

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	St Margaret's Primary School
Headteacher:	Helen Snedden
RRSA coordinator:	Lisa Urbanowicz
Local authority:	Falkirk
School context:	The current school roll is 359. 15% of pupils are eligible for free school meals. 2% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	12 pupils in focus group 3 pupils during school tour
Adults spoken with:	2 Teachers, 2 support assistants, the school janitor and 2 parents
Key RRSA accreditations:	Registered for RRSA: 10 January 2014 Silver achieved: 11 May 2015 Gold achieved: 19 May 2016 Gold achieved: 10 May 2019
Assessor(s):	Gerry McMurtrie with Suzanne Brown
Date:	6 th October 2022

REACCREDITATION OUTCOME

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

St Margaret's Primary continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 range 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:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- The extent to which rights and rights respecting language are embedded in day-to-day life of the school.
- A strategic approach of senior leaders and the RRSA lead to embed a rights-based approach, putting it at the core of the school's ethos.

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 widen the range of articles that the whole school community are familiar with, appropriate to children and young people's age and ability.
- Continue the good practice around rights that has become embedded across the school. Ensure that all new initiatives are related back to rights.
- Continue to support children 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 LA and local schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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's knowledge of rights was impressive, and they clearly understood rights concepts and terminology. One said, <i>"All children have rights. You don't need to earn them, and they start as soon as you are born."</i> Children learn about rights through assemblies, class conversations, lessons, and participation in pupil voice groups and activities. The Right of the Month initiative ensures children's knowledge of a wide range of articles continues to be sustained. A return to whole school assemblies enables the school to share this with every child, with class teachers continuing the learning with activities at age and stage appropriate levels. Children are aware of the world around them, and of current events, using Newsround as a way of opening up complex conversations. Children spoke about the impact of the war in Ukraine on children's rights, as one said, <i>"It's not fair, the duty bearers need to make sure everyone gets their rights. We all need to help."</i> A focus on the UN Sustainable Development Goals since the last accreditation has further strengthened children's awareness of themselves as global citizens. The headteacher said, <i>"Children are part of our whole school improvement journey, at all times. RRSA brings everything we aim to do, together. Children's rights are embedded into classroom management and pedagogy...all staff are provided with time to go through training and planning."</i> She went on to share that all staff received training from Pivotal Learning, explaining that when adults change, practice changes. This training is linked to promoting the dignity of the learner, with a strong focus on children's rights. This approach has also strengthened the Relationships Policy and the recently updated Vision and Values statement, developed through conversations with children and the wider school community. The RRSA lead, new to the school since the last accreditation, said, <i>"I could see the culture of rights was strong when I started here. Pupil voice is so important to that, as is supporting each other as staff to make sure we are doing what's right for the children. There is a real culture of respect here. Staff have regular conversations, and we support and challenge each other. Children give us feedback on lessons to make sure we continue to focus on rights."</i> Parents interviewed strongly supported the schools rights respecting journey, as one said, <i>"I have seen it grow over many years...my eldest is now in high school and it's shaped them as a person. My youngest is very aware of issues around the world and wants to help."</i> Another said, <i>"The children respond to things they see on the news, like setting up bake sales to raise money. The children's level of empathy is outstanding."</i>
STRAND B	Highlights and comments
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	Children spoken with reported feeling safe in school and understand what to do if they have a worry or concern. They are clear that adults across the school are duty bearers, responsible for ensuring their rights are met. One said, <i>"If we ever have a worry, we talk about it to a duty bearer and they always listen to us. You can also talk to a friend, but it's important to talk to someone you trust."</i> Children spoke about dignity as, <i>"...being supported and respected"</i> and all agreed that everyone treats each other with dignity and respect at St Margaret's. One said, <i>"We can deal with things ourselves, or with a friend. If</i>

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	<i>you can't, then staff will. It's a happy place to be, and if something happens, it's fixed.</i>" The depute headteacher has been trained by the Crisis Prevention Institute on classroom culture based on the dignity of the child and is currently delivering training to staff to ensure a consistent approach. Staff, pupils and parents agreed that relationships across the school are positive and that a focus on nurture and restorative practice based on rights, dignity and respect for all is key to its success. Children's social and emotional wellbeing remains a top priority. The headteacher explained, <i>"Our approach throughout covid has been to promote children's and staff mental health and wellbeing. Children are supported through Emotion Works lessons and activities, and we support staff wellbeing through weekly body combat classes and conversations. We also promote a growth mindset approach across the school, including out to parents."</i> The headteacher has delivered a wide range of presentations to parents/carers, staff and children, covering issues such as Trauma Informed Practice, Inclusion, Equity and Equality and 'Finding the Still Point'. All remain available on the school website. Further work continues to develop the wider school community's understanding of inclusion and equity, with this being a priority in the current SIP. Staff receive regular training and support to ensure they are embedding a rights-based approach to their planning and teaching, and children are active participants in their own learning. They set targets, self and peer assess, and plan and review their own lessons. A class teacher advised, <i>"We ask children what they are interested in, and they come up with the ideas and plan the lesson. They also provide feedback on how it went, even better if etc."</i>
STRAND C	Highlights and comments
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 children experience their rights.	The headteacher recently introduced a new approach to encouraging children's voice, as she explained, <i>"We have made up two different coloured cards, that both say the same thing, 'come and talk to me'. Children can use any colour card they like, with the idea being that it is not seen as negative or solely used to deal with a problem. It can be for a child looking to talk about an issue they are concerned about, or it could be they would like to share a new idea or showcase their work. It's about changing the way children access support and have a voice, while protecting their dignity."</i> During the pandemic, children did not like the introduction of zoned play areas, so campaigned to have this removed, talking to staff, and developing a risk assessment. This was agreed, and children were delighted to play safely together again. Children have made a number of changes to the school, namely the introduction of more play-based learning, particularly during STEM lessons. They asked for a quiet zone in the lunch hall and were delighted when their request to play music in the lunch hall was also agreed. The Rights Respecting Group are currently gathering children's views with the aim of updating the playground, lunch hall and library charters. Children asked to fundraise to support the crisis in Ukraine, resulting in bake sales and artwork to raise awareness. Children are sharing their rights knowledge with other schools as part of the Falkirk Children and Young Persons group, encouraging schools in the Local Authority to progress on their RRSA journey to Gold.