

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Burnhaven Primary
Headteacher:	Anita Buchan
RRSA coordinator:	Amanda Hart
Local authority:	Aberdeenshire
Number of pupils on roll:	38
Attendees at SLT meeting:	2
Number of children and young people spoken with:	12
Adults spoken with:	Teachers, school administrator, parent, Bed 3 student
RRSA key accreditations:	Date registered: 14.9.18 Bronze achieved: 22.1.19
Assessor(s):	Christine McLennan
Date of visit:	24.3.23

ACCREDITATION OUTCOME

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

Burnhaven 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.

- All children were familiar with a range of articles, and they knew that rights were unconditional and universal. One P6 pupil stated when asked about children's rights "*Rights are for all of us until we are 18 as we need to be more protected*". Another child said, "*We have to respect the rights of others.*"
- A right of the week board has been created in the hall. Rights are shared weekly in assembly and discussed. A school charter and class charters, developed by the children at the start of the year emphasise the need to look after each other.
- Adults and the wider school community know about and understand the CRC through information shared on Facebook, the school website and through videos made by the children. A parent stated, "*It is useful to get the information about rights through the short videos. It gives me a context to discuss this at home.*"
- Long term and medium-term planning is linked to UNCRC and global goals to ensure Children's Rights become an everyday part of work in school. Teachers take opportunities to plan for and include the language of rights in any lessons where it is relevant.

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

- Embed a clear understanding of "rights holders" and "duty bearers."
- Find creative ways of making articles even more visible and high profile around the school and in your community eg consider developing a "rights mascot" to support this.
- Consider using the films you are sharing with parents as a context for homework discussions between parents and children on what various articles are and what they mean in practice.
- As the school identified in their own self evaluation there need to be more work on developing an awareness of where and why some children may not be able to access their rights.

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.

- The school adapt the curriculum and provide alternatives for children who have different religious beliefs or differing learning and social and emotional needs to ensure that children are all included and supported in their learning.
- The right to play is embedded in the school through discovery time, in a space called the STEM classroom, outside and in the classrooms. The student teacher said, “*STEM classroom encourages the children to take an activity in the direction they want to. They get to choose.*”
- Policies when developed or reviewed reference relevant articles of the CRC. The positive behaviour policy has been reviewed with the children in the school.
- The school have used the Glasgow Wellbeing Profile to gather data on wellbeing throughout the year. Staff use emotion coaching to support children under stress. Positive relationships are encouraged and supported across the school. Rights are used in restorative conversations when things go wrong.
- Children’s social and emotional wellbeing is a priority in the school. Pupils have access to quiet spaces when they need some space and ear defenders and fidgets are available to all pupils. Children share their feelings daily with staff on the zone of regulation. The school are beginning to discuss how school helps them to develop healthy lifestyles.
- All children said they feel safe at school and can describe how their actions and those of others contribute to this. One teacher said, “*The children are now more aware of their own rights but also the rights of the other children in school.*”
- Most children said that they felt included and valued at the school. Their wider achievements are shared at assembly and on a wall display.

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

- Continue to make evidence of pupil’s decision making about their education explicit within the school eg targets, pupil choice and peer and self-assessment.
- As identified in your self-evaluation continue to develop activity and evidence of pupils taking responsibility and leading learning and work to ensure this is evident and explicit for all children.
- Continue to work on activity in school that can help the children to develop healthy lifestyles.

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.

- Many children and adults could describe how children can express their opinions and have been involved in decisions about their life in school. One pupil said, *“We know they are listened to in school.”*
- Community groups meet weekly to lead on school improvement. Each house team took responsibility for steering a section of the Silver Action plan. Pupils contribute to school improvement by having opportunities to be members of senior leadership groups, prefects, librarians and play leaders. There is a “We said, we did” board to evidence action on pupil decision making. The school administrator said, *“When pupils were making choices about what to order for discovery time I was very impressed at how they listened to each other and respected other opinions.”*
- Pupil Leadership Discussions at assembly have been revisiting the school’s vision, values and aims and exploring teaching and learning.
- Children have been involved with organising fundraising activities in a bid to uphold the rights of others such as collecting for the Peterhead Food bank, holding a wee sleep out for children in need.
- Children visit a local old folks’ home on a monthly basis to share what they have been learning and get to know the local residents. The headteacher said, *“We like to describe ourselves as the Burnhaven Family. Visiting older people in an area where they don’t see people very often is good for everyone.”*
- The school attended a recent Glee competition and won an award for being the most encouraging and supportive group in the competition. A parent said. *“I think this is more important than winning the competition. The pupils in our school were recognised for showing empathy and encouraging others.”*

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

- Facilitate more opportunities for the children to initiate advocacy and campaigning work on local and global issues, linked to children’s rights. Consider joining in with UNICEF UK’s **Outright** campaign.
- Enhance ambassadorial activity by enabling children to promote the Rights Respecting Schools Award and knowledge of the CRC with other schools and in the wider community.
- As identified in your self-evaluation find out more about what happens when rights are not promoted.
- Develop children’s involvement with charity events, for example choosing charities to support and organisation of fund-raising events.