

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

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| School: | Burrelton Primary School |
| Headteacher: | Angela Thomson |
| RRSA coordinator: | Fiona Glass |
| Local authority: | Perth & Kinross |
| School context: | A small school with 71 pupils. 9% are eligible for PEF; 22.5% have an IEP and 5.6% have English as an additional language (EAL). The most recent inspection in May 2019 judged the school to be Very Good. |
| Attendees at SLT meeting: | Headteacher & RRSA Lead |
| Number of children and young people spoken with: | 18 children across 2 groups |
| Adults spoken with: | Teachers, support assistants (no parents) |
| Key RRSA accreditations: | Registered for RRSA: August 2011 Bronze achieved: April 2018 Silver achieved: October 2018 |
| Assessor(s): | Jenny Price |
| Date: | 18 May 2022 |

ACCREDITATION OUTCOME

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

Burrelton Primary School has met the standard for UNICEF UK’s Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessor 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:

- Very articulate children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- Passionate staff with a strong commitment from all to embed a rights-based approach.
- The extent the school has gone to, to ensure the curriculum and resources reflect the diverse global community, and the diversity of their own children and families.
- Children have a good sense of social justice and how fundraising can support others to access their rights both globally and locally.

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:

- Ensure there is a clear plan in place to ensure the sustainability of the excellent rights respecting practice, so that it remains explicit across the curriculum and school context.
- Continue to explore rights language such as dignity, equity, stereotypes, diversity, social justice - appropriate to age/stage.
- Continue to deepen awareness of global issues through the UN Sustainable Development Goals. Use the [World's Largest Lesson resources](#) to support this and consider exploring opportunities with the British Council's [Connecting Classrooms through Global Learning](#).
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#) and using UNICEF UK's [Youth Advocacy Toolkit](#).

2. VISIT HIGHLIGHTS

| STRAND A | Highlights and comments |
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| <p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere</p> | <p>Children shared good knowledge of rights and understood the nature of rights referencing the ABCDE of rights resource, saying, <i>"Rights are for all children under eighteen and we have them from birth"</i> and <i>"...they can't be taken away, do not have to be earned and are equally important."</i> Children shared good knowledge of why <i>"...rights are not always being met"</i> saying, <i>"In Afghanistan, girls are not allowed to go to school,"</i> and <i>"In Ukraine since there's a war, they're not getting to access their own culture, their house, proper healthcare or education because of bombs."</i> Some also acknowledged that in the UK, <i>"...people might be living in poverty and not have enough money for food... they might be living somewhere that they're not being treated very well or have privacy"</i>. Children have learned about rights through assemblies and topics such as Natural Disasters, Novel Studies, Fairy Tales (Cinderella/Rapunzel), Fairtrade and watching Newsround. Children have developed skills relevant for campaigning, in persuasive writing, presenting, listening, and debating. The headteacher explained, <i>"Right of the Month is how we link rights to events but also to allow the coverage of rights."</i> Staff also reflected on how <i>"natural"</i> discussions have become about rights on an ad-hoc basis when things arise in Newsround. The UN Global Goals and articles are referenced in the school's handbook, social media, lesson plans, newsletters, displays, the School Improvement Plan and policies. The Headteacher said, <i>"Rights Respecting has evolved naturally, it's more embedded into everything we do but our big effort has been to look at Global Goals... it has evolved our practice too. We think differently."</i></p> |
| STRAND B | Highlights and comments |
| <p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> | <p>Children agreed they enjoy their rights in school, and understood staff, as duty bearers, <i>"...do what is best for us, they protect our rights and make sure we're healthy,"</i> explained a child. Children understand the importance of having and knowing about their rights, saying, <i>"Children are still developing and don't have as much experience looking after ourselves, so adults help us out by being duty bearers... we're the rights holders so they make sure we live properly and grow."</i> The headteacher shared, <i>"We changed how we do playtime to allow children to have snacks, while watching Newsround and more time outside to just play."</i></p> |
| <p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p> | <p>Relationships were described by adults and children as positive and respectful. Children explained that charters, (class, playground and dining) help to <i>"remember our rights."</i> Another added, <i>"we have charters in every class, with the most important rights to us."</i> Children explained that if there is an argument in the playground, <i>"the duty bearers hear both sides of the story,"</i> referring to this as <i>"fair."</i> The headteacher explained how, <i>"Restorative practice training has helped... we talk privately with the children"</i>. Children talked about being treated with dignity, explaining, <i>"...dignity is about pride and self-respect."</i></p> |
| <p>4. Children and young people are safe and protected and</p> | <p>Children agreed they feel safe and protected in school, understanding this to be a fundamental right, saying <i>"Rights are important to keep you alive because you have rights to health and safety."</i> Children talked about playground staff who, <i>"...always speak to you and see what's wrong."</i> Others explained,</p> |

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| know what to do if they need support. | <i>"Teachers teach us how to be safe and make sure our rights are met to make us feel safe."</i> Children mentioned fire drills, Bikeability and <i>"...we are taught about online safety"</i> . |
| 5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Children shared how school supports their wellbeing through Emotion Works, Talk Box, nurture spaces, a Mood Monitor, wellbeing webs and The Daily Mile. One child explained, <i>"School helps us make healthy choices."</i> Others explained that <i>"using the mood monitor always helps. It's better to share your feelings."</i> Children value talking to their teachers "privately". A child added, <i>"If we feel overwhelmed in our learning, we can go outside, do the daily mile. We feel refreshed and carry on."</i> Another shared that <i>"Taking a seat on the couch... helps to relax for a few minutes to feel refreshed from a situation"</i> . |
| 6. Children and young people are included and are valued as individuals. | Staff and children recently revamped their school library, ensuring a diverse representation in books (characters and authors) of culture, skin colour, family dynamics and disabilities, with a teacher saying, <i>"...it's important to represent everyone."</i> Children talked about additional support for some children, saying, <i>"It's fair if different people get different help"</i> and others explained, <i>"Equality is when everybody gets something the same... Equity is when you get what you need."</i> The school now provides different skin-coloured pencils, cream paper books with fonts suitable for dyslexic children and pizza making for some who need time out of class. A teacher said, <i>"The children are really inclusive, they don't ever see anyone being left out."</i> |
| 7. Children and young people value education and are involved in making decisions about their education. | Children understand that education is one of their key rights. They have some personalisation and choice in their learning with one child referring to maths lessons, <i>"...we've got chilli challenge with easy, medium and spicy."</i> Children talked about learning journeys and personal targets they share with parents every term. There is a flexible pedagogy approach, particularly with younger children for play throughout their day. Children expressed that the right to learn, play and rest all form part of their education. |
| STRAND C | Highlights and comments |
| 8. Children and young people know that their views are taken seriously. | Children felt strongly that their ideas are listened to and taken seriously. All children belong to one of the committees that meet fortnightly: RRS, Library, Charities, Pupil Council, House Captains and Eco. The RRS group explained their main role, <i>"...is to make sure we are a RRS and that everyone in school learn their rights."</i> Children shared examples of changes made through the different committees to make the school a better place: new library resources and space; playground markings; football nets, and the Talk Box is a place for everyone to share new ideas. House Captains have led on some fundraising activities to get new iPads. One child explained, <i>"The Pupil Council get to have their opinion on what needs to be done, how to make school better... and express how they're feeling."</i> |
| 9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally. | Staff facilitate children in taking action on issues that matter to them. Some children said, <i>"We wrote letters to the Council so that traffic and cars should slow down."</i> while others have written to companies requesting that they make <i>"Fairtrade choices."</i> The headteacher shared, <i>"The children used emotive language to write their letters."</i> Children spoke about a range of ways in which they have taken action to help others access their rights such as fundraising for War Child (relay and bake sale); Food Bank collections for local families; Odd Clothes Day for Afghanistan Refugees; Blanket sewing for refugees moving to the local area and Clothing collection for Ukrainian refugees in Poland. |