

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Bargeddie Primary School
<b>Headteacher:</b>	Gillian Brady
<b>RRSA coordinator:</b>	Lynsey Hayworth
<b>Local authority:</b>	North Lanarkshire
<b>School context:</b>	Bargeddie Primary School is a non-denominational state school, with a pupil roll of 118. 17.79% of pupils meet a measure of deprivation, whilst 7.63% speak English as an additional language; 10.17% of pupils are identified as requiring additional support with their learning.
<b>Attendees at SLT meeting:</b>	Headteacher, Principal Teacher, RRSA Coordinator
<b>Number of children and young people spoken with:</b>	23, in two focus groups, as well as a brief tour
<b>Adults spoken with:</b>	3 (2 teachers, 1 support staff)
<b>Key RRSA accreditations:</b>	Registered for RRSA: 06 March 2020 Bronze achieved: 07 October 2020 Silver achieved: 03 September 2021
<b>Assessor:</b>	Steven Kidd
<b>Date:</b>	19 February 2024

## ACCREDITATION OUTCOME

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

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

# 1. STRENGTHS AND RECOMMENDATIONS

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

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

## Strengths of the school include:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- Rights are linked to all areas of the school's work - visible in the physical environment and prominent on the website and school communications.
- A strong focus on the health and wellbeing of students within the context of rights so that young people feel supported and protected.
- Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all young people to put their suggestions forward and for these to be acted upon.
- Strong community links which support children's efforts to make a difference beyond the school gates.

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

- Continue to support families and the wider community to learn about and understand the CRC and engage further with the school's rights respecting journey.
- Explore ways to make your commitment to respect rights sustainable, making clear its importance in shaping your school. Think about how it defines culture, ethos and practice.
- Continue to explore with children and staff key concepts underpinning a child rights-based approach, for example 'dignity' and 'equity', and explore how these shape school practice.
- Continue to support children in challenging stereotypes and injustice, at home and abroad. Help pupils develop grassroots campaigning activity, building agency and empowering them to change their world.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Pupils in the focus groups were keen to showcase their rights knowledge, sharing a wide range of articles and discussing how members of the rights steering group create and deliver the 'Article of the Fortnight' presentations at assemblies; these then form the basis of weekly rights lessons. They spoke of rights being <i>"all around the school"</i>, which was borne out by the brief tour: alongside posters, displays and charters, individual articles were highlighted in relevant places and mascot 'Eddie from Bargeddie' popped up, too. Children were secure in their understanding of key rights concepts such as universality, though they were also aware that not all children are able to enjoy their rights as they should; they identified barriers such as war/conflict, poverty and discrimination as hindering access and were clear that this was unjust. Teachers spoke positively of the value of the focused lessons accompanying the Article of the Fortnight, believing it gave a solid foundation to pupils' understanding of rights; additionally, they were quick to point out that rights <i>"always come up"</i> in the classroom, often prompted by children themselves. Watching Newsround and discussing topical issues was highlighted as a natural invitation to consider rights and even in the playground, staff noted that the language of rights is occasionally used by the children. The visibility of rights carries over into the school's online presence, where the website includes information on the Convention, RRSA and even presentations by the RRSA Committee. Good efforts have also been made to engage parents through a stall at a recent Christmas Fayre.</p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the UN Convention on the Rights of the Child.</p>	<p><i>"It's ingrained now. Everyone's been buying in for a number of years,"</i> reported the headteacher, discussing the influence of rights across policy and practice. Conversations throughout the visit revealed the influence of rights on school life, something another senior leader confirmed: <i>"We took our time and made sure it was fully embedded, it wasn't about rushing to get an award."</i> A school RRS policy enshrines the importance of rights and children were clear that duty bearers in school supported their access.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Charters are used in classrooms and in communal areas to help shape interactions, forming part of an approach which seeks to foster mutually respectful relationships. Staff spoke of the language of rights having a positive effect, discussing the development of empathy in children and an increased sense of responsibility. Children in the focus group agreed, <i>"everyone is respectful and kind,"</i> talking about both adults and their peers. They also described an approach from staff which respected their dignity, even when incidents arise, and restorative action is required.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Evidence outlined numerous additional trainings undertaken by staff alongside annual child protection courses; topics such as honour-based violence, female genital mutilation and particular health conditions help the school to deliver on their obligation to support pupils' safety. Children believed themselves to be safe at school, pointing to the support from staff and to practical activities such as fire drills. Worry boxes in all classrooms ensure that children can easily report concerns even if they wish to do so privately or anonymously.</p>

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The extensive list of provision outlined in evidence demonstrates the extent to which the health and wellbeing of pupils is an important consideration at Bargeddie Primary. Pupils were quick to list examples such as regular PE and healthy options at lunch, but, thinking of mental health, also spoke of mindfulness and their 'worry box'. Clubs were also high on their list, with a wide range supported by a local authority Active Schools Coordinator; participation is tracked as part of health and wellbeing audits. The influence of nurture approaches was also clear to see in both universal provision and targeted supports, including input from visiting professionals.
6. Children and young people are included and are valued as individuals.	<i>"There's been a shift in the reason why things have been done... it's fundamentally where we come from: equity and inclusion,"</i> shared a senior leader, reflecting a theme of discussions with adults. Children spoke of the importance of everyone getting what they need, something they could see happening in their day-to-day experience at the school; over and above ensuring children were included, staff spoke of support for families as vital, mentioning initiatives such as their Breakfast Club and pre-loved clothing bank. Equity and Diversity Monitors have been appointed to help shape provision and build everyone's understanding of our diverse society.
7. Children and young people value education and are involved in making decisions about their education.	Target setting and learning conversations are the norm, helping to ensure that children shape their education. Self and peer assessment are regularly used, and various strategies are encouraged. Personalisation and choice are a feature for all, with some pupils following individualised programmes/timetables reflecting their different needs. Pupils are regularly asked their views in class and through more formal avenues such as questionnaires. Senior pupils have opportunities to support the learning of younger peers in areas such as reading and PE.
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	Pupils believed that they are listened to at Bargeddie Primary and offered several examples of how their views had shaped the school: <i>"We've got the right to be heard."</i> There are many opportunities for leadership through committees such as the Health Ambassadors or the Digital Team, whilst a Pupil Council has representatives from each class. Senior pupils help to lead regular house meetings which encourage discussion about aspects of school life, including reflection on themes from 'How Good is Our School?'. <i>"They see themselves as responsible citizens, they take their leadership roles very seriously,"</i> explained the headteacher, a colleague offering her view on why they saw participation as having such value: <i>"They're listened to in here."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Discussion of the barriers some children may face in accessing rights led children to reflect on how they had helped others, talking about collections for the local foodbank and activity to support those affected by the conflict in Ukraine. As well as their many charitable endeavours, awareness raising was also noted, with the specific example of producing posters to 'Show Racism the Red Card' highlighted. <i>"They have an awareness of their position of privilege,"</i> explained one staff member, talking about the impact of discussing rights, <i>"I think it makes them more caring, more empathetic."</i> Looking after our environment had been an area of real interest, with involvement in Eco Schools, Unicef UK's OutRight Campaign and recycling initiatives. Strong community links help to support the school's activist efforts, with several local businesses lending their assistance in response to letters from the pupil campaigners. <i>"By making children more aware of others' situations, we're really improving tolerance and respect,"</i> said the headteacher, <i>"The children want to help."</i>