

Our Ref. FOI-18-0816
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ABERDEEN CITY COUNCIL

20 June 2018



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Dear 

Freedom of Information (Scotland) Act 2002

FOI-18-0816 – RRS Assessors Report

Thank you for your information request of 22 May 2018. Aberdeen City Council (ACC) has completed the necessary search for the information requested.

Under the FOI act, we hereby request a full copy of the RRS (Rights Respecting Schools) assessors report, regarding Cults Academy.

Please find enclosed the report.

ACC is unable to provide you with information on **names of the individuals on the report** as it is exempt from disclosure. In order to comply with its obligations under the terms of Section 16 of the FOISA, ACC hereby gives notice that we are refusing your request under the terms of Section 38(1)(b) in conjunction with 38(2)(a)(i) – of the FOISA.

In making this decision ACC considered the following points:

ACC is of the opinion that Section 38(1)(b) applies to the information specified above as the information in question is personal information relating to living individuals, of which the applicant is not the data subject.

ACC is of the opinion that Section 38(2)(a)(i) applies, as we consider that disclosure of this information would be a breach of the 'lawfulness, fairness and transparency' principle. The living individuals have not consented to the disclosure of their information, and ACC does not consider that they would expect ACC to release this information about them into the public domain under the FOISA.

ACC therefore consider that the information requested above is exempt from release under section 38(1)(b) in conjunction with 38(2)(a)(i).

ANDY MACDONALD
DIRECTOR OF CUSTOMER SERVICES



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We hope this helps with your request.

Yours sincerely,

Salomeh Kheyri Rad
Information Compliance Officer

INFORMATION ABOUT THE HANDLING OF YOUR REQUEST

ACC handled your request for information in accordance with the provisions of the Freedom of Information (Scotland) Act 2002. Please refer to the attached PDF for more information about your rights under FOISA.

RRSA ACCREDITATION REPORT SILVER: RIGHTS AWARE

Accreditation Details

School Cults	Cults Academy
Head teacher	██████████
RRSA Coordinator	██████████ and ██████████
Local Authority	Aberdeen City
Assessor	██████████ and ██████████
Date	23 rd March 2018

Accreditation Information

School Evaluation: Silver form received	Yes
Attendees at SLT meeting	Head Teacher and 2 RRS Co-ordinators
Number of children and young people interviewed	75 (S1 – S6)
Number of staff interviewed	40 teaching and non-teaching staff, 2 parents and Active Schools Co-ordinator
Evidence provided	<ul style="list-style-type: none"> ▪ Class visits ▪ Learning walk ▪ Written evidence
First registered for RRSA: Nov 2016	Bronze achieved: Oct 2017

Accreditation Outcome

Cults Academy 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.

- Clear evidence of Cults Academy widening the knowledge and understanding of articles across the whole community as appropriate to age and ability. Awareness has been developed of rights being universal and unconditional with all in school, including via staff CPD and regular RRS updates during staff meetings.
- Most children and young people are familiar with a number of articles of the CRC and can talk about these. They have enjoyed learning about the rights and it was clear that they can link these to the agreed whole school charter (designed and developed in collaboration with pupils) and the school's vision and values statements. Pupils said, *"We voted for the 5 rights that Cults Academy use for the Charter that is in every room....these link to the school's vision and values"*.
- Most pupils who met with the assessors demonstrated an understanding of the inherent, inalienable, indivisible and unconditional nature of children's rights. One pupil explained that, *"Unconditional means you cannot take rights away"* and that universal means, *"They are for all children up to age 18."* All pupils talked about learning about how some children do not have rights. Some pupils demonstrated awareness that some children in the UK as well as other countries are unable to access their rights. One pupil remarked, *"Girls in some countries are not allowed to go to school"*.
- The school website makes reference to the CRC. *"We aim to educate pupils on the rights of the child through different aspects of their learning. We hope that each pupil will understand the value and the importance of these rights and as a school we want to ensure that each pupil has access to these rights"*. Every PLP and tutor group class has discussed the 5 agreed rights as well as a range of articles from the CRC. There is a very large pupil RRS group that does a wide range of work promoting rights in relation to school improvement, global justice and sustainable living. The work of the RRS group is shared through effective use of their online blog which is managed by pupils.

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

- Embed a focus on the planned learning about children's rights throughout most aspects of the curriculum
- Develop a more structured approach to engage parents/families in learning about and understanding the CRC.
- 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/ rich cultural heritage of the school.
- Continue to 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.

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.

- There are clear policies (shared with children, young people, staff and parents via a range of forums) about the protocols for reporting/sharing concerns about rights and well-being. The school's inclusive and rights respecting approaches to creating their new behaviour and anti-bullying policies, displays from English and Social subjects and the RRS "Gallery" on the school website all demonstrate the school's expectations and values which are aligned with those of the CRC.
- The recently reviewed 'Anti-bullying and Respect Policy' which was written and agreed in collaboration with pupils highlights rights respecting behaviour and expectations of staff and pupils. Pupils referred to this policy during discussions with the assessors and they were clear on who they would report wellbeing concerns to.

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. Consider how you are going to measure.
- Continue to support the whole school community in the use of language which emphasises respect for rights in all situations.
- Continue to explore the role children and young people play in engaging in their right to learn. Consider how this can be further enhanced and embedded.

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 vast majority of children and young people and most adults the assessors met with can describe how young people can express their opinions and be involved in decisions about their life in Cults Academy. This was supported by the staff and parent questionnaires which the school shared.
- Cults Academy demonstrates high expectations around behaviour and respect for all within the school and the wider community.
- The commitment of the young people the assessors met to doing RRS work comes from their experiences in the carefully planned, whole school approaches to teaching about rights during PPL and Social Subjects lessons, assemblies, tutor times and some other subject inputs. These all encourage pupils to make links to the UNCRC, fundraising and awareness of local and global issues. Through these inputs, young people are encouraged to take part in campaigning opportunities for a range of local causes and are beginning to look at some global ones. Senior pupils talked of, "*Linking the rights to the right to vote in the nineteenth century in Higher History*"; "*The right to medical care in a project about malaria in Higher Geography*"; "*The right to a safe environment linked to climate change and sustainability in N5 and Higher Biology*".
- The school is a Fair Trade school and has the Eco Green Flag. Pupils are also very knowledgeable about a wide range of issues/themes at local, national and developing



world levels. Children and young people enjoy their rights and are becoming rights bearers to promote the rights of others locally, nationally and internationally. For example through the theme of poverty (foodbank – local, homelessness – national and fair trade – international).

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

- We recommended that Cults Academy set up some real links to other countries so pupils can link what they learn in school to first-hand accounts and experiences. Opportunities to provide enriching learning experiences linked to global issues and children's rights should continue to be explored and embedded across the school community.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for pupil led advocacy and campaigning on local, national and global issues.
- In addition to your well established and successful charity fund raising, facilitate more opportunities for the children/young people to initiate advocacy and campaigning work, particularly with regard to children's rights. Consider joining in with UNICEF UK's Outright Campaign.