



Muirhead Primary

Rights Respecting School - Policy Statement

"The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination, and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day."
(UNICEF 2012)

Muirhead Primary began its journey towards Rights Respecting School Award status in August 2012. We achieved Level 1 status in November 2014 and are our Level 2 Gold in June 2017. We successfully re-accredited at Gold in February 2020. Over several years, we have developed a whole school approach to rights education and are fully committed to ensuring we equip pupils with the necessary knowledge, skills and understanding to develop as active citizens. We are embracing the global dimension within the Rights Respecting schools' approach and ensure that global citizenship is embedded throughout a wide range of curricular areas. To promote pupil voice and participation, we have implemented school committees, which ensure pupils from Early Years – P7 are involved in key decisions that may affect them and the school. Pupils also consult with our nursery. The committees included areas such as School Improvement, Promoting Positive Behaviour, Anti-bullying, Supporting Pupils, Eco and SHANARRI. We are fully committed to ensuring children's understanding of justice, fairness, equality, dignity, and democracy are promoted and experienced through their involvement in both the curriculum and whole school initiatives.

Whole School Initiatives, which contribute, to promoting RRSA include:

- Health Promoting School
- Eco School
- Partnerships with a wide range of external agencies
- Whole school committees
- School council / pupil council / parent council
- Buddies
- Active Schools Master Calendar + Wider Activities
- Opportunities for pupils to adopt roles of responsibility within the school community (house captains, infant buddies, leaders etc)
- Promoting Positive Behaviour Policy / Anti-bullying Policy / Additional Support Policy/ Curriculum Leaflets
- Planned opportunities to explore specific articles of the UNCRC as a whole school, through themed weeks and celebrations of local and global events.
- Personal Learning Planning (PLPs) / Target Setting
- Commitment to promoting pupil voice and participation

- Partnership links with schools in Community Learning and Development/Community Safety/Community Police/Educational Psychology

Promoting RRSA and Raising Awareness at a Local, National Level

- We have supported a collegiate and shared approach to cluster working and continue to support our secondary colleagues through transition work with cluster staff being updated and trained as and when the need arises.
- P6 Class part of the National Kidpower Campaign and won
- HT was part of UNICEF's Accreditation Standards Committee for 4 years and leads SAC Steering group and Cluster group
- Cluster schools involved in the community art (Troon) project to take rights into the Troon Community
- SLT and staff are using the Right of the Week, Outright and Paddington's Journeys to support rights and HT has updated Cluster staff
- SLT is working on Global Goals
- HT is currently a Children's Rights Development Officer 0.4 for SAC and is an assessor for silver accreditations.

Charters

At the beginning of each session and term, staff and pupils work collaboratively to create a class charter based around issues that they feel are important to them. The children are greatly involved in exploring how they can develop a rights respecting ethos within their own classroom and within the school community. This means that the charters are meaningful to the learners and that can explain ways in which they will ensure that their peers enjoy these rights. Charters must be visible within each classroom. Your charter must include

- 3-4 articles from the UNCRC that the pupils would like to focus on
- How they are going to ensure that others enjoy this right / respecting the rights of others
- Ways in which they themselves can enjoy this right

Throughout the course of the year, the Senior Leadership Team will work with pupils at assembly to create our whole school charter and breakfast club charter. Our whole school charter will strongly reflect our school's, values, vision and aims.

Developing Rights across the curriculum

At Muirhead Primary, all teachers are supported to adopt a rights-respecting ethos, and to teach the content, principles, and relevance of the UNCRC, in at least 2 subject areas at Level 1, and across the curriculum at gold level. Teaching staff plan together and consider the UNCRC when planning interdisciplinary learning and they look for opportunities to integrate articles from the UNCRC throughout a wide range of curricular areas. Teaching staff worked collegiately each session to identify

relevant articles across topics, which is evident in the strategic topic planner. Teaching staff ensure that children have one piece of rights homework a term to complete linked to the areas of the curriculum. Teachers identify on their termly planners which additional articles they are specifically focusing on. The Senior Leadership Team will ensure that specific articles from the UNCRC are addressed at assemblies throughout the year and will raise awareness. There is a specific 'Developing Rights across the Curriculum' display, which celebrated rights learning.

Assessing Children's Rights

Assessment both in class and at Assembly and Community Time will be gathered through:

- Discussions
- Homework
- Surveys
- Photographs and video clips

By the end of Primary 3, most children will be able to:

- Distinguish between wants, needs, and link needs to rights.
- Identify survival rights (water, shelter, food etc)
- Understand the concept of Rights and use the term appropriately in discussion
- Know about the UN Convention on the Rights of the Child and can refer to individual rights under the Convention
- Give an example of how they respect the rights of others

By the end of Primary 7, most children will be able to:

- Understand that their own rights are linked with a range of personal responsibilities
- Give examples of how their own actions have consequences – positive and negative – for the rights of others globally
- Are familiar with the articles of the UN Convention on the Rights of the Child
- Give a range of examples of rights abuses from the immediate context of the school to the global context
- Use the UNCRC as a framework for making moral judgements about issues concerning justice and sustainability

Features of a Rights Respecting Classroom in Muirhead Primary

- pupils and teachers negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and, to comment on what might hinder their learning
- pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work
- pupils have responsibility for aspects of classroom organisation
- pupils have opportunities to make choices in their learning
- there is a strong emphasis on mutual support and collaboration
- teachers make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn
- support assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with pupils
- behaviour is good or improving as everyone recognises and respects the rights of all to their education
- all staff model rights-respecting behaviour, for example. teachers and support assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show respect for teaching assistants and all other adults
- displays are used to reinforce awareness of rights in relation to each other and others locally and globally
- pupils respect and value each other's similarities and differences and support each other; there are few incidences of negative behaviour, name-calling, racist or sexist comments

- high status and adequate time are given to listening and acting on pupils' views, for example the Rights Respecting Pupil Council, Parent Council, Assemblies and Community Time and whole school committees