

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Uig Primary School
<b>Headteacher:</b>	Ann Marie Beaton
<b>RRSA coordinator:</b>	Heather Black
<b>Local authority:</b>	Comhairle nan Eilean Siar
<b>Number of pupils on roll:</b>	27
<b>Attendees at SLT meeting:</b>	Headteacher & RRSA Lead
<b>Number of children and young people spoken with:</b>	10 children
<b>Adults spoken with:</b>	One teacher, one teacher/parent and two parents
<b>RRSA key accreditations:</b>	Date registered: December 2018 Bronze achieved: March 2024
<b>Assessor:</b>	Mary Clare Ferguson
<b>Date of visit:</b>	17 April 2025

## ACCREDITATION OUTCOME

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

Uig Primary School 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.

- The children spoke very confidently and articulately about rights, providing many examples from the CRC during the discussions. Children were also familiar with the ABCDE of Rights resource and understood the nature of rights saying; *“All children have them, but they can’t always access them.”* and *“No one can take them away.”*
- The language of rights is being well embedded in the life and work of the school and at home. A child explained, *“During assemblies we always talk about our rights.”* The headteacher has provided a very clear, strategic approach to embedding a rights respecting approach across the school. This is evident across the school through the documentation showing that the school improvement priorities, teacher’s plans, school policies and displays are linked to rights. The headteacher explained that after many changes to the staffing and the leadership within the school they have focused on building positive relationships across the school and *“...the importance of gathering and valuing the voices of everyone across the school,”* *“...using ‘You said, we did’ helped to demonstrate that we were listened and acting.”*
- The parents said that they are made aware of the rights through regular communication in the newsletters, school website and Facebook page. One of the parents spoke about the positive effect of the ‘Rights Magnet’ homework challenge, *“My son brought home the magnet with the article and spoke to myself and his brothers with confidence.”*

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

- Continue to support children 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.
- Consider exploring the [Global Goals](#) and using these to strengthen your curriculum when talking about global issues linked to rights, incorporating the work associated with the Linda Norgrove Foundation.

## 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.

- Relationships are positively encouraged, the headteacher explained, *“The playground had been an issue, but we wanted the pupils to take ownership to improve the playground ethos...the introduction of Caraidean Co-Dhunadh (Decider Friends) has reduced conflict in the playground and empowered the pupils to deal with disagreements.”* A pupil explained, *“We got training on the decider skills... we have lanyards with cards to support the conversations... The ‘STOP’ sign gives people time to calm down and then they can talk about the problem.”* The pupil-created school and playground charters help to foster positive relationships and demonstrate how the rights are upheld in the school.
- The children feel safe and protected in school and know that it is their right. In discussion, the children gave some examples of how they keep themselves safe, *“If you don’t feel safe or you are worried you should tell your teacher, staff or a friend,”* and, *“Speak to your mum or dad and they could tell the teacher.”* Children also discussed the importance of being safe online explaining, *“We have GLOW and it’s a very safe place to go. It’s especially for schools,”* and *“If you are gaming watch out for scams and don’t give personal information,”* and *“Voice chat channels can be muted, or you can leave.”* The headteacher pointed out that, *“Safeguarding procedures are linked to the rights, so everyone is very clear about what to do if they have a concern.”*
- Wellbeing has been a main focus in the school. In consultation with the school community, a focus on togetherness, wellbeing and a positive climate for learning was agreed. A ‘Pupil Friendly Ways to Wellbeing Policy’ was created by the pupils and links to the rights. The pupils spoke enthusiastically about their plans, *“We are going to create a sensory wall... to help everyone relax.”*
- The pupils spoke with pride about the school’s sporting achievements and showed all the trophies and certificates. The headteacher explained that after school and lunchtime clubs support easier access to wider-achievement clubs providing opportunities for all pupils to feel included.

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

- Explore the concept of dignity with staff and children and how it underpins policies, actions and interactions between everyone at school. Consider using our [Exploring Dignity with Pupils](#) guidance to support this work.
- Continue to develop an ethos of inclusion and non-discrimination through the implementation of the CIRCLE Framework, providing opportunities to explore and celebrate diversity in all its forms including race, gender, ability, belief and different kinds of families so that all people feel valued and included. You might find the [Global Dimension calendar](#) a helpful resource.

## 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 pupils feel they have a strong voice through the work of the committees in leading the school improvement areas. Each committee shares their plans and successes at assemblies and through newsletters and social media in both Gaelic and English. The headteacher emphasised, *“We focused on building positive relationships and gathering the voices of everyone,”* explaining, *“The children have meaningful involvement with the SIP projects, planning them, linking them to the committees and using ‘How Good is OUR School?’ to evaluate progress... the pupils audited all their committee boards to check that the rights were being fully included.”* With the introduction of the You Said, We Did board the headteacher reflected, *“The pupils know they have a voice and don’t need to be fearful of using it... pupils feel listened to.”* In conversation with the parents, one pointed out that, *“Children have a voice and are more confident now.”* A teacher said, *“There has always been a suggestion box in the school, but the children didn’t use it. Now the children feel they are listened to, heard and things happen.”*
- The children shared examples of many of the opportunities to learn about global and local issues saying, *“We had a visit from Autism Eilean Siar and decided to have a sponsored silence to raise funds, we raised a lot,”* and *“We learned a lot about Comic relief at assembly. A parent explained, ‘When my son took home the magnet we talked about the Linda Norgrove Foundation. I then went into the school and explained about the project and now the school has linked up with a school in Afghanistan.’”*

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

- Ensure children have 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 a stimulus for child led campaigning or other action. Consider attending RRSA’s [Strengthening Global Citizenship](#) training course.
- Continue to develop children and young people’s understanding of what it means to be a rights respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Continue to develop campaigning and fundraising activities from the perspective of rights, justice and equity, in partnership with the Linda Norgrove Foundation, so all children are seen as rights holders rather than just recipients of charity.