

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Inverkip Primary and Nursery Class
Headteacher:	Mrs Una Nicolson
RRSA coordinator:	Mrs Jaclyn McCready
Local authority:	Inverclyde
School context:	Inverkip Primary School and Nursery class is a non-denominational school which serves the village of Inverkip in Inverclyde. There are 271 pupils on roll. 8.16% pupils are entitled to FSM and 25.03% have additional learning need. None of the children speak English as an Additional Language and only 2.05% speak another language at home.
Attendees at SLT meeting:	Headteacher, Depute Headteacher and RRSA Lead.
Number of children and young people spoken with:	6 members of rights steering group and 16 pupils from P1 – P7
Adults spoken with:	1 parent, 1 Covid recovery teacher, 1 teacher who was the RRSA Lead previously
Key RRSA accreditations:	Registered for RRSA: September 2012 Bronze achieved: March 2013 Silver achieved: May 2013 Gold achieved: June 2015 and June 2018
Assessor(s):	Steven Kidd and Isobel Mitchell
Date:	31 March 2022

ACCREDITATION OUTCOME

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

Inverkip Primary and Nursery Class continues to meet 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:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- Continued commitment by the whole school to place the CRC at the heart of policy and practice. After many years' engagement with the Rights Respecting Schools Award there is still innovation and creativity in the way it is taken forward and adapted.
- A strong focus on health and wellbeing; children were very clear that the school keeps them safe and supports them to be healthy and the school's response to supporting children and families through Covid was exemplary.

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 the 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.
- Make the links between the CRC and the school vision, values and policies more explicit, particularly on the school website.
- Further develop children and young people's understanding of what it means to be a rights respecting global citizen thinking particularly of challenging stereotypes and discrimination and living sustainably.
- Continue to create opportunities for pupils to lead on projects to create change in school and in the community. Further develop opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school, perhaps through involvement in the 'How Good is Our School' framework.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#) and/or use of UNICEF UK's [Youth Advocacy Toolkit](#).

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 spoken with, including those in P1, had a good understanding of rights and were very clear that rights are for <i>“Every child in the whole entire world,”</i> and were adamant that rights are from birth, can’t be taken away, don’t have to be earned, and are all equally important. Children were also aware of situations outside of their school, where children are denied their rights, due to, for example, racism and lack of education. Formal lesson observations and planning include explicit reference to rights in a range of subjects and topics. Articles of the Week are discussed through assemblies and class work and are highlighted on Twitter, the newsletter and through home learning. The school employed a new Headteacher two years ago and a new Deputy last year, this new management team has sustained and refreshed the work on rights during the Covid lockdowns and return to school. Learning about rights has become further embedded in the curriculum. The school has employed a new Covid support teacher to run interventions for academic and emotional support and to cover staff absences. She told us <i>“It was made very clear to me that we are a rights respecting school, straight away. I have been learning about rights from other staff and the teachers’ plans reference rights. It has been an immersive experience.”</i> The parent spoken with during the visit agreed; <i>“There is a massive focus on rights even from nursery through the ‘PATHS programme’; my child was asked about what she valued about herself – all her friends paid her compliments, and she had her chance to have her voice. My children are very aware of the Ukrainian crisis and the school sent us some links to help us discuss the issues at home.”</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>The Headteacher explained that the work on rights <i>“feeds into our ethos – it is where everything should start. The Articles are the foundation of education and the partnership with UNICEF keeps that at the forefront. It is not tokenistic for us, it is core.”</i> This approach was very much in evidence during Covid and during Covid recovery where the health and wellbeing of the children was paramount. The parent we spoke with really valued the support given during Covid lockdowns. <i>“There was always someone there for my child to speak to. The way the staff came together to support the children and families was fantastic. They really did put the children at the centre of their response.”</i> The children are aware that adults in school are responsible for protecting their rights and told us they felt comfortable to raise any concerns with their teachers and that their concerns would be addressed.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>The children told us that; <i>“Everyone gets on well but if there is an incident it is dealt with straight away.”</i> They explained that problems are dealt with through a conversation outside of the classroom. <i>“Our teacher doesn’t like to shout – she speaks in a normal voice –she would take people out to talk to them rather than speaking about it in front of everyone.”</i> The children understood ‘dignity’ to mean treating people with respect. They felt that the approach taken by their teachers was treating them with dignity.</p>

4. Children are safe and protected and know what to do if they need support.	Children feel safe in school and those we spoke with gave examples of how they are kept safe; <i>"adults are always around in the playground in case anyone falls."</i> <i>"We learn about our rights, and this helps us to feel safe."</i> Pupils also talked about learning about road safety, online safety, and protection from drugs. They were very clear that they would speak to a member of staff if they didn't feel safe.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	The health and wellbeing of every child is a priority at Inverkip. The children told us how they are offered healthy fruit at lunchtime, have PE twice a week and take part in sponsored walks every year. Healthy eating is an important part of the Health and Wellbeing curriculum. There are mental health check-ins every day to talk about emotions. <i>"If you feel sad you can tell the teacher if you want to and you have the choice to tell her privately."</i> The pupil led, Health and Wellbeing committee are currently working with the Headteacher to create a health and wellbeing room with sensory toys and comfy chairs.
6. Children and young people are included and are valued as individuals.	The school community celebrate diversity through special events such as 'Show Racism the Red Card' and 'Autism Awareness Day'. Children have recently been teaching others about their own culture and interests at home, recent examples included Chinese New Year and learning sign language. Children's individual achievements are celebrated through awards such as the 'Above and Beyond' awards for outstanding effort.
7. Children value education and are involved in making decisions about their education.	Children are taught how to self, peer and group assess to ensure that feedback and language used is constructive and positive. Children are active participants in reviewing their learning, the 'Learning Journals' which they take home to share with their families enable the children to reflect on their learning and identify their next steps.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	The school are moving from a 'pupil voice' approach to a 'pupil leadership' approach where children lead on work in committees. Various committees have now been established such as the Literacy and Numeracy committee who have been writing book reviews to encourage others to read and the Playground committee.' The Rights committee explained their role as <i>"to make sure people are learning about rights and to keep everyone safe. We are working on displays so make sure everyone is aware of them."</i> Covid hampered efforts for the committees to meet but staff continued to listen to pupil voice through focus groups and surveys.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Since the last accreditation, the school has shifted their focus towards working on local community projects. The children created a 'Ribbon of Hope' around the school, displaying positive messages to lift spirits in the community during the Covid pandemic and have been working with 'Compassionate Inverclyde' to deliver Christmas cards, chocolate goodies and food to older people and those in hospital. The Eco-committee have been conducting beach cleans and taking part in 'Earth Hour' to save energy. Y6 took part in a Science Salmon project with Harvard University in the US, they raised awareness of sustainability issues and the results fed into COP26. The Rights Committee participated in an RRSA discussion event in Glasgow in 2019, sharing their story and helping shape development of the programme.