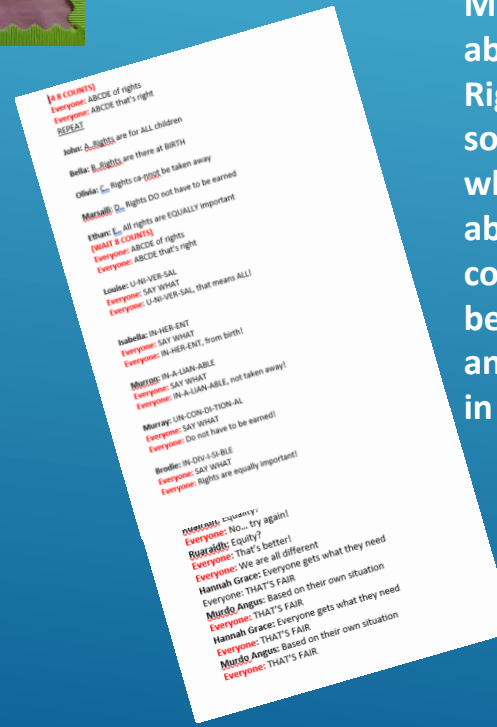
We also use Boardmaker and Talking Mats to help give them a voice and fully include them in the life of the school. We provide them with lots of sensory activities to build trust and aid communication and emotional regulation.

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.



Other achievements are also celebrated – often through our School Facebook page. Click on the picture above to take you to our Facebook page.



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.

GL6-7 and GM6-7 were treated to a dance workshop delivered by Kirsten Newell. They explored classical Indian dance and created their own dances using the moves and rhythms shown to them.



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?



Our Pupils Love to Lead Their Own Learning



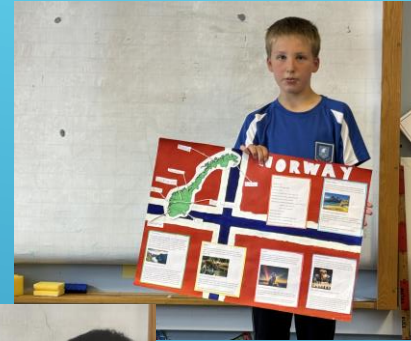
Pupils in GP7 wanted to enter FilmG with their film about an abandoned school.

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

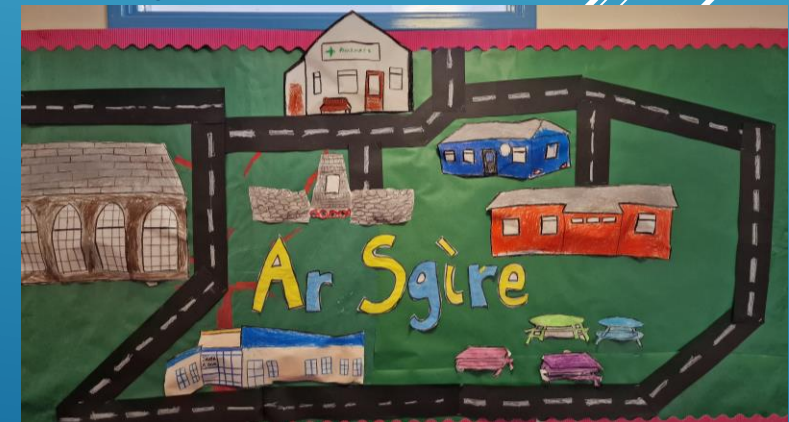
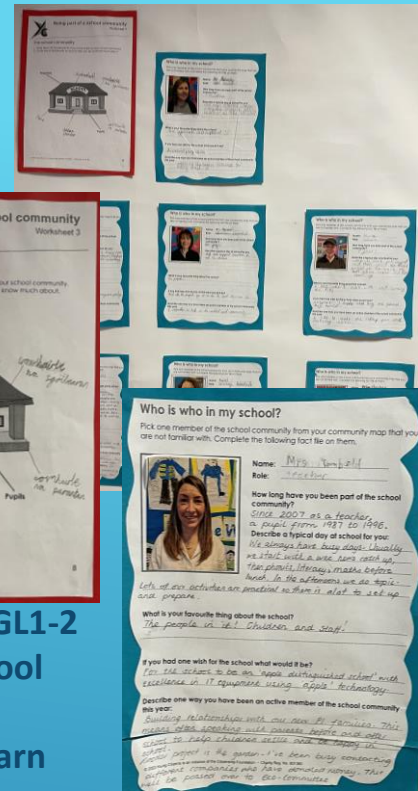
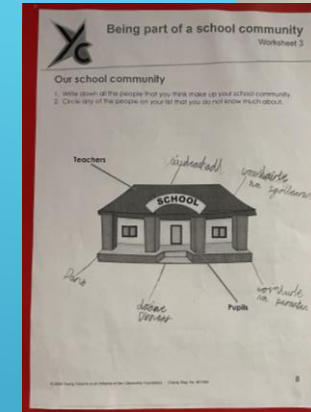
GM 3-5 and GL 3-5 worked together to learn about Lighthill Christian School in Uganda. The founder - Kenny John Mackenzie from Lighthill, Back is a former pupil of the school and lives in our district. Our pupils, thought it would be a great opportunity to learn about schooling in other parts of the 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).



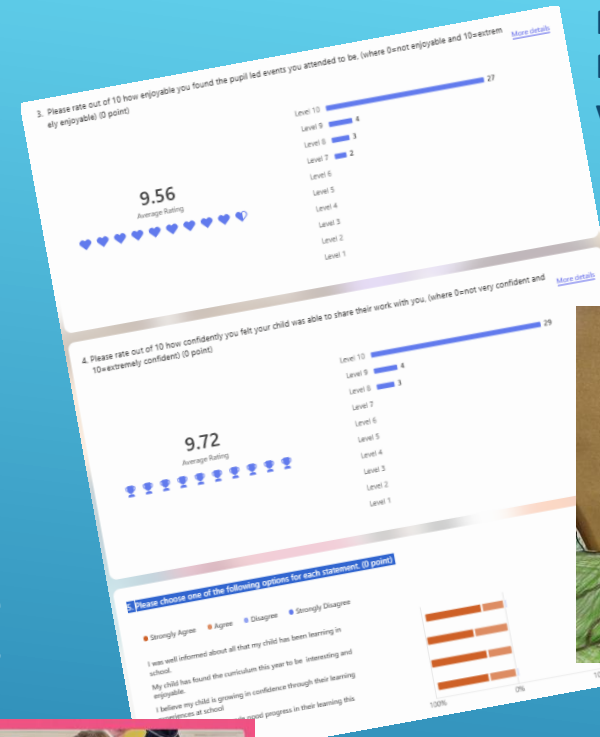
OUTCOME NO. 7

Having Their Voices Heard



Blythwood 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!

OUTCOME NO. 7

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.





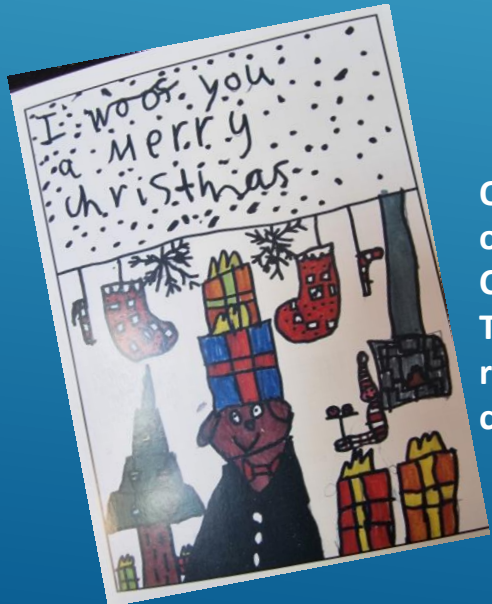
STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION



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 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.



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.



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 Ecogiser'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.

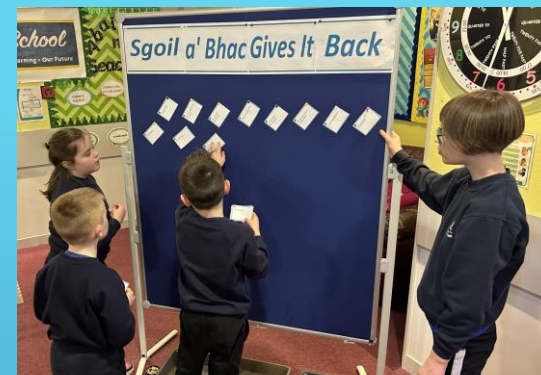


OUTCOME NO. 8

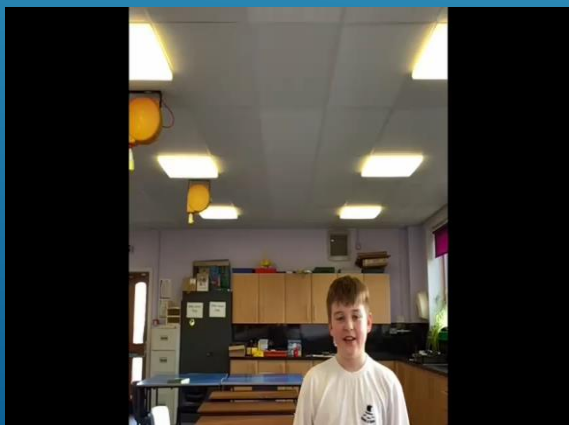
Our Rights Respecting Schools Steering Group



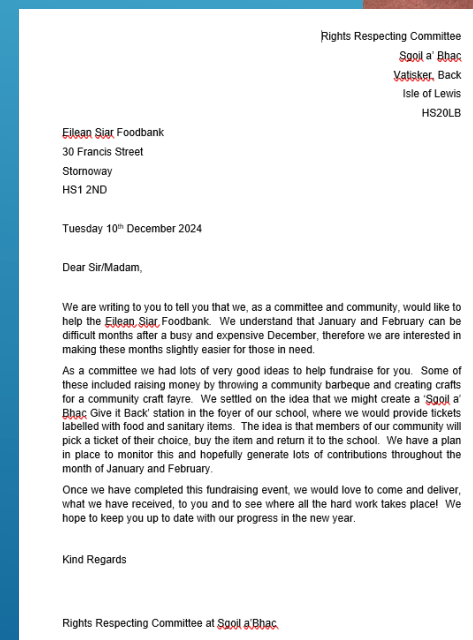
Our Rights Respecting Schools Steering Group lead their classes in looking at the “Article of the Month.” Each month they choose an Article to delve further into and think about how that Article affects us all at school.



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.



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.

GRAFFITI WALLS

So that we will be happy.	So that we know what they are when we meet a child in the future.	Because then we will know if we are being as old as they.	Because children's rights keep children safe and healthy.
Every child should have rights.	So you can tell people what your rights are.	So we can be heard.	To stick up for your stuff and others.
To be able to tell other people about Children's Rights.	To be fair and kind to others.	So you know what you should/shouldn't do.	So we are equally as important as other people.
To be helpful.	To be able to speak out.	So that we can respect everyone equally.	So you can meet and speak to other people.

Why do you think it is important to know about the United Nations Convention on the Rights of the Child?

GRAFFITI WALLS

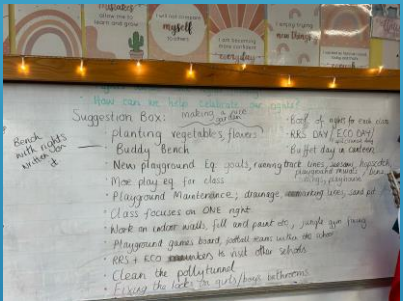
To keep you safe.	You need to know your rights.	You have the right to know friends.	So that you will know what your rights are.	It's good to know what your rights are.
You have the right to eat.	So that you can ask questions.	Because children deserve to have rights.	So we know if something is right or wrong.	To keep children protected.
So we know how we should be treated.	Children have the right to go to school.	Because it is important to know our rights.	Because children need to have the right to speak.	Every child needs a proper education.
If somebody treats you badly then you have the right to tell someone.	Because lots of adults treat children badly.	To keep ourselves mentally happy knowing that we have rights we can use.	If you don't know your rights you could treat a child badly.	

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 Sgìre 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!