

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Moray Primary School
Headteacher:	Angela Stewart
RRSA coordinator:	Alison Feasby
Local authority:	Falkirk
Number of pupils on roll:	295
Attendees at SLT meeting:	Alison Feasby and Angela Stewart
Number of children and young people spoken with:	9 (P4 – P7)
Adults spoken with:	3 (P7 teacher, EP teacher, Inclusion Officer)
RRSA key accreditations:	Date registered: 28 September 2022 Bronze achieved: 15 August 2023
Assessor:	Fiona Malcolm
Date of visit:	2 nd October 2023

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 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 interviewed identified many rights they are entitled to: an education, to play, shelter, health care, be in groups, choose your own friends, to rest, to be safe. They articulated the ABCDE of rights – they do not have to be earned, and they start at birth. They understand that rights are there to protect children. *“Rights are to keep children safe and happy.” (pupil)*. The children all identified their trusted adults. They referred to Fun in 31, which protects their time to play. They shared that they learn about their rights through assemblies, the curriculum, class charters. All classes explore the same Spotlight article of the fortnight and as a focus for assemblies. There are playground and dining rooms charters.
- Pupils are able to link Children’s Rights within the curriculum. The school has placed a focus on global citizenship and LfS. *“The children are using their knowledge of rights within the curriculum... within different contexts.” (DHT)* The teachers are becoming more familiar with the rights and the language. *“It is more embedded than it was last year.” (teacher)*
- The school is in an area of high deprivation. The staff are passionate about doing what it best for their community, *“It’s about changing opportunities for when these children become young adults.” (HT)* The school is seeing a shift in the behaviours and attitudes of the children *“It embeds into our school values and the rights of the child” (DHT)*
- The school communicates with parents/carers through monthly newsletters, email, parents’ evening – there is children’s rights focus and awareness raising. Parents/carers were also involved in the consultation process of streamlining the school values. Parental engagement is a SIP priority; *“We want them to be at the heart of the curriculum... real depth engagement.”*

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

- Continue to develop knowledge and understanding of the CRC, its origins, values and principles and, for older pupils, its place within the wider framework of Human Rights.
- Ensure the school community have a clear understanding of the concepts of rights holders and duty bearers.
- Continue to support children / 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.
- Continue to support staff (including new colleagues) to have the knowledge and confidence to effectively.
- Continue to support parents/families/the wider community to learn about and understand the CRC and engage with the school’s rights respecting journey.

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.

- Ethos, relationships and inclusion is a strength of Moray PS; *“The children are at the heart of the school” (HT) “For me it is about the children being able to access these rights.” (Inclusion Worker) “It is about removing barriers.” (teacher).* The school values are Ready, Respectful, and Safe. The pupils were involved in the consultation of the streamlining of the school values - using the work of Paul Dix. The pupils created their rights-respecting characters. The characters are used to form the basis of rights respecting language when engaging in restorative conversations.
- The school has prioritised Health and Wellbeing as part of the recovery plan after Covid. There is a PEF funded inclusion worker who support the children and families, e.g. running a Breakfast Club, helping with school/homework, attendance, liaise with families who need support from financial services, *“I am the conduit between school and parents. Some families have not had a good experience in school themselves.”* There is an inclusive environment, often lead by the children. The RRS group are developing Talking Stations and Friendship Stops in the playground. There is a Play Therapist.
- School has a code word that the children use to get them out of an uncomfortable situation. Go Youth Trust work with children – the staff don’t know what is discussed. This build confidence with the children. The school provides nurture spaces to pupils to help them regulate their emotions, and there is an opportunity for children to have check-ins at the start and end of the day. All staff have been trained in Emotion Work. Enhanced provisions: the school has EP and were praised during engagement visits from the authority. The HT is passionate about EP, *“All children regardless of need is seen as a valued member of our community. It supports the ethos of understanding and empathy.” (HT)*

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

- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school. (Outcome 2)
- Explore with staff, children and young people the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome 3)
- Continue to support the language of rights and respect to strengthen school systems for resolving conflict and the promotion of positive attitudes and actions for rights. (Outcome 3)
- Ensure that all children and adults understand the procedures for addressing disagreements and conflict, and that these are based on respect for children and young people’s dignity and rights. (Outcome 3)
- Consider how children and young people are involved in developing systems and policies to ensure they feel safe in school. (Outcome 4)

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 school facilitates opportunities for Pupil Voice. There are numerous pupil leadership groups, including Pupil Council, RRS, Reading Champions. There is an emphasis and expectation that children will be part of the decision-making process in the school. Pupils are heavily involved in the school improvement planning process. The school uses HGIOURS to discuss and plan the next steps. Pupils value that they are empowered to be involved in decisions and see the positive impact it has on their school, e.g., consultation on new school values. There is a visual pupil version and a parental version of the SIP.
- Pupils organised fundraising and campaigning events throughout the school year showing support for local and national charities, e.g., McMillan, Children in Need, Red Nose Day, RSPCC, local foodbanks. The school have been able to link this to the purpose through children's rights. The inclusion worker introduces parents with community groups that can support them. Pupils are encouraged to be involved with their community, e.g., regeneration project of a local play park (Zetland Park).

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

- 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, the evaluation of learning and teaching etc. (Outcome 8)
- Continue to provide children with regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights. This may provide stimulus for child led campaigning or other action. (Outcome 9)
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with UNICEF UK's [OutRight](#) Campaign and using UNICEF's [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the [Soccer Aid Schools Challenge](#) (Outcome 9)
- Enhance 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)