

RRSA REACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	St Ninian's Primary
Headteacher:	Jacqueline McPeake
RRSA coordinator:	Nicola McNicol
Local authority:	South Ayrshire Council
Number of pupils on roll:	129
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	11
Adults spoken with:	4 – 1 teacher and 3 parents
RRSA key accreditations:	Date registered: 16 January 2014 Bronze achieved: 28 August 2014 Silver achieved: 20 June 2016
Assessor(s):	June Stefani
Date of visit:	10 October 2023

ACCREDITATION OUTCOME

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

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

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 spoke with relevant knowledge and understanding about a range of rights and how children across the world could be adversely affected. One pupil identified that children in Israel had *"lost their right to shelter,"* another was concerned that the earthquake in Morocco *"destroyed everything denying food and water."* Pupils were confident that learning about rights enabled them to make decisions and they could share ideas through learning conversations and pupil groups. Children had also been learning about clean water and sanitation and this had had an impact on the design of toilet within the schools' new build where shared and separate toilets were created as a result to be fully inclusive.
- The headteacher and RRSA lead spoke with passion and commitment about the positive difference that a rights-based approach has had in bringing community and staff together: *"It is a mindset and a change of culture that has been built and developed across the years."* Staff see the impact that pupil led groups have had and actively check with pupil leads to ensure that they are delivering their group sessions. They respect the work of the pupils.
- Rights is evident through a variety of curriculum areas and planning is shared monthly across the community which clearly articulates the rights. Assemblies, which are underpinned by rights, use HGIOS for children as a stimulus for a 'learning blether' this supports pupil involvement in the improvement planning process. Children supported the planning for a new Outdoor Learning Strategy.

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

- Continue to widen the range of articles that the whole school community are familiar with appropriate to age and stage and ability.
- Continue to develop the school's strategic direction within school improvement priorities and linking the CRC to relevant policies including children's access to specific rights – you might find [Articles in Action](#) a helpful resource.
- Continue to engage and support all staff to develop their knowledge and understanding to effectively teach and model rights-based language and practice.

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.

- Relationships and pupil voice opportunities were highlighted as strengths across the school. Pupils felt that their views and ideas were listened to and acted upon. Pupils were also respectful of each other and supported the organisation of a dyslexia friendly section of the library. Pupils were also supportive of friends who were dyslexic and helped them to present their thoughts and ideas to others. The school's policies reference rights and a restorative approach is adopted where situations need it. Adults spoke consistently of an ethos of support, encouragement, confidence, and respect in the school: *"It's a team within the school from leadership to teachers to pupils with clear expectations and open doors."* This echoed the sentiments of pupils.
- Children reported that school kept them both safe and healthy and offered numerous examples of how this was realised, from CCTV cameras, FOB entries to new PE programme and pupil group opportunities. They were clear that there were trusted adults to whom they could turn if they had concerns and that those individuals would act in their best interests. They were also aware that teachers and staff had first aid training should they need it.
- Wider achievement has been a priority of the school, and this was discussed by pupils as part of a learning blether meeting with the SLT. As a result, pupils record new skills and learning and have an opportunity to share with the wider community.

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

- Continue to explore with the whole community the links between improved outcomes for children and the implementation of a rights-based approach in school.
- Explore with staff and children the concept of dignity - what it means and how it underpins policies, actions, and interactions between everyone at school.
- Continue to provide opportunities to explore and celebrate diversity in a range of ways.

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.

- Pupils were confident that their voice was heard at St Ninian's Primary School and pointed to pupil groups, house, and school captains as channels through which they could have influence. The school has been using the guidance from 'How Good is Our School to create learning conversations to include all that children's views. They are impacting on matters of significance. Pupils organised and ran a HWB Group to support each other and the impact was positive for all. Another pupil with ADHD created, sourced, and resourced a sensory room for pupils as the RRS Lead pointed out: *"We have independent thinkers and confident pupils – they are making a positive impact – it's now just our way of being involving our pupils."*
- The children in St Ninian's have been instrumental in identifying and leading the organisation of support for a variety of meaningful causes to include 'Send a Child to School campaign, earthquake in Turkey, Beatson fundraiser and a child initiated a fundraiser for a hospital that took care of him as her recovered from his severe head injury.
- Children and staff spoke about the positive impact that watching Newsround had in terms of discussing current issues and supporting families globally. One pupil indicated that *"everyone has a right to be away from harm and be protected."* As a result, the school supported the earthquake in Turkey, which was pupil led.

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

- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing the life and work of the school. This could include explicit involvement in school improvement planning, policy, and review processes
- Continue to develop children and young people's understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.