

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Tarbert Academy
Headteacher:	Helen Steele
RRSA coordinator:	Grace Mulholland
Local authority:	Argyll & Bute
Context:	Tarbert Academy is a 3-18 school located in the village of Tarbert comprising three stages of schooling: a pre-5 unit, primary and secondary schools. The current school roll is 257 pupils. 10% of pupils are eligible for Pupil Equity Funding and 2% speak English as an additional language. 47% of primary pupils and 54% of secondary pupils have additional support needs.
Attendees at SLT meeting:	Headteacher and RRSA coordinator
Number of children and young people spoken with:	13
Adults spoken with:	6 teachers and chair of the parent council
RRSA key dates:	Registered: 03 May 2023 Bronze achieved: 12 December 2023
Assessor:	Kathleen MacDonald
Date of accreditation:	24 June 2026

ACCREDITATION OUTCOME

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

Tarbert Academy has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

OUTCOMES FROM THE SILVER VISIT

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The assessor was confident that the school is making good progress towards Outcome 1 in Strand A, meaning that the United Nations Convention on the Rights of the Child (CRC) is becoming known to children, young people and adults, who are starting to use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

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

- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability. As you do this, ensure that you are staying true to the original meaning of the CRC. (Outcome 1)
- Continue to develop knowledge and understanding of the origins, values and principles of the CRC and, for older pupils, its place within the wider framework of Human Rights. (Outcome 1)
- Ensure the school community have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the RRSA resource [ABCDE of Rights](#) and [Myths and Misconceptions](#). (Outcome 1)
- Continue to support children and young people to develop their understanding of sustainable development. Consider exploring the UN Global Goals through [The World's Largest Lesson](#) and how they impact on children's rights. (Outcome 1)

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

The assessor was confident that the school is making good progress towards Outcomes 2-7 in Strand B, meaning actions and decisions affecting children are starting to be rooted in, reviewed and resolved through rights. Children, young people and adults are beginning to 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 following recommendations were discussed during the visit to help the school to progress to Gold.

- Create opportunities to explore the concepts of fairness and equity, supporting children and young people to communicate their understanding of how school promotes these concepts. (Outcome 2)
- Explore with staff and pupils the concept of dignity and how it underpins policies, actions and interactions between everyone at school. Consider using the RRSA guidance for

[Exploring Dignity with Pupils](#) and the [Children's Parliament's Dignity in School Hub](#) to support this work. (Outcome 3)

- Support children and young people to feel confident in using the language of rights to resolve disagreements and address complex situations, by including explicit reference to rights in peer mediation training and restorative practice. (Outcome 3)
- Ensure there are clear systems, known, understood and used by children and young people, for reporting and sharing concerns about rights and wellbeing. (Outcome 5)
- Consider diversifying the school's curriculum to include positive representation of all protected characteristics. Consider looking at the range of books available to children and young people and use the RRSA [Rights Linked Reading](#) resource to help get started on this. (Outcome 6)
- Consider involving children and young people in curriculum audits, curriculum co-planning and focus groups to further engage them in playing an active role in their learning, connected to the school's improvement plan. Ensure you make explicit connections to education and participation articles from the CRC. (Outcome 7)

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

The assessor was confident that the school is making good progress towards Outcomes 8-9 in Strand C, meaning that children are beginning to be empowered to enjoy and exercise their rights and to promote the rights of others locally and globally.

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

- Continue to provide opportunities for more children and young people to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community. (Outcome 8)
- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, learning walks or the evaluation and quality assurance of learning and teaching, for example. (Outcome 8)
- Consider how the work of pupil led groups contributes to advocacy for children's rights locally and globally. Support children to be explicit with their group's overall aims and objectives with rights and perhaps the [UN Global Goals](#). Consider how their group could campaign for change in relation to their aims, objective and rights, linking to current practice. (Outcomes 8 & 9)
- Consider ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community. (Outcome 9)

ASSESSOR REFLECTION

Many pupils were able to name a range of rights and had a good understanding of why rights may not be met. A parent said that rights are *“embedded in the culture and evident from conversations at home.”* Pupils lead assemblies on rights and decide priorities. The school has explicitly linked rights to all their policies, especially the positive relationships policy. One teacher spoke of the ethos of the school as having *“a presence of respect: respectful atmosphere, excellent manners.”* Pupils explained how school keeps them safe, including visits from the police and others and said that they could approach teachers if they had any problems. One pupil said, *“Teachers are especially accommodating and know us well”*. Pupils also described a range of methods used by teachers to ensure emotional welfare, including worry monsters and cards in their admin folders to show emotions. Pupils said they are consulted about their learning through learning coordination meetings and appreciated the one-to-one support. Pupils contribute to curriculum planning by choosing and evaluating topics, and formative assessment methods. Pupils have recently won an award for the STEM environmental project Streets Ahead, and fundraise for local charities, including Mary’s Meals.