

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Garnetbank Primary School
Headteacher:	Linda Reed
RRSA coordinator:	Claire Simpson
Local authority:	Glasgow
School context:	Garnetbank Primary School is a non-denominational state school, with a pupil roll of 214. 26% of pupils are eligible for free school meals, whilst 7% have Wellbeing Assessment and Plans; 70% of pupils speak English as an additional language (37 languages).
Attendees at SLT meeting:	Headteacher and RRSA Coordinator
Number of children and young people spoken with:	21, across 2 focus groups
Adults spoken with:	7 (5 teachers, Child Development Officer, Parent Council Chair)
Key RRSA accreditations:	Registered for RRSA: 17 September 2014 Bronze achieved: 20 May 2014 Silver achieved: 26 October 2016
Assessor(s):	Steven Kidd
Date:	4 th October 2022

ACCREDITATION OUTCOME

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

Garnetbank 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 an in-person 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:

- Children demonstrated an impressive rights knowledge, which they could confidently link to their school experience and to actions to advocate for rights.
- Children's rights shone through as the inspiration for policy and practice across the school.
- Adults displayed a genuine passion and enthusiasm for the value of a child-rights based approach and the impact it was having for the school community.
- The school's multi-cultural context was being celebrated and harnessed to bring the school's rights journey to life.

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.
- Support the continued involvement of children in decision-making, encouraging ever more participation in the life and work of the school. Ensure children can articulate the impact of their engagement on school improvement and the school community.
- As a Gold Rights Respecting School, 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 demonstrated an excellent knowledge of rights, able to share a wide range of articles and comfortable in explaining key rights concepts, particularly enjoying trying in the trickier words such as inherent and inalienable. They had no difficulty in identifying the barriers some children face in accessing rights and were quick to link this to actions they had taken to advocate on their behalf. The headteacher explained how exploration of global situations from a rights perspective had captured pupils' attention: <i>"We are 'those' people, children are horrified because many of them have family in these places."</i> Evidence provided countless examples of where rights were included within learning, staff confirming that they are "encouraged to include them in planning" across the curriculum. They were effusive in their praise for the guidance and support they'd received from the RRSA lead, though they had clearly embraced the approach, as the coordinator remarked, <i>"Staff are so invested... We've spent a lot of time on CPD, it's in our working time agreements every year."</i> Rights are visible in the school environment and in learning, featuring as part of assemblies, focus lessons and topics, as well as being woven through other subject learning. Children created a video to showcase their rights work, which was shared as part of an open morning and assembly for parents and carers, and the Seesaw learning app continues to be an excellent avenue for encouraging sharing and encouraging dialogue. <i>"It's part of our induction with parents and children – straight away we're saying this is who we are,"</i> explained the headteacher, <i>"It's our identity. Look on the website, twitter, the SIP, that's what you'll see."</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><i>"What is Garnetbank? We're a rights respecting, multi-cultural school in the heart of Glasgow,"</i> explained the headteacher, <i>"It's our identity, it's who we are... we have something we can all believe in – rights give us something to pull it all together."</i> It was obvious throughout all conversations that rights are the inspiration for life at the school and that adults and children alike are passionate and enthusiastic about a child-rights based approach. The RRSA lead shared the value of the framework: <i>"I've found the pathway of RRSA really useful to lead it through the school, especially in the early days. You can get stuck on learning articles... We're still doing the facts, but now it's much more 'through' and 'for'."</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Adults spoke of the impact across many facets of school life, but nowhere more so than in shaping interactions, <i>"We take almost the whole of the first term to work on our charters, we learn about them all and what they mean for us – it's not a piece of wallpaper."</i> Children could see dignity reflected in their school experience, confirming that the school's restorative approach to dealing with incidents was about <i>"helping people, not making them feel bad"</i>.</p>
<p>4. Children are safe and protected and know what to do if they need support.</p>	<p><i>"Adults stand up for the children,"</i> reported one focus group participants, others nodding at the important role of adults in keeping them safe at school, <i>"there's always someone you can talk to."</i> They also spoke of the school's values and their knowledge of rights having a part to play in protecting them, ensuring children know what constitutes an issue to be shared with a trusted adult, as well as highlighting safety lessons and the work of the JRSOs.</p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>During the visit the word ‘pastoral’ came up repeatedly, used as the simple way of describing the daily lunchtime drop-ins where children can seek any support or assistance they need; it’s the perfect example of the catch-all approach outlined in the fulsome pre-visit evidence. <i>“Health and Wellbeing is equal to literacy and numeracy,”</i> said the headteacher, talking about the importance of getting those things right for every child as a starting point for their educational experience. Children could see that, easily identifying their own examples of the ways in which schools considers their needs.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Children were proud of the diversity evident in their school and saw it as an opportunity to learn from each other’s experiences, <i>“It’s great that there’s people from all over the world.”</i> Staff spoke of a concerted effort to celebrate that difference, noting the value of shared rights language in bringing people together across cultural divides: <i>“There’s stability that comes through rights... it’s the language of the school.”</i> Evidence outlined the importance of equity, influencing everything from nurture approaches to ensuring diverse representation in the curriculum: <i>“How can we make sure that [children] can enjoy this and access what they need?”</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p><i>“The teacher gets a big piece of paper and she writes down all our ideas,”</i> explained one pupil when asked about choices in learning, another chiming in with, <i>“The teacher asks us what we already know at the start of a topic and what we want to know.”</i> Pre-visit paperwork fleshed out their comments, illustrating the involvement of pupils in regular learning conversations, target-setting and in ongoing evaluation. Teachers spoke of children taking ownership of their education, even helping other children to engage.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children in both focus groups were clear that they felt listened to at Garnetbank, secure in their belief that teachers were not only keen to hear what they had to say but would treat their views seriously. They cited engagement in playground improvements as a notable example. Groups such as the Pupil Council and Junior Leadership Team were identified as opportunities for them to make a difference in the life of the school; the influence of the ‘pastoral’ drop-in sessions was clear again here, with the children believing that the simplest way of sharing their ideas was to take them along at lunchtime and tell the adults present, which would often include the headteacher.</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>Pupils were confident in their ability to affect change in the wider world offering examples from recycling to protests as ways in which they’d advocated for children’s rights. The connection was well understood, and they were able to explain not only what they’d been involved in, but why. <i>“I think they find rights empowering, it gives them a lens to make the world less scary, because they can do something about it,”</i> reasoned the RRSA lead, in discussing why the children had been so keen to get involved. Staff training from WOSDEC had strengthened practice around the UN Global Goals and campaigning, helping to ensure that examples of activism had moved far beyond only fundraising and donation. The school continues to participate in UNICEF UK’s OutRight campaigns but has also been looking to the local community for inspiration, finding it in work to raise awareness of the experience of local refugees through drama and film, as well as a partnership with the ‘With Kids’ foodbank.</p>