



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Law Primary School
Local Authority	East Lothian
Number of pupils on roll	780 pupils including nursery
Headteacher	Jill Wareham
RRSA Coordinators	Jill Wareham and Sally Penman
RRSA Assessor	Gerry McMurtrie
Date of visit	25 March 2019
Attendees at SLT meeting	Headteacher and Depute Headteacher
Number of pupils interviewed	22 pupils in focus group, 4 leading the learning walk, plus 3 classroom visits (approx. 90 pupils)
Number of adults interviewed	2 teachers and 2 parents
Evidence provided	Written evidence, learning walk, class visits and focus group conversations
Date registered for RRSA	22 February 2018
Bronze achieved	29 March 2018

ACCREDITATION OUTCOME

Law Primary School 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.

- When talking about rights, the pupils spoken with during the learning walk, focus group meeting, and classroom visits, were articulate, confident and rights aware. Pupils spoke about a wide range of articles from the UNCRC and understood that rights were unconditional and universal. One pupil said “We learn about our rights all of the time, at assemblies and in the class. Every child has them but some children need more help because of poverty and wars”.
- During the learning walk, it was clear that the school are beginning to link topic work and displays to rights naturally. Pupils spoke about them having plans to audit topic and wall displays to ensure that ‘rights are always around us and everyone knows about them, even visitors to the school’.
- Staff and parents interviewed were supportive of the school’s rights work and could see the benefits across the school already. Staff shared that pupils were actively engaged and keen to learn about rights and could put this into local and global perspective. Staff advised that next term there would be a greater focus on the local community and linking this with their water topic and caring for the environment. Parents shared that children were talking about global issues and using their rights awareness to talk about difficult issues such as poverty, natural disasters and the effects of terrorism on the lives of children around the world.
- The Senior Leadership Team have a number of ideas to support the next steps to Gold and shared that RRSA has impacted on the positive ethos and behaviour across the school. The HT said “It is important that our RRSA work fits in with what we are already doing and is helping to bring together all of our work on Health and wellbeing. Children are using the language of rights when talking about issues such as rights being denied globally and supporting them to be much more inclusive and respectful.

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

- Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability - develop awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional including appropriate CPD and staff induction. Further embed a clear understanding of ‘Rights Holders’ and ‘Duty Bearers’.
- Find even more creative ways of making articles even more visible and high profile around the school and on the website. Embed a focus on the planned learning about children’s rights throughout most aspects of the curriculum. Further develop



a more structured approach to engage parents/families in learning about and understanding the CRC.

- Enable the children/young people to look at global issues from a perspective of rights so that they develop a heightened sense of justice and equity. Consider further CPD in this area and engagement with the Sustainable Development Goals through The World's Largest Lesson.

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.

- Every class have been working through the First Book of Animals resource, linking their work on rights, Fairtrade, Eco and Sustainable Development together. This has supported the school work out into the local community with the East Lothian Refugee Aid service, which has included a recent donations and shoebox campaign. Staff reported that pupils are now much more globally aware, and pupils can discuss issues that are happening around the world and link these to rights often being denied. Pupils shared that all classrooms have rights charters and that creating these every year had helped to create a more respectful space.
- Staff are beginning to link curriculum planning and topic work to rights naturally, through subjects such as The Rainforest, World War II and anti-bullying and kindness, with further work planned to strengthen this to support staff to map and link topics to articles of the CRC. This will continue next term and will ensure a wide depth of learning throughout the academic year.
- Pupils all agreed that they felt safe, respected and included in school. Pupils and adults agree that the use of restorative conversations based around dignity had helped to create a calmer learning environment. Pupils spoke about the school motto being 'Safe, Respectful and Ready to Learn'
- Pupils were confident that they play a key role in their learning through target setting, self and peer evaluation and knew that when they needed support, they would be listed to. Pupil views are fully included in Child's Planning Meetings and Learning Conferences
- The school have further developed their nurturing approach with the introduction of 'The Harbour Room'. This room is available to support pupils who may struggle in class or within the playground. Pupils who use the room also have access to a separate, quiet playground space. Pupils also have access to a sensory room if required.



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

- Ensure that children and young people are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights-based approach across the school. Consider developing the school's strategic documentation to link to and reflect relevant articles of the CRC and ensure that leaders at all levels can articulate school improvement in terms of the CRC.
- Look at ways of helping pupils to feel confident in using the language of rights to resolve disagreements and address complex situations. Perhaps explore/discuss made up 'scenarios', use of role play, debates etc.
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights' In the next 'round' of class charters endeavour to include actions for Duty Bearers as well as for children.
- Continue to promote an ethos of inclusion, where all feel supported and valued.

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.

- The pupils agreed that they had a voice and that they were listened to at Law Primary. Pupils spoke about sharing their ideas with staff through the pupil council, and shared an example around asking for more bins to support them to recycle, compost bins to grow fruit and vegetables and for additional toys and activities for the playground. Pupils also shared that they had realised that the water supply to the first floor was poor and flagged this to the plumber to rectify. P7 pupils designed and introduced 'Praise Postcards', and staff use these cards when pupils have worked hard or met one of the school values. The RRSA pupil group also wanted to have individual jotters to support their work and spoke with staff to ensure that these were provided for them.
- The whole school are developing their partnership working with Sustaining North Berwick, and this has been around recycling facilities around the school. Further work is planned to bring awareness out into the local community. The school also aim to strengthen their RRSA ambassador work with the local Secondary School.
- Pupils spoke about the best thing about being in a Rights Respecting School, with one pupil saying "Having a say in improving the school and making a change is the best thing. We all know we are listened to and our teachers respect us. We can always speak up".



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

- In addition to your well established and successful charity fund raising, facilitate more opportunities for the pupils to initiate powerful advocacy and campaigning work, particularly with regards to children's rights. Consider joining in with Unicef UK's Outright Campaign.
- Without losing the benefits of a whole-school approach, seek to develop a core team (perhaps 'rights champions' or 'ambassadors'), consisting of young people and adults, to lead further RRSA developments. Try to involve a parent/carer/representative of the wider community in meetings with the RR Steering Group.
- Aim to participate in RRSA training to support your journey to Gold. Enhance ambassadorial activity by enabling pupils and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community. Consider formal RRSA links with the local Secondary School.