# RRS lockup-85cyan_long

# **school evaluation: Silver**

**About this document**

This is a summary document that you should use to check your progress towards the outcomes of the Silver Rights Respecting Schools Award. It should be completed by the headteacher with input from your RRSA Coordinator and RRSA Steering Group.

There are several parts to the form:

1. **Headteacher declaration:** We ask for headteachers to sign a declaration that the school is not subject to any external investigation about rights infringements.
2. **Impact statements:** We ask for the headteacher to identify the impact of the RRSA. We have been asking schools these questions for many years and they form part of our long-term evaluation.
3. **RAG rated outcomes**: RAG rate each outcome descriptor. Colour or code against each statement in the School Evaluation:  
   **RED** – little or no evidence, **AMBER** – some evidence, **GREEN** – a lot of evidence  
   Please use the form to:

* Briefly describe how you know this outcome has been achieved.
* What has changed for the children and young people because of your actions towards achieving each outcome.
* Mention, where relevant, the evidence that will be available to the assessor, for example pupil, staff and parent questionnaires, external inspection evidence, school attendance, behaviour and attainment data, school monitoring.

We expect that most of the Silver outcome descriptors would be rated as green and that you can identify the difference that Rights Respecting has made so far. If an outcome has been identified as amber, please provide a brief description of why this is the case. This won’t necessarily prevent you from achieving Silver. We will make an informed judgement with you on the accreditation visit.

You will need to send this completed form to your Professional Adviser when you feel you are ready to be accredited for Silver.

**School and accreditation visit details**

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| School name | Seafield Primary School | | |
| Local authority | Moray Council | Date of Silver accreditation visit | December 5th, 2023 |

**Keep in touch**

Please let us know if anyone’s contact details have changed so we can keep our records up to date.

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| --- | --- | --- | --- |
| Headteacher name | Ms Morven Snodgrass | Headteacher email | SnodgM@moray-edunet.gov.uk |
| RRSA coordinator name | Mrs Sarah Travis | Coordinator email | Sarah.Travis2@moray-edunet.gov.uk |

**headteacher declaration**

**DUTY TO DISCLOSE**

**For the attention of the headteacher**

Very occasionally, incidents or circumstances occur in schools which may have required, or still be subject to, external investigation or legal processes. Schools may also be subject to intense media or public scrutiny over a particular issue. Where such situations involve a potential infringement of the rights of any child(ren) at the school or could damage the reputation of the school or of UNICEF UK, we ask that the information is shared, confidentially and within legal parameters, with UNICEF UK’s Programme Director for RRSA.

Please send an email to [rrsa@unicef.org.uk](mailto:rrsa@unicef.org.uk) marked CONFIDENTIAL for the attention of the Programme Director alerting us to the fact that you have some confidential information to share. This information could then be shared in a telephone conversation with the Programme Director or by sending a password protected attachment with the password sent in a separate email.

Any disclosure will be handled sensitively and will not necessarily affect the process or outcome of your RRSA accreditation.

Failure to share relevant information which subsequently comes to the attention of UNICEF UK may result in the school’s RRSA accreditation status being suspended, pending further investigation or discussion.

**Please initial the box below to confirm you have read the above.**

Headteacher

**SCHOOL Information**

Part of our remit working for UNICEF UK is to show that RRSA is successfully accredited in a wide range of schools. Please complete the section below to tell us about your school.

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| Number and age of pupils on roll: | 349 |
| % pupils eligible for Pupil Premium/ Pupil Equity Funding/ Free School Meals / measure of deprivation | 27% |
| % pupils in your school with an EHCP, IEP or a SEN statement. | 20% |
| % pupils who speak English as an Additional Language / number of languages spoken | 7 languages |
| Most recent inspection judgement and date of inspection | November 15th – 17th, 2023  Awaiting report after initial positive feedback |
| Any other relevant information | We have a large proportion of pupils from Military Families – almost 30% |

**Impact statements**

**For the attention of the headteacher**

These impact judgements are not part of the accreditation process. Please be honest – responses such as little or no impact, are not uncommon. As part of our annual reporting, we aggregate this data from all schools to monitor the long-term impact of the RRSA programme.

Please highlight one of the impact measures against each statement.

**As a result of working to become a Silver: Rights Aware school…**

| 1. Children and young people have improved respect for themselves and for others. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| --- | --- |
| 2. Children and young people are more engaged in their learning. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 3. Children and young people develop positive relationships. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 4. Children and young people demonstrate positive attitudes towards diversity in society and overcoming prejudices. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 5. There are reduced numbers of exclusions and less bullying. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 6. Increasing percentages of pupils like school. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 7. Children and young people feel empowered to respect the rights of others locally, nationally, and globally, and to uphold their own rights. | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |

**RAG rated outcomes**

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| **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 well-being, school improvement, global justice, and sustainable living. | | | |
| **outcome** | **At Silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 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. | Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy.  They know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.  They demonstrate an awareness of where and why some children may not be able to access their rights.  Adults and the wider school community know about and understand the CRC. |  | All pupils learn about the UNCRC articles at the beginning of each school year.  Each class produces a co-created class charter of rights and responsibilities  RRS is communicated to the wider-school community through direct school contact of newsletters and also through the website and social media.  All children learn about fairness and inequalities through our health and wellbeing programme, jigsaw.  Evidence: Pupils can talk about their rights, staff use more rights respecting language and displays are evident throughout the school. |

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| **strand b: Teaching and learning through rights – ethos and relationships** Actions and decisions affecting children are rooted, 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 well-being. | | | |
| **outcome** | **At silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 1. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. | Many children and young people are able to explain how school facilitates them to enjoy a range of their rights. They (and staff) describe how they and others act to create a rights respecting environment. |  | Rights are displayed in all classes and rights in action throughout the school are displayed on our RRS notice board.  Some classes have begun focusing on a rights of the week. |
| 1. Relationships are positive and founded on dignity and a mutual respect for rights | Many children and young people speak with confidence about how positive relationships are encouraged. Rights are used to clarify moral dilemmas and consider rights respecting approaches. |  | Much of this is evident through our day-to-day interactions with pupils but there are also programmes and opportunities in place for more targeted intervention for those in need.​  This includes:​  Breakfast Club​  Daily Nurture Group​  Weekly Military Support Group​  Nurture through Outdoor Learning​  Supported interval/lunch breaks |
| 1. Children and young people are safe and protected and know what to do if they need support. | Many children and young people say they feel in a safe environment at school and can describe how their actions and those of others contribute to this. They can describe what they would do / who they would speak to if, for any reason, they did not feel safe. |  | Our relationship policy is to focus on restorative practice and conversations.  Health and Wellbeing is taught through the Jigsaw programme, which provides all learners with the opportunity to focus on their rights through the following topics:​   * Being Me in My World​ * Celebrating Differences​ * Dreams & Goals​ * Healthy Me​ * Relationships​ * Changing Me​   Our first topic each year is Being Me and allows for every class to focus on feeling safe and protected. It also provides a reminder of where to turn to for help. |
| 1. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Many children can describe how the school supports them with their health, social and emotional needs. |  | The Seafield Primary School prioritises Health and Wellbeing, as shown through our School Improvement Plans.​  Having Health and Wellbeing on the SIP over the years has generated a school-wide focus on children's rights and needs.​  This has led to the launch of many initiatives, such as the community larder and breakfast club and a substantial amount of training has been provided to support staff in areas such as nurture, military support and Seasons for [Growth.](http://seasonsforgrowth.co.uk/) |
| 1. Children and young people are included and are valued as individuals. | Many children and young people can describe they feel included and valued at school and can describe how their actions and those of others contribute to this. |  | Recognition on an individual basis is celebrated at Seafield Primary School in many ways.​  Classrooms have recognition boards, success of all kinds is celebrated during our weekly assemblies and you might even appear on the Seafield Stars board in reception.  Each child is valued individually at Seafield and the message of their self-worth is continually portrayed to them by staff.​  Every pupil knows they are important and are given opportunities to feel included and affirmed as a valued individual.  As part of the Health & Wellbeing programme, Jigsaw, every class focuses on Celebrating Differences.​  Primary 1/2 recently thought about how they were similar to someone else in class and also different.​  This led on to thinking about bullying and created an anti-bullying slogan based on their right to feel safe. |
| 1. Children and young people value education and are involved in making decisions about their education. | Many children and young people speak positively of school and of their learning. They understand and can talk about the role they play in their learning. Many adults explain how rights-respecting language shapes a positive learning environment |  | Pupil voice is invited by teachers when planning curricular areas such as Interdisciplinary Learning. Current interests and intrigue are taken into consideration when choosing topics through which to learn.​​  Rights and responsibilities are also taught through various topics, and vice versa, as seen in Primary 4 this term. They considered the rights and responsibilities of their dream career, which were then put on display. |

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| **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. | | | |
| **outcome** | **At silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 1. Children and young people know that their views are taken seriously. | Many children, young people and adults describe how young people can express their opinions and have been involved in decisions about their life in school. |  | Miss Taylor meets with the pupil council each month to discuss items of pupil concern and interest. Minutes are distributed to all classes for discussion and pupil council members then bring their class voice to the next meeting.  Results from the 22/23 include:  Rota for litter picking  Playground games – leading to playmaker training  New benches for the hall  Improvement in cloakrooms  Participatory Budgeting – following assemblies with guest speakers, the pupils in the school were surveyed and their voices heard. Class voting led to a short list, which was then voted upon by the whole school.  Pupil voice is heard through multiple committees in school. The Health and Wellbeing committee have recently carried out a poster competition and anti-vaping posters will be displayed at the school gates. |
| 1. All children and young people have taken action to uphold their rights and the rights of others, locally and globally. | Many children and young people have been involved in a range of activities to promote children and young people’s rights on a local and global scale. |  | Pupils at various stages throughout the school learn about Fairtrade. Through this topic they learn about injustice and inequity around the world.​  This also allows our pupils to recognise the relative advantages they have and where their rights are being upheld, unlike many around the world their age.  A lot of work was completed in school regarding the situation in Ukraine. All classes were made aware of Articles 38 and 39 through classroom posters and the school notice board.​  Seafield pupils created Pennies for Peace posters – an initiative which spread across Moray with pupils wearing blue and yellow on a fundraising day for Ukraine.​  The Seafield Choir had a 2022-2023 focus of climate change and were also invited to perform at the UNICEF Sing for Ukraine concert, where they sang "In This Together" and held posters of support for Ukraine. |