

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Moray Primary
Headteacher:	Angela Stewart
RRSA coordinator:	Alison Feasby
Local authority:	Falkirk
School context:	The current pupil roll is 286. 33% of pupils are eligible for PEF, 11% of pupils with a support plan and 4% of pupils speak English as an Additional Language
Attendees at SLT meeting:	Headteacher, RRSA Lead, 2 Principal Teachers
Number of children and young people spoken with:	13 children from the RRSA group 14 pupils from across the school
Adults spoken with:	3 Teachers, support/inclusion worker, Active School Co-ordinator, 3 parents/carers
Key RRSA accreditations:	Registered for RRSA: 28 September 2022 Bronze achieved: 15 August 2023 Silver achieved: 2 October 2023
Assessor:	Gerry McMurtrie
Date:	9 October 2024

ACCREDITATION OUTCOME

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

Moray Primary has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Very articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the concept of rights.
- The extent to which rights and rights respecting language are embedded in the day-to-day life of the school.
- Relationships based on mutual respect and trust, where learning about rights is clearly affecting relationships in a positive way.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions.
- Pupil voice that is valued highly with a range of pupil voice groups giving opportunities for all young people to put their suggestions forward and for these to be acted upon.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to support children and young people to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did together' approach, showing how the voice of pupils has brought about meaningful change.
- Continue to support pupils to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the Local Authority and other schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	During the school tour and pupil group conversations it was clear that children had a sound understanding of rights. One said, <i>"Every child gets them when they are born and up to when they are 18."</i> Another said, <i>"Our rights are special, we are taken care of, and no one can take them from us."</i> Children understood that some children may not be able to access their rights due to issues such as poverty, climate change and war. One said, <i>"Some countries don't get what they need because of poverty and famine, and some children aren't treated with respect by the governments, because of their gender or skin colour."</i> Children spoke of their concern for the children impacted by the hurricane in Florida, and children affected by war currently, sharing the importance of conversations after watching Newsround. Children regularly learn about rights through assemblies, lessons and class conversations. The headteacher spoke about the impact of RRSA, <i>"It's just natural, rights are in everything we do... we all work together. The pupils have real enthusiasm, and they know they are empowered."</i> She went on to share that a recent HMIE inspection had highlighted the positives of a rights approach across the school. Policies have been updated and staff are aware of the need to thread rights naturally through lesson planning. The RRSA lead provides regular updates and links to guidance and resources to staff, sharing, <i>"Lots of things were happening before, but it's more visible now, and the children are much more aware of the world they live in. Children's rights are at the heart of our school."</i> Parents and carers were very supportive of the work of the school, as one said, <i>"Children are given so many opportunities, they are responsible for organising events and are very confident. You see everyone singing from the same hymn sheet."</i>
STRAND B	Highlights and comments
2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Children spoken with were clear that adults in and around the school are responsible for ensuring their rights are met. One said, <i>"We are the rights holders. The teachers, helpers, cleaners, janitor and the cook... actually, every adult is a duty bearer."</i> Children have worked with staff to create class, playground and dining hall charters. One said, <i>"They help everyone know why it's important to respect each other, because we are all important and we know who to speak to if there's a problem."</i> A teacher shared, <i>"We work together to create them... the children have real ownership, but we all listen to each other."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	The school have updated their Relationships policy, moving to a Children's Rights and Relationships policy. This highlights the schools' vision for mutually respectful interactions, strong positive relationships, and the importance of using restorative approaches. A teacher shared, <i>"Rights gives us that common language to deal with issues in a calm, restorative way."</i> Children understood dignity to be about respect, as one said, <i>"It's like our values, we are kind and respect each other."</i>
4. Children are safe and protected and know what to do if they need support.	Children agreed they felt safe in school and understood this to be one of their rights. The school values are: Ready, Respectful, Safe. The school community were involved in creating the Values Gang: Rio (Ready), Rex (Respectful) and Suzi (Safe). The values gang could be seen around the school and well known and understood by the pupils. One said, <i>"Suzi helps us learn about being safe, like in the playground, crossing the road and even when we are online."</i>

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The school continues to invest in training and resources to support children's wellbeing. All staff receive annual training linked to the wellbeing indicators, with references made to the CRC through safeguarding and child protection training. A Play Therapist has been funded for the last 3 years to support children who have experienced trauma. A soft start breakfast club has been introduced and Active Schools provide lunch and after school clubs. All children engage in Emotion Works and complete regular nurture and wellbeing check-ins.
6. Children are included and are valued as individuals.	The school funds an Inclusion worker who supports children and their families/carers, which includes access to financial support, referrals to CALMS and other services and working closely with children to raise attainment. The library has recently purchased a range of books to promote diversity.
7. Children value education and are involved in making decisions about their education.	Children were confident that they play an important role in their learning. One said, <i>"The teacher asks us what topic we want to do, and what targets we want to set. We work together to shape how a lesson might go, and we help each other."</i> Children spoke about self and peer assessments, and how they sometimes create posters and tick off tasks as they are completed. One said, <i>"It's good to see what you have finished and what is left to do."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice is a strength of the school, with all children being part of a pupil voice group. Although children from P6 & P7 are generally group leaders, every child is valued, supported and encouraged to have their views and opinions heard. The RRSA group were keen to share they had been busy presenting their RRSA PowerPoint. This included reminding everyone of the importance of duty bearers and rights holders, explanation of the ABCDE of Rights, and some of the key articles they felt were most important. One member said, <i>"It's good for us to go and talk about rights and to have a quiz to help people learn, because it makes us have an important job."</i> The RRSA group conducted a whole school survey on child rights and are working with SLT to look at areas of improvement. Pupils regularly present their ideas, with some then incorporated into the SIP.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The school supports a wide range of local and global charities and events and are keen to ensure they continually raise awareness of the CRC. The school has a long history of supporting the local foodbank, host an annual Macmillan Coffee Morning and support large events such as Children in Need. Children have been keen to organise their own events to support charities, as one child shared, <i>"We decided to have a Halloween competition, and we are going to give the money to a local charity that we will pick."</i> Children are particularly interested in improving the local area through their Learning for Sustainability topics, which has included organising litter picks, gardening clubs and recycling. Children were concerned about the current local authority proposals to reduce the school learning week and decided to come together to write to the MSP. Children were delighted to receive a response and to have their opinion listened to. One said, <i>"We have a right to be listened to and it's good to talk about your ideas and learn about things going on in the world."</i> Another said, <i>"The best thing about being in a rights respecting school is that you learn about rights, and you learn to be more respectful of others and the world we live in. We can all make a change if we work together."</i>