



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This has been a virtual accreditation.

<b>School</b>	<b>Bargeddie Primary School</b>
<b>Local Authority</b>	North Lanarkshire Council
<b>Number of pupils on roll</b>	132
<b>Headteacher</b>	Gillian Brady
<b>RRSA Coordinator</b>	Lynsey Hayworth
<b>RRSA Assessor</b>	Jenny Price
<b>Date of visit</b>	03/09/21
<b>Attendees at SLT meeting</b>	Headteacher & RRSA Lead
<b>Number of pupils interviewed</b>	12 (P6/7)
<b>Number of adults interviewed</b>	2 teachers (Early Years)
<b>Evidence provided</b>	Evaluation form and PowerPoint
<b>Date registered for RRSA</b>	06/03/21
<b>Bronze achieved</b>	07/10/20

### ACCREDITATION OUTCOME

Bargeddie Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

#### **Silver: Rights Aware report**

Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

[unicef.org.uk/rights-respecting-schools](https://unicef.org.uk/rights-respecting-schools)



## EVIDENCE FROM THE ACCREDITATION VISIT

### STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

- The children and staff spoken with were articulate and passionate about children's rights, demonstrating good knowledge. Children cited many examples of articles from the CRC during discussions and showed a clear understanding that rights are unconditional and universal, with one saying, "*Every child is different, but we all have same rights.*" Some children pointed out that rights are for all children under eighteen. They also acknowledged that some children's rights locally and globally, relating to health and education, are infringed upon because of issues such as war, poverty and homelessness.
- The school has a clear strategic and sustainable approach to incorporating children's rights into its practice with links to rights in policies such as the Poverty Proofing Policy; Friday Focus on a new article each week; the schools values link to respecting rights; SIP has explicit reference to relevant articles for each improvement priority; and the school handbook highlights being a Bronze: Rights Committed school.
- Teaching about rights happens in classes using RRSA's Article of the Week resources; some topic-based work is linked to global issues and the UN Sustainable Development Goals (P7); class charters are created as well as an online learning charter to emphasise safety on line; Posters displayed are linked to children's rights; children's rights and diversity are linked into topics such as Your Rights Where you Live and Holocaust Memorial Day; P3/4 linked Water Aid to children's rights; Novel studies also linked to rights exploring racism, disability and refugees; and the global storylines drama linked to Fairtrade and rights.
- Parents and the wider school community are informed about children's rights and the school's RRSA journey through an up-to-date website and active Twitter page referencing articles from the CRC.

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

- Utilise the RRSA resource ABCDE of Rights to enhance staff and children's understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children's age and ability.
- Continue to support children to develop their understanding of sustainable development. Explore the UN Global Goals (Sustainable Development Goals) further through The World's Largest Lesson and how they impact on children's rights and the wellbeing of the planet – include in Friday Focus/Right of the Month.
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively teach about the CRC and model rights respecting language and attitudes. Consider regular staff CDP to refresh knowledge and understanding of the CRC and consider ways for the pupils to help with this.
- Support parents/families and the wider community to learn about and understand the CRC and engage with the school's RRSA journey. Consider parent workshops/information stands hosted by the children.

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

Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

- Children talked about positive relationships in school, being treated fairly and equally, alongside how the schools keeps them safe and healthy. One child said, *"We always have our rights here"* and another explained that *"We all have the same rights and the same opportunities, so we are treated fairly."* A teacher added, *"we implement children's rights through our class charters"* which is helping to build the positive relationships mentioned by both staff and children. Restorative practice was identified by staff as strong, saying, *"it builds relationships to make sure children are safe and happy and able to learn within the school."*
- All the children spoken with agreed they feel safe and included in school and understand these to be rights that school protects and promotes. They talked about 'worry boxes' in each class (monitored by staff) to share any concerns they might have. Some also mentioned learning about keeping safe in school through use of fire drills, locked doors, road safety, police protection and flu vaccinations through the NHS. Older children also mentioned being buddies for the younger children *"being good role models"* and to *"set them up"* for P1/2. The school has hosted Cyber Awareness wee and workshops for NSPCC and Childline (Speak out Stay Safe). In addition, the school also has a subscription for Tootoot (a pupil voice and safeguarding app) available for all children.
- The health and wellbeing of children is important to the school, providing regular sessions on mindfulness; Cosmic yoga; growth mindset; resilience; breathwork; Respect Me; positive affirmations; and Daily Mile. One child explained that *"mindfulness helps to calm us after break"*. The school has also hosted some weeklong events to highlight health and wellbeing such as: Mental Health Week, Bike to School Week; Kindness Week. In addition, Lego therapy and Seasons for Growth is also available for children who may need it as well as GIRFme child plans.
- The children understand education to be a fundamental right. The school is developing ways to engage children in their education through learning conversations; target setting; self/peer assessment; cooperative working; pupil questionnaires; personalisation & choice within class and home learning (home learning grid tasks); chilli challenges; growth mindset approaches. An early year's teacher talked about *"responsive planning"* to engage children and having *"autonomy for their own learning."*

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

- Create opportunities to explore the concepts of fairness, equity, dignity and diversity and ensure children can describe how school promotes these concepts.
- Continue to embed the Unicef UK RRSA Charter Guidance and focus on the language of 'respect for rights and dignity'. Include actions for adults as duty bearers as well as for children as rights holders – link to policies & restorative practice.
- Consider how children are involved in developing and reviewing systems and policies to ensure they feel safe in school. For example, develop a relationships policy to align with rights-based language and new approaches already in place.

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

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

- The children spoken with said that they feel confident to share their views with their teachers, they feel listened to and taken seriously. A child pointed out, *“everyone gets their chance in this school. Every time we have a question it’ll be answered even if not straight away and everyone is treated equally.”* There are active pupil groups who are beginning to make changes across the school such as: House Captains; RRSA Committee; Eco Committee; Health and Wellbeing Ambassadors; Pupil Council; Digital Team. Each group is linked with articles from the CRC and some groups work together.
- Improvements for the school and their community, driven by the children, have been undertaken by pupil groups such as: The Eco Committee who have recently achieved the Green Flag for the school; a P7 wrote to the catering manager regarding menu choices (baked potatoes available to all); sports leaders now help out at after school clubs; development of a school garden; community litter picking; and a crisp packet collection to be turned into blankets for the homeless.
- The school has facilitated opportunities for children to take part in fundraising and awareness raising activities which helps others to enjoy their rights. The Headteacher reflected on their approach explaining that, *“we start with a particular area to develop empathy and compassion. And link it nicely in with rights.”* It is clearly important to the school to develop global awareness through relevant topics and allow the children to *“experience the whole range of rights”* (RRS Lead).
- The children talked about collecting food items for their local foodbank and the school has also facilitated creating Christmas hampers for the local senior citizens and the local care home. Children have also taken part in national events such as Show Racism the Red Card, World Children’s Day and Remembrance Day with links to rights. The Headteacher stated, *“we now have a whole different ethos of empathy, care and thought towards others because of teaching about children’s rights.”*

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

- Continue to provide opportunities for more children to be involved in pupil led groups linking to Article 12 and participation and ensure they can articulate the positive impact they have on school improvement and the school community.
- Continue to develop children’s understanding of what it means to be an active, rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally perhaps linking with Unicef UK’s Outright Campaign and using Unicef’s Youth Advocacy Toolkit.

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