



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

<b>School</b>	Duneane Primary School, Antrim
<b>Local Authority</b>	Education Authority North Eastern Region
<b>Number of pupils on roll</b>	26
<b>Headteacher</b>	Mrs Kerrie Wilson
<b>RRSA Coordinator</b>	Mrs Kerrie Wilson
<b>RRSA Assessor</b>	Anne-Marie Poynor
<b>Date of visit</b>	Monday 4 March 2019
<b>Attendees at SLT meeting</b>	Principal
<b>Number of pupils interviewed</b>	18 including tour plus class visits
<b>Number of adults interviewed</b>	5 (Teachers, classroom assistants, Chair of Board of governors/parent)
<b>Evidence provided</b>	Written evidence, Learning Walk with visits to all classes, Focus Group discussions and three videos
<b>Date registered for RRSA</b>	29/06/17
<b>Bronze achieved</b>	02/01/18

### ACCREDITATION OUTCOME

Duneane 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.

- Children in the school know about the convention and articles associated with their rights and those of children across the world. The school is working very closely with their Shared Education partner school Moneynick, who are hoping to achieve their silver soon. The two schools share lessons, staff and governor training days linked to rights respecting and took part together in the World's Largest Lesson.
- Becoming a Rights Respecting School is central to the vision which was reviewed by staff and pupils after the appointment of the present principal, who came from a RR school. 'Pupils are very sure of the vision and their own identity' (principal). As a key priority on the School Development Plan the children were able to show me it on their own child-friendly version of the plan, displayed on its own board. Such an inspiration to learn from the children that they not only understand it, but see its role in school and know that they can influence it.
- A range of approaches are used to inform parents, governors and the wider community. Monthly newsletters, website and school events keep everyone up to speed with all that is happening to achieve an 'inclusive rights-based' school. The Children's Champions have created an RRS guide for parents with an emphasis on articles 12, 14, 15, 16, 19, 24, 28, 29 and 30. Topic work on child workers compare life in Victorian times to the present day, and topics such as refugees embodies articles such as 31, 32 and 38. One child said that 'children had the right not to be kidnapped.' They were aware that these rights belonged to all children.
- Visible signs that demonstrate the children's say includes a 'Bathroom Charter', the title was chosen on purpose to try and influence the way it is perceived and their playtime charter, the word dignity comes to mind as the children describe these aspects of their school.
- The chair of the Board of Governors spoke about how the strong ethos of the school permeates through all that they do and how learning about the convention has enhanced it. 'Evidence of the pupils' influence and engagement in school activities and decisions is very visible. It's an inspiring programme.'

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

- Continue to develop and find ways to a deeper, age-appropriate, understanding of the CRC articles across the whole school and wider community, in particular, that they are Inherent, Indivisible, Inherent ('3I's) and Unconditional, Universal ('2U's).
- Continue to embed children's rights across the curriculum, with planners including an explicit focus within and across a wider range of themes and topics.
- Continue to develop a structured approach to informing and engaging with parents, partner school and so that there is a good understanding of your RR journey and knowledge of the CRC.



## 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.

- Children's charters linked to articles can be found in all the classrooms and are revisited during the year. An active steering group and pupil council has encouraged a 50% increase in the number of eager candidates. Voting for representatives following well-presented manifestos is treated seriously. A recent pupil survey showed a 20% increase in the number of children feeling their opinion is valued and children survey each other on the key priorities within the school.
- 100% of children feel that the school is good at keeping them safe. Concerns about the traffic speed outside their school, which is 60mph, led them to write to the MLAs in Stormont and local police. A sign has been placed outside the school – but may not be enough. Through programmes such as 'Keeping Safe' and 'PATHS' the children know who the key adults are if they feel unsafe, need their care or help. This was clearly illustrated when a recent serious child protection issue arose and the child felt confident enough to tell a member of staff immediately.
- The health and well-being of staff, children and parents who are the very fabric of the school attended workshops delivered by the Action Mental Health agency. AMH stated that 'a parent's session has never been so well attended'. Other programmes relating to well-being have included 'Give Me Five' and 'Happy to Be Me'.
- Evidence of where children had a genuine say was on the introduction of 'Time to Shine', where the children's individual talents are highlighted – they didn't enjoy it! Now successes are shared in other ways instead. The children explained that their voice is listened to and they can effect change for example; they didn't like the books and weren't reading them, so new ones were selected and bought in.
- Children have the opportunity to discuss and set their own targets for learning and take part in peer and self-assessment. On the tour children talked about how they had different learning styles and how that impacted on the way they learn.

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

- Ensure that the children and adults are clear about who are the Duty Bearers and Rights holders. Continue to think of ways to ensure that children's rights are met and that they feel safe and secure in every aspect of school life.
- Continue to embed the articles and principles of the CRC in school policies, planners and school development plan following on from the success of the child friendly SDP to demonstrate that it underpins the work of the school.
- Look at ways of helping the children to feel confident in using the language of rights to resolve disagreements.
- Continue to promote an ethos of inclusion where children and adults feel that they are 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 children of Duneane are confident that their voice is sought in matters concerning them and are able to talk about things that they have influenced. The two SE partners will be sharing a new campus in the near future. The children's voices have been sought and shared with the Department of Education and the Education Authority. The two schools have been doing work around respect in Term 1 focusing on 'mutual understanding'. This work is essential as being from different religions in Northern Ireland can have big implications. But the children know that they can all enjoy the right to their own religion Art 14.
- The children have made three videos one is about their partnership learning with Moneynick, second about their work on the environment and the third illustrates article 19, the right to be safe from abuse.
- The children researched a number of charities and presented what they had found to the whole school and together they chose their charity for 2018 – 19. They developed their own action plan and so far have raised £1,000 since September. The children are focused on aid for children and so money was raised for child carers and a hospice for those affected by cancer.
- The global dimension is being promoted through global workshops, learning about different world religions, class topics and the work of the ECO committee. They are aware of environmental concerns and as part of outdoor learning a 'Forest School' has been established with its own seating area (Art 31) and library, which is located in an outside box designed and 'made by my daddy' said one of the children with pride.
- In the words of one child 'we may be a small school but we can do big things!'

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

- Continue to develop children's involvement in aspects of strategic review and development, policy review processes and improvement planning.
- Further build opportunities for children to be involved in pupil-led groups, and ensure that they have the language and can confidently articulate the impact that these groups have on the school and /or its community..
- Seek to further develop a rights-based approach seeking more opportunity for pupil-led advocacy and campaigning on local and global issues.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other local schools and in the wider community.
- Aim to participate in RRSA Training to support your journey to Gold and keep momentum up.