

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Glenurquhart Primary School
Headteacher:	Kerrie Laird
RRSA coordinator:	Kirstine Mullin
Local authority:	Highland Council
School context:	The pupil roll is 131. 11% of pupils are eligible for free school meals. 18% of pupils are identified as requiring additional support. 6 children speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	21 Children
Adults spoken with:	3 Teachers, 2 external partners, 1 parent, 2 parents via video message.
Key RRSA accreditations:	Registered for RRSA: 12 October 2018 Bronze achieved: 20 December 2018 Silver achieved: 5 June 2019
Assessor(s):	Jenny Price, Gerry McMurtrie and Christine Gordon
Date:	2 November 2021

ACCREDITATION OUTCOME

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

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

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessors 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:

- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- Good use of Picture News to engage children in discussions around global citizenship.
- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and in school communications.
- Pupil voice is valued highly, and the range of pupil voice groups gives ample 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 work on enabling pupils and adults use of rights vocabulary such as 'dignity', 'equity', 'duty bearers' and 'rights holders'. Encourage everyone to actively use rights language when managing positive relationships in the playground and around school.
- Continue the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- Continue to make links with the Global Goals and consider exploring opportunities with the British Council's [Connecting Classrooms through Global Learning](#).

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere</p>	<p>Children understood the ABCDE of Rights resource and knew rights to be universal and unconditional. One said, <i>“Every child in the world has rights. You don’t need to do anything to claim them, you get them when you are born.”</i> All children agreed, with another commenting, <i>“Children have special rights because they are more vulnerable. Some children don’t enjoy their rights because of poverty, wars, and some are forced to work and can’t go to school.”</i> The headteacher advised that the use of Picture News, Right of the Week resources and a continued focus on the Sustainable Development Goals supported children to be aware of the world around them. Staff include the CRC through topic planning, with the headteacher commenting, <i>“Our mindset has changed since Silver...everyone can see the impact our rights work is having. It is interwoven and flows through everything we do. It has supported our focus on wellbeing during the pandemic and return to school. It has encouraged our children to have a voice.”</i> A parent agreed, <i>“She is much more aware of rights around the world...you can see her wanting to help change things and make things better. It has helped my child to recognise she doesn’t need to follow the crowd...she can stand up as an individual.”</i></p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>One child said, <i>“Teachers help us to get our rights, they are the duty bearers, they help us and listen to us. All the adults in the school are duty bearers and all of the children are rights holders.”</i> Children felt class and playground charters had been enjoyable ways of learning about rights, creating safe, respectful spaces to learn. One said, <i>“In our class we made a charter and have the rights on a wall, and then we do what we say on the charter. Like the right to be safe is on the charter, so we don’t run around the classroom, and be careful in the playground so you don’t get hurt. We have a Gaelic charter in our class, so everyone is included.”</i> They understood the concepts of fairness and equity, with photographic evidence highlighting displays across the school explaining the concepts. A child shared, <i>“We are treated fairly. If you need extra help, you get it. If you have dyslexia, you get things to help you.”</i></p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>The headteacher advised, <i>“Equity, fairness and dignity are concepts spoken about through assemblies. We have moved massively from the old ‘Good to be Green’ system. We looked at what we did around resilience, emotional literacy, and how rights linked. Giving children dignity is about how we respond to them. We know that all behaviour is communication.”</i> Staff have received training on coaching conversations and restorative approaches. The RRSA lead said, <i>“We are moving towards restorative questions on the back of staff lanyards to support those conversations and linking it all back to dignity.”</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children have been supported to play an active role in the development of the Anti-Bullying charter and understood that this linked to their right to be safe and protected from harm. A child told us, <i>“The staff keep us safe. We have fire alarm tests and gates around the school. We learn about keeping safe on the internet and know we can talk to someone if we have a worry. Rights keep us safe.”</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Children were involved in a whole school audit around the SHANARRI wellbeing indicators with Education Psychology. A dedicated wellbeing section on the school Family Learning website promotes strategies for parents and carers to support children. Children have access to counselling services and mental health support. Through their work with Emotion Works, children developed wellbeing cogs that are displayed across school. One child told us, <i>“We do stretches and yoga and mindfulness in Calm-a-Class.”</i> A staff member from Emotion Works who works closely with the school, said, <i>“Emotion works has been used intuitively. Rights, GIRFEC, SHANARRI, Emotion Works, LFS...are all woven together through the curriculum rational, the school vision and values, and improvement planning.”</i></p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Children feel valued and part of the school community. One said, <i>“We make sure everyone has a say and is included. We don’t bully or discriminate.”</i> A parent said, <i>“My child knows she has a right to an identity and to develop her personality. The children are more aware of diversity. It has helped children to accept others, and to make sure everyone is included. At the weekend, while going out guising, the children made sure everyone was included. That’s the impact, they want to include each other all the time.”</i></p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children agreed they play an active role in their learning with the use of individual learning profiles. One child shared, <i>“Usually we set targets so we can see how we are doing. We have a red jotter and set targets for end of term. We can traffic light it, so we know if we need more help. We get to choose things to do for special days like at the end of term. We also talk about what topics we want to learn.”</i></p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Children agreed they have a voice in school, with one sharing, <i>“In the RRSA Citizenship group we help children to know their rights. We do assemblies – we did one about koalas and that was about the right to be cared for and have a house and how there are lots of different families.”</i> Another said, <i>“We have a list of ideas and go down them to see what is the most important and we pick what to do. Children come to us with their ideas and then we talk about them in our group. It makes school better.”</i> Children spoke proudly about being Education Scotland finalists in the Children and Young People Participation Award category. Children have been involved in developing a child friendly version of the School Improvement Plan. The headteacher asserted that, <i>“Since achieving Silver, we have had a crescendo of pupil empowerment and personal agency.”</i></p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children have supported the Highland Foodbank, understanding that some families may not be able to afford healthy food. They are keen to support Fairtrade and have linked with a local shop to encourage continued supplies of Fairtrade products and have posted leaflets around the village. Children understood that supporting charities, <i>“...helps children who are in need. It might be harder for them to get their rights.”</i> Children took part in the Flags for Change campaign, promoting awareness of the SDGs. The school were also Education Scotland Award finalists in the Learning for Sustainability category for their campaign work.</p>