

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Antonine Primary School
Headteacher:	Jacqueline McLaughlin
RRSA coordinator:	Michelle McFarlane
Local authority:	Falkirk
Number of pupils on roll:	240
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	15 pupils
Adults spoken with:	4 Teachers, 1 Support for Learning Assistant
RRSA key accreditations:	Date registered: 22 January 2020 Bronze achieved: 27 August 2020
Assessor(s):	Gerry McMurtrie and Fiona Malcolm
Date of visit:	23 May 2022

ACCREDITATION OUTCOME

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

Antonine Primary 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.

- Children interviewed identified many rights they are entitled to: an education; to be heard, live, cared for; to have clean water and shelter; to play; no discrimination; and to have rights. They articulated the ABCDE of rights – they have rights wherever they are, from birth. They understood that they did not have to do anything to receive their rights, and that not every child in the world is able to enjoy their rights. They shared that they learn about rights through assemblies, the curriculum, posters, and group meetings. Pupils choose topics that are studied in class.
- Rights are being embedded into the School Improvement Plan. Policies and procedures have been updated to include rights. RACI Team have worked on rights education bringing it into the curriculum: HWB; Learning for Sustainability. Children were asked for their input.
- RRS journey came about as a response to Covid – lockdown accelerated the process. RRS guidance was used to write recovery planner. Two parents are on the RRS Steering Group. *“RRS gave depth to an already high Pupil Voice” (Headteacher)*. RRS aligns with the ethos, vision and values of the school.

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

- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people’s age and ability. Consider using the RRS resource [ABCDE of Rights](#).
- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people’s age and ability.
- Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World’s Largest Lesson](#) and how they impact on children’s rights and the wellbeing of the planet.
- Continue to encourage teachers to make explicit reference to rights in their planning of a range of subjects/topics and in their daily interactions with children and young people.

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 discussed their classroom and playground charters, and gave examples of how they feel safe in the school, e.g. feelings check-ins, Friendship stop, and, as one pupil said when asked who do they go to if they are worried, *“we can talk to any adult in the school.”*
- The HT has a transparent process with parents/carers regarding the use of PEF to support families. A new system has been put in place to track pupil participation in extra-curricular clubs to ensure equity of opportunity. Some of the RRS Ambassadors have been in this group and the focused approach has helped their confidence to grow.
- Children are at the centre of all decisions. Staff can see a difference. There is a strong belief that RRS improves behaviour, Pupil Voice, and engagement as the children feel more valued. Pupils hear about rights on multiple layers – across the curriculum and elsewhere. When the HT asked a pupil how they knew about their rights, the response was, *“You never stop going on about it!”* The HT *“wears that badge with pride!”*
- Staff discuss learning journeys through the use of journals with older children; with younger children, they help plan their learning through play. As one staff member said, *“This school has rights embedded everywhere.”*
- The headteacher recognises that the school is homogenous and while inclusion and diversity comes through the school values, HIGIOURS feedback illustrated that more work was needed on diversity and multi-cultural approaches. Will be a focus next session through an assembly programme.

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

- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts.
- Continue to embed the Unicef RRS [Charter Guidance](#) and focus on the language of ‘respect for rights’ so that relationships are seen as mutually respectful. When charters are next reviewed, include actions for duty bearers as well as for children.
- Explore with staff, children and young people the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school.
- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination and promotion of diversity.

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.

- Pupil voice is strong in the school with pupils having the opportunity to be Ambassadors for various groups, such as, Eco-schools, House Captains, Anti-bullying. Some pupils did anti-bullying training with the Diana Award to become Ambassadors. Examples of how their voice has been actioned include changing the house names and being involved in the decisions for more equipment for the playground.
- The school did work around COP26 and linked assemblies to Water Aid. The school is participating in the Falkirk Council's Children and Young People's Group with a focus on climate change – Guardians of Change. One pupil commented that being part of this group meant they were *"Upholding other people'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 and young people to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Ensure children have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action.
- Support children and young people 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](#). For fundraising, consider involvement with the [Soccer Aid Schools Challenge](#).
- Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community.