



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Johnshaven School
Local Authority	Aberdeenshire
Number of pupils on roll	34
Headteacher	Karen Johnstone
RRSA Coordinator	Karen Johnstone
RRSA Assessor	Jeanette Macpherson
Date of visit	7.11.18
Attendees at SLT meeting	Karen Johnstone (HT)
Number of pupils interviewed	9
Number of adults interviewed	9 (5 parents, 2 pupil support assistants and a class teacher)
Evidence provided	Questionnaire Summary, Learning Walk, Written Evidence
Date registered for RRSA	Sept 2017
Bronze achieved	22nd March 2018

ACCREDITATION OUTCOME

Johnshaven 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.

- Pupils interviewed knew a number of rights and could tell me these could not be taken away, one child saying “These can’t be taken away even when you have done something wrong.” Pupils also reported how some children in other countries may not get their rights so need help.
- The development of the Rights Respecting Schools approach is part of the School Improvement Plan (SIP) and shared with parents. Rights are also evident in school policies (Behaviour Policy). A letter was also sent home at the start of their journey and features regularly in school newsletters and the school Facebook page. Parents are also invited in to the school for half an hour on ‘Welcome Wednesday’ to take part in lessons with their children which helps their understanding of the CRC, as well as helping to support their child’s learning at home.
- Pupil Support Assistants issue a weekly certificate to pupils with a rights focus at the school assembly. PSAs also report that behaviour has improved with pupils taking more ownership of their behaviour and are more understanding of differences.
- The school charter links to the values within the school vision. Pupils were able to explain the design. A child explained, “The fish are because we all swim together although we are all different”. The children played an active part in putting their class charters together, explaining, “These were the rights we thought were the most important for our class”
- The school has Silver Eco award and the HT shares Newsround at her weekly assemblies, linking these to rights and raising awareness of impact on children globally. The Class teacher interviewed has planned in Fairtrade activities.

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. As you continue to build on strong relationships with the community, consider creative ways of sharing the CRC approach. e.g. community events
- Look for ways to incorporate an explicit commitment to education for global citizenship and sustainable development into the heart of the school’s mission and purpose, drawing upon on the school context and environment.
- Enable the children 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.

- The school uses 'restorative practice' to resolve conflict. Pupils interviewed reported that all sides were listened to with pupils involved in deciding consequences. The Junior Playleaders are clearly proud of their role and could explain how they used restorative conversations in the playground.
- Pupils are involved in target setting across the curriculum, updating these as they are achieved. Achievements are celebrated in a variety of ways – Facebook, Twitter, Dojo communication to parents, star writers and certificates. Trophies are awarded for sports, Scottish poetry recitals and personal qualities (e.g. kindness)
- Parents reported they felt the school knew their children well and tailored approaches to help pupils to meet their potential. The school's open-door policy and 'Welcome Wednesday' helped parents to feel both included and welcomed in their child's education. One parent reported, "The school really know my daughter which has helped her confidence."
- The school is proactive in raising awareness of mental health, making use of both 'Bounceback' (for Emotional Resilience) and 'Growth Mindsets'. One child said, "I used to have a fixed mindset but I know now that if I work hard enough and am patient then I will get there." Pupils self-assess themselves against the wellbeing indicators (SHANARRI) with results used to inform and direct individual needs. Following the self-assessment pupils have been carefully selected to be part of a Resilience Group.
- Pupils have an opportunity to be involved in extra-curricular activities run by both staff and parents e.g. chess, baking, technology

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

- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights-based approach across the school.
- Further develop 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.
- 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 (adults) as well as for children as Rights Holders.
- Continue to support adults and children in the use of language which emphasises respect for rights. The positive relationships with parents, which the head teacher has actively promoted, puts the school in a good place for developing this to the whole school community



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.

- Pupil voice is very strong in the school. Pupils are involved within the planning of learning, with one pupil reporting, “We get to choose what we want to learn about so it is more fun.” All pupils are part of a committee – Pupil Council, Garden, Eco and Digital Leaders. Groups meet weekly and all children interviewed felt they were listened to and could make a difference. As mentioned, ‘Young Leaders’ were trained and are active in their role during break. Parents reported that because the children are involved in the decision making in their school, they have developed more of a sense of ownership. There are parent representatives on all committees.
- When children are ‘stuck’ with their work there is a successful system in place – Brain, Book, Buddy, Buddy, Boss. There are also ‘learning gurus’ made up of ‘expert’ pupils who children could go to for literacy, numeracy and Mandarin. Pupils reported enjoying this system and understood they can learn from their peers. Senior pupils also actively participate in quality assurance, accompanying the Head Teacher on the school ‘Learning Walk’. Their views have been actively responded to, for example, a display in the school hallway was moved to a more appropriate place.
- The school has taken part in a beach clean in collaboration with the local eco group – Sharks (the school has named their own eco group Baby Shark and are working in collaboration with the community. Pupils reported that they were given a choice of three charities to support and had chosen Mary’s Meals. They have also taken part in Comic Relief.
- The school is also beginning to forge inter-generational links through their recycling scheme. There are plans to further develop this in collaboration with the children’s views.
- The school are at the initial stages of teaching and learning about the Global Goals with an emphasis on ensuring these are strategically planned for.

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- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values, actions and knowledge of the CRC with other schools and in the wider community. Consider engaging in local networks with other Rights Respecting Schools
- Seek ways to engage the children in making their own choices about charity work in school perhaps considering involvement with Unicef UK’s SOCCER AID.
- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for child led advocacy and campaigning on local, national and global issues particularly with regard to children’s rights - Consider joining in with Unicef UK’s Outright Campaign.