



Kilcreggan Primary School Rights Respecting Position Statement

At Kilcreggan Primary School we are on our journey towards becoming a Rights Respecting School.

Getting it right for every child (GIRFEC) is at the heart of Argyll and Bute's *Our Children, Their Future*, which states using a rights-based approach when considering children's wellbeing.

All children, young people and adults need to know about the UNCRC (Article 42). On 16th March 2021, the Scottish Parliament unanimously passed a bill to incorporate the UNCRC into Scots law. As a member of the United Kingdom which has signed and approved the UNCRC, this applies to Scotland and therefore children and young people have the right to know that they have rights.

Using the United Nations Convention on the Rights of the Child ([UNCRC](#)) and a rights-based approach, we access and promote children's rights. Duty Bearers (adults) have an obligation and responsibility to respect and promote children's rights. Right Bearers (children) are the rights-holders.

The UNCRC describes what every child needs to survive, grow, and thrive to live with dignity and achieve their potential. There are 54 articles of the UNCRC, the first 42 of which describe what every child and young person from birth to 18 years old should experience. The Convention is based on four general principles:

- Equality: the UNCRC applies to all children (Article 2)
- The best interests of the child must be a top priority (Article 3)
- Every child has the right to life, survival, and opportunities to develop to their full potential (Article 6)
- Every child has a right to be heard and listened to in matters that affect them (Article 12).

There are four key areas of impact for children at a Rights Respecting school: well-being, participation, relationships, and self-esteem.

What does Education Scotland say about Rights?

Children's rights are entitlements to fundamental human dignity. They are:

- Universal – and they apply to EVERY child
- Interrelated, interdependent and indivisible – all the articles of the UNCRC are linked and should be read alongside each other to provide the full range of a child's entitlement to dignity

- Inalienable and inviolable – children's rights cannot be given or taken away: they are innate to the humanity and personhood of each child.

Why are children being taught about children's rights?

All children, young people and adults need to know about the UNCRC (Article 42). As a member of the United Kingdom which has signed and approved the UNCRC, this applies to Scotland and therefore children and young people have the right to know that they have rights!

What is the impact on children's learning?

Learning about children's rights can empower children and young people to be active citizens in their schools, local communities and across the world. Knowing and understanding children's rights is not enough; children and young people also need to be supported to develop skills of talking, listening, empathy, research, debate and negotiation so that they can claim their entitlement to dignity, or share their learning in a rights-based manner with others. All children have the same rights and may need support to develop the skills that will allow them to respect everyone's rights.

What does a rights-based approach look like at Kilcreggan Primary School?

A rights-based school...

- Creates a democratic culture where all children understand they have a voice and believe adults will take them seriously.
- Enables all children to directly influence the learning and teaching agenda.
- Demonstrates explicitly a commitment to human rights through strong relationships based on equality and mutual respect.
- Puts dignity at the heart of its operating principles and promotes, encourages and demonstrates behaviours that support cooperation, kindness, empathy and trust.
- Recognises that children's human rights need to be understood by children in relation to their own daily lived experiences.
- Recognises that behaviour is a form of communication.
- Recognises that adults shouting makes children feel unsafe.
- Recognises that punishing many for the behaviour of a few creates resentment and impacts negatively on relationships.
- Enables opportunities for all children to share their school experiences with parents and carers and the wider community.
- Recognises the importance of consistency in approach.
- Recognises that creative and active learning encourages all children to engage in learning opportunities.
- Demonstrates effective measures to recognise equally all children's achievements.
- Values processes that support children to learn and develop self-confidence.
- Recognises and promotes self-regulation by creating space and support around a child.
- Ensures children are supported to understand the consequences of behaviours through nurturing relationships, with each other and with adults

Child's Parliament

What do the learners say?

'I enjoy reading books about Global Goals. I liked it when we made a display of fish in pollution to show everyone the dangers in the water.' **Cate**

'For World Book Day, I really liked reading books with friends and we raised money to help others read.' **Lowrie**

'It makes me feel good to help others and help change their lives.' **Shannon**

'I liked learning about Rights with my friends in class. I liked writing letters to Suella Braverman about helping refugees.' **Elsa, Laina and Jennifer**

'I like learning about Rights during PATHS. We get to use the Rights bag. We have a right to play and choose our friends. I like those ones.' **Charlie**

What do the parents say?

'My child knows that they have the right to play. I love that language in my child's vocabulary. She has the confidence to talk about consent and privacy.' **Primary 5 Parent**

'At home, the children talk about Citizenship Groups. All the groups are relevant and my children see the importance of them. They debate and talk a lot about them.' **Primary 2 Parent**

Useful Links

UNCRC in Child Friendly Language:

<https://sites.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

UNCRC poster for displays:

[https://www.playscotland.org/resources/crc_poster_leaflet_final-indd /](https://www.playscotland.org/resources/crc_poster_leaflet_final-indd/)

UNICEF Rights Respecting Schools Case Studies: <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/best-practice-case-studies/>