

# RRSA ACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Antonine Primary School
<b>Headteacher:</b>	Jacqueline McLaughlin
<b>RRSA coordinator:</b>	Michelle McFarlane
<b>Local authority:</b>	Falkirk Council
<b>School context:</b>	The current pupil roll is 189 with a further 48 children attending the ELC. 26% of pupils are eligible for PEF funding, 16% have a Form 4 and 4% of children speak English as an Additional Language.
<b>Attendees at SLT meeting:</b>	Headteacher and RRSA Lead
<b>Number of children and young people spoken with:</b>	35 pupils during focus group conversations 4 pupils during school tour
<b>Adults spoken with:</b>	4 teachers, 2 support assistants, 2 parents, Education Officer, Aberlour worker and Barnardo's worker
<b>Key RRSA accreditations:</b>	Registered for RRSA: 22 January 2020 Bronze achieved: 27 August 2020 Silver achieved: 23 May 2022
<b>Assessor(s):</b>	Gerry McMurtrie and Fiona Malcolm
<b>Date:</b>	23 May 2024

## 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 Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

The assessors 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:

- Passionate and confident pupils who are clear on the importance of rights and are empowered to drive change within the school.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.

## 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 ensure that rights are explicitly linked to the curriculum, activities, and events throughout the school year.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Use the [World's Largest Lesson resources](#) to support this.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

## 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>Children spoke confidently about a wide range of articles and understood the key principles underpinning them. Children have been using UNICEF UK's ABCDE of Rights resource to strengthen their learning. One said, <i>"We all have rights, and you get them as soon as you are born. They can't be taken away from you. They are all over the school... everywhere."</i> Children understood that although rights are universal, not every child is able to claim them. One shared, <i>"Things like wars happening means some children can't go to school, and they can't get access to clean water and healthy food."</i> Others spoke about the impact of climate change and poverty. Staff are threading rights naturally through curriculum planning, ensuring children's awareness of key articles remains strong.</p> <p>RRSA is a key priority for the school, is included in the School Development Plan and as school policies are updated, references are made to key articles of the CRC. All staff have received child rights training and receive support and guidance from the RRSA lead, who although class committed, has been provided with dedicated time to focus on RRSA. The headteacher shared, <i>"We didn't want to rush it... we wanted to make a difference and work with the children, parents, and staff. It's been about 2 years and on reflection, that was the best decision. There isn't anyone who hasn't been involved."</i> In conversation with parents/carers, it was clear they felt supported and well informed. One parent who attends the RRSA pupil meetings said, <i>"The children come in and talk about rights... to be in the room with them and then see the outcome is so interesting."</i> Another said, <i>"The development of everything that's happened here has turned my son's world around."</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children understood that adults across the school are duty bearers responsible for ensuring their rights are met. One said, <i>"A duty bearer is someone who looks after you and cares for you... it can be anyone, a teacher or the janitor."</i> Children agreed that if they had a worry or a concern, they could speak to any trusted adult. One said, <i>"It's OK to talk about a worry. Some people need more help, and we show them respect."</i> Children spoke about the importance of respect, as one mentioned, <i>"Respecting each other is about being treated with dignity, and it means we keep each other safe."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Children agreed that relationships across the school are positive, and any issues dealt with fairly. The Pupil Council used HGIOURS to evaluate relationships across the school, with children reporting this as a strength. Children can access the Friendship Club which supports children in developing and maintaining friendships. Staff are trained in restorative practices and pupils have support from the Playground Pals initiative, a group of P5 children trained in peer mediation.</p>
<p>4. Children are safe and protected and know what to do if they need support.</p>	<p>The school has created the WoW Squad (World of Work), benefitting children who need additional support, to build relationships with a key staff member and to ensure they feel safe and supported. The updated Relationships and Sexual Health programme ensures children understand the role of trusted adults in their life. All staff receive child protection and safeguarding training. One child shared, <i>"In SHANARRI, the S stands for Safe, so we learn that all the time."</i></p>

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children complete regular wellbeing wheels using the SHANARRI indicators, and this enables staff to look at support requirements. The school has strong partnerships with Aberlour and Barnardos who offer support including early intervention and developing strategies to strengthen communication, regulate emotions and build resilience. Children requested more support around mental health, resulting in the creation of Health Fortnight. The family support worker made a successful bid to Cash for Kids, and this funded activities to support physical, mental, social, and emotional health. Activities were planned in partnership with the Rights Ambassadors.
6. Children and young people are included and are valued as individuals.	Inclusion is a strength of the school, with one child commenting, <i>"Everyone is included in our school, we celebrate that."</i> The headteacher reported that the school community has become more diverse in recent years and plans are in place to develop a new Anti-Racism policy with children, staff and families. Children from across the local authority, including some children from Antonine Primary, worked together to create a new child friendly version of the Inclusion and Equality Framework, to be used in all schools in Falkirk.
7. Children value education and are involved in making decisions about their education.	All children are part of Leading the Learning groups. Children are asked what they want to learn and how they would like to learn. Children are responsible for the upkeep of their own evidence books, setting targets and planning and evaluating their progress. Children provide updates on their progress to parents/carers during open afternoons. The headteacher said, <i>"This came from the Pupil Council and its protected time every month. It's linked to skills and rights development...it's been a bigger success than we could have dreamed of."</i>
<b>STRAND C</b>	<b>Highlights and comments</b>
8. Children and young people know that their views are taken seriously.	Every child is a member of a pupil led group. They spoke of leading assemblies, and of making improvements in and around school. One said, <i>"We put posters around the school, and we plan what to talk about at assembly. Last year we wanted to make the gym hall better... it looked very old, so we got murals painted to represent our interests."</i> Children share ideas during house meetings and mentioned recent improvements to the playground due to their suggestions. Children are supported to evaluate the SDP and provide regular updates to parents/carers. Children recently designed a pupil questionnaire to gather views on school improvement, displaying their results on the Improvement Wall. Children were also involved in the refresh of the Antonine vision, values and aims.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The school continues to support a range of local and global charities and events. This year, children decided they wanted to support more local charities, opting to support Kidney Kids, who are working with a fellow pupil. Children have been raising awareness of the Sustainable Development Goals and have been linking much of this to their eco work. Children have organised community litter picks and shared posters to raise awareness of the impact of climate change. Children were concerned about the amount of litter and dog poo they found on a pathway next to the school, so decided to work in partnership with the adjoining school and together began a campaign. Children wrote to the Education Officer at the local authority asking for more bins and dog poo dispensers. The Education Officer said, <i>"Children spoke about their right to safety and a safe clean environment. We worked together and created posters and during a workshop, created dog poo bags and dispensers. These are now on lampposts around the area."</i> The children's campaign is due to be featured in the local newspaper.