

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

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| School: | Glenbervie Primary School |
| Headteacher: | Jenny Glennie |
| RRSA coordinator: | Jenny Glennie |
| Local authority: | Aberdeenshire Council |
| School context: | A small village school with 79 pupils across 4 classes. Of which, 10% are eligible for PEF, 38% have an IEP and 4% have English as an additional language. |
| Attendees at SLT meeting: | Headteacher |
| Number of children and young people spoken with: | 18 |
| Adults spoken with: | 6 teachers, 2 pupil support assistants and 2 parents |
| Key RRSA accreditations: | Registered for RRSA: February 2015 Bronze achieved: November 2015 Silver achieved: June 2016 |
| Assessor(s): | Jenny Price |
| Date: | 27 May 2022 |

ACCREDITATION OUTCOME

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

Glenbervie 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, confident children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- All adults are passionate about the rights respecting work of the school and the positive impact this is having on outcomes for children.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.

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 deepen the knowledge of rights for the whole school community. Consider doing Right of the Month, linked to UN Global Goals, the school's event calendar and campaigning.
- Continue to explore with children and staff the meaning of key concepts underpinning a child rights-based approach, for example dignity and equity and how these are enacted in school practice. Review class charters to incorporate such language, as well as actions for duty bearers.
- Continue to support children to develop and lead campaigns from a rights perspective, developing strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider participation in UNICEF UK's annual [OutRight campaign](#) and utilising the UNICEF UK [Youth Advocacy Toolkit](#) to support this.

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 extensive knowledge of their rights, referencing many articles from the CRC. They understand the nature of rights saying, <i>"rights cannot be taken away," "they are for all children worldwide no matter where you are," "we have them from birth,"</i> and <i>"they don't have to be earned"</i>. They understand the importance of having their rights and everyone knowing about them. Children expressed deep empathy for other children whose <i>"rights are not always acknowledged,"</i> due to situations such as war, climate change, adverse weather events such as floods and poverty, affecting their rights to education, clean water and safety.</p> <p>Staff are passionate about embedding a rights-based approach through curriculum lessons, article of the week lessons and assemblies. The Headteacher explained, <i>"RRS is part of every agenda, our improvement plan, policies...the CRC underpins everything...it also permeates natural conversations."</i> Children have learned about rights through topics such as Victorians, World War II and they shared that conversations about rights come up when watching Newsround and discussing current affairs. Children from the Rights Group explained their role to <i>"...inform as many people as possible about their rights, to make sure everyone is getting them."</i></p> <p>Staff and parents shared the positive impact a rights-based approach is having on their children, saying <i>"The biggest impact has been on children understanding how rights apply in the world."</i> Parents are kept informed about rights and their child's learning in general through Seesaw, social media, and newsletters.</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 that they enjoy their rights in school, and understood that staff, as duty bearers, have a role to <i>"...make sure we get our rights."</i> Children agreed that they feel confident adults will deal with any concerns relating to their rights, saying <i>"they listen to us... and we know they will help us."</i> Children also expressed the importance of rights, saying, <i>"all adults and children need to know about rights because it's our entitlement."</i> Children also acknowledged that respecting dignity means, <i>"teachers don't shout, they talk to us privately in a quiet place."</i></p> |
| <p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p> | <p>Relationships were described by staff as positive and mutually respectful, attributing the RRS journey to an improvement in this area over the last few years. Staff affirmed, <i>"Relationships have strengthened because of RRSA."</i> Class charters, the behaviour policy and the school's vision, values and aims are informed by children's rights, with staff saying, <i>"Rights underpin everything we do."</i> Current restorative practice compliments the school's RRS approaches, <i>"It helps us to get to the bottom of things because they all get their say... it's about fairness and respect."</i></p> |
| <p>4. Children and young people are safe and protected and</p> | <p>Children unanimously responded <i>"yes"</i> or <i>"of course"</i> when asked if they feel safe and protected in school, understanding this to be a fundamental right. Children talked about JRSOs and road safety, as well as learning about keeping safe online, referencing Gooseberry Planet resources to <i>"make sure</i></p> |

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| know what to do if they need support. | <i>we keep things private online.</i> " Children also talked about the nurture group, worry monsters and the PSA in the playground as ways the school keeps them safe. |
| 5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Wellbeing of children has been a priority particularly as part of Covid Recovery for the school. The Headteacher considers the school to be a "... <i>nurturing school, where GIRFEC and restorative approaches tie in with rights respecting.</i> " Children talked about the school " <i>encouraging us to make healthy food choices</i> " and about their school garden area, explaining how it helps with their wellbeing. Children explained that they have a 'worry monster', 'worry hand' and a 'worry box' but all said they feel comfortable to speak to an adult in school if they need support. A recent health week gave children the opportunity to try new things such as fruit smoothies and yoga. |
| 6. Children and young people are included and are valued as individuals. | Staff were very passionate about the importance of children sharing their views. Children explained that they feel valued as individuals in school, " <i>to be ourselves</i> " and explained they get 'shared value' certificates to celebrate successes in and out of school. The children also explained, " <i>The nurture space helps with learning if people are struggling, and it links to having access to information from adults too.</i> " Children understand the concepts of fairness and equity relating this to support in the classroom and, " <i>extra help for those with any disabilities</i> " for everyone to feel included. |
| 7. Children and young people value education and are involved in making decisions about their education. | Children value their education in their school, understanding this to be a key right, showing empathy for those who may not be able to access education as easily. Children shared their 'Roots for Learning' programme and how it helps them to progress saying, " <i>It's about building skills for things like independence and being curious and positive.</i> " Each class has displays relating to targets and learning journeys. The headteacher emphasised, " <i>We want the children to have power in their learning.</i> " The 'Grow, Progress and Succeed' motto comes from the acronym of the school name (GPS), which the children also explained, " <i>is about leading us in the right direction.</i> " |
| STRAND C | Highlights and comments |
| 8. Children and young people know that their views are taken seriously. | Children know that their views are valued and taken seriously. This also came across strongly from the headteacher, staff and parents. All children are part of a pupil group: Eco, DYW, JRSO, RRS, Digital Leaders and then a representative from each group forms the school's Pupil Parliament, to take forward any ideas and solutions. The Headteacher stated that, " <i>Empowerment of the children is the biggest impact of our RRS journey so far.</i> " Through the Pupil Participation Budget, children led on the development of their garden to grow vegetables as part of an enterprise project, to support local people. A parent added, " <i>Children feel part of the decision making here.</i> " |
| 9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally. | The school's advocacy for rights locally and globally has been through active fundraising and community projects, with staff explaining, "... <i>it's usually off the back of any current crisis around the world.</i> " The children understand that any fundraising supports others to access their rights, sharing examples such as: Ukraine shoe box appeal, supporting the local foodbank and their community café. Staff talked about how, " <i>Children have a good grasp of the bigger picture now and understand that poverty can be on their own doorstep.</i> " Children also shared the importance of growing their own vegetables saying, " <i>It has an impact on the environment because giving to the community means less food miles... this impacts the planet because there will be less CO2 pollution and having a cleaner environment.</i> " |