

RRSA REACCREDITATION REPORT GOLD: RIGHTS RESPECTING

School:	Annbank Primary School
Headteacher:	Karen Butchart
RRSA coordinator:	Lorraine Hogarth
Local authority:	South Ayrshire Council
School context	Annbank Primary School has 265 pupils on roll, of which, 22% are eligible for Free School Meals. 76 pupils have either an IEP, EHCP or SEN Support and no children speak English as an additional language.
Attendees at SLT meeting	Headteacher, Deputy Head and RRSA Lead Teacher
Number of children and young people interviewed	Rights Steering Group – 8 pupils Pupil Group 2 – 16 pupils from P2-7
Number of adults interviewed	4 Teachers, Classroom assistant, School Librarian, 2x Parents, Chair of Parent Council.
RRSA accreditations	Registered for RRSA: 18 September 2013 Silver achieved: 27 May 2015 Gold Achieved: 05 November 2018
Assessor(s):	Steven Kidd and Stuart Whiffin
Date:	18 November 2021

REACCREDITATION OUTCOME

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

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

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation visit. The assessors would like to thank the children, the Senior Leadership Team, and staff for their warm virtual 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:

- The extent to which rights and rights respecting language are embedded in the day-to-day life of 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.
- The empowerment of children to be campaigners for their rights and the rights of others, with a notable success being the work on global citizenship linked to the environment.

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 the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms. Consider working alongside another Gold school in a contrasting area of the UK to facilitate this.
- Further develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, recognising the role of children in helping adults understand problems and develop achievable solutions.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Use UNICEF's Youth Advocacy Toolkit to support this.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights/Comments
<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 spoke confidently about a wide range of articles. They were aware of the unconditional and universal nature of rights and discussed examples of how rights are inalienable, indivisible, and inherent. Children interviewed discussed how some children are unable to enjoy their rights. <i>“In Afghanistan, the Taliban has taken over, and girls are not getting their right to education because they are not allowed to go to school.”</i> A child rights-based approach has been fully embedded across the school. The headteacher said, <i>“Our school has an inclusive, nurturing environment where you will find pupils that are confident, ready to learn and socially and emotionally well rounded. Rights are the cement that hold the bricks together, it unites everything that we do.”</i> Rights are taught in discrete sessions, through whole school initiatives and in topic work. Assemblies are linked to the ‘Article of the Month’ and focus days from the global calendar. The Article of the Month is displayed in classrooms and explored through activities and lessons led by pupils. The school held a competition to design a rights mascot. The mascot is placed in key areas around the school to highlight articles and links to rights on displays. Staff discussed how parents are kept informed via Twitter and email, with the school recently making the decision to go paperless to become more environmentally friendly.</p>
STRAND B	Highlights/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 discussed how the school facilitates their rights in several ways. Class Charters are created at the beginning of each academic year. <i>“We have class charters that every child has a say in creating. They are for the teachers and children. They remind us how we should all respect rights.”</i> Children were clear on the role of duty bearers. <i>“The duty bearers in our school are the teachers and staff who are responsible for making sure we get our rights. They are adults that you can trust.”</i> Children discussed the concepts of fairness and equity and could link these to rights: <i>“Some children need different ways of learning or special help. This is fair because without that they might not be the best they can be.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Children agreed that relationships were good in the school. The school has recently reviewed its relationships policy. <i>“We have focussed on 3 main areas ‘Ready, Respect and Safe’. We see each pupil as an individual and understand the importance of equity. We are now developing this further using the Paul Dix strategies in ‘After Adults Change’. The policy is built around the right to be heard and the right to be safe.”</i> A member of staff discussed the playground charter and how children use rights language to solve their own conflicts.</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children agreed that they felt safe in school and could give examples of how this is achieved, such as staff on the playgrounds, having Junior Road Safety Officers, learning about fire and internet safety, and having safety sessions from external visitors. Children knew who they could talk to if they were feeling unsafe and discussed organisations who can help with online safety. All children agreed that if they felt unsafe, they could talk with a trusted adult in school and their concerns would be taken seriously. <i>“If I felt unsafe, I could talk with my teacher or the headteacher.”</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Children discussed what the school does to support both physical and mental health, <i>“The school gives us healthy food every day and we get fruit at lunch and breaktimes. We have break time to run around and play and have PE lessons every week where we try different sport and activities.”</i> One child discussed how the school supports mental health, <i>“If someone says something not very nice to you it can affect your mental health. We talk about mental health in class, and we have lessons about how we can improve our mental health. If you are feeling sad or anxious you can talk to a teacher, and they would help you out.”</i> The school holds several focus weeks such as Anti Bullying Week, Mental Health Week and Dyslexia Friendly Week to raise awareness and support the wellbeing of children.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>The school has developed ‘Recognition Boards’ in classrooms where children set personal targets for themselves which are linked to their personal values. These are reviewed at the end of each week by celebrating children’s individual talents and values. This process has evolved into a ‘Class Champions’ programme which continues to develop, led by pupils.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children are given opportunities to make decisions about their education. They lead the planning within classrooms by suggesting ideas for topic work. Questionnaires are given to children biannually with the results collated and used to support the needs of individual pupils. Children agreed that they had ownership of their own learning, targets and decisions that affect their education.</p>
<p>STRAND C</p>	<p>Highlights/Comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children can join a wide variety of pupil voice groups, such as the Rights Respecting Steering group, House Captains, Junior Road Safety Officers, DFS squad and the Reading Buddies. Children discussed how they are elected to each group. <i>“We had to fill in an application forms to apply for the group that we felt we could be the most passionate about. Then we had a vote to decide.”</i> Children discussed the many ways in which their views are listened to and where these had brought about change, such as creating their own snack menu for the school.</p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children have been engaged in a number of campaigns and events to promote not only their rights, but the rights of all children locally and globally. The headteacher said, <i>“Our project on the Global Goals has united the school with a focus on COP26. Children have written letters to the Prime Minister, set up litter picking group, and introduced UNICEF’s ‘Paddington’s Postcards’ enabling us to link advocacy and raising awareness of global issues. We then linked this to how children’s rights can be denied.”</i> The RRS pupil committee requested to plant trees from the Woodlands Trust. This was a school cluster project initiated by pupils after discussions around improving the local environment. One member of staff said, <i>“The work we have done as a school has made it easy for children to become global citizens. I make sure that the diversity and representation is a focus when developing resources and texts.”</i> The school’s librarian added <i>“The school is very good at allowing me to support staff in this area. Village life can be insular and the work the school is doing has enabled pupils to look globally and have a strong understanding of social and global injustice.”</i></p>