

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chatelherault Primary
Headteacher:	Lesley Winters-McCann
RRSA coordinator:	Rebecca Lohead and Kirsty Jamieson
Local authority:	South Lanarkshire Council
School context:	Chatelherault Primary has 214 pupils aged between 4 and 12 on roll and a Nursery with 38 pupils aged 3-4 on roll. 28 pupils are eligible for Pupil Equity Funding, 26 pupils are registered with additional support needs and 2 pupils have English as an additional language. The school also has 8 Supported Provision classes, including 5 classes with complex needs.
Attendees at SLT meeting:	Headteacher, Depute Headteacher, RRSA Coordinators
Number of children and young people spoken with:	12 members of the Rights Respecting Group (P3-P7) 14 pupils (P1-P7)
Adults spoken with:	6 teachers (N, P1, P3, P4, 2 x ASN), 1 support assistant, 4 parents, 1 local minister
Key RRSA accreditations:	Registered for RRSA: September 2017 Silver Achieved: 12 November 2019 Gold achieved: 22 April 2022
Assessor:	Brenda France
Date:	23 October 2025

REACCREDITATION OUTCOME

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

Chatelherault Primary School 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 reaccreditation visit. The assessor 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 wide range of rights and why they are important and relevant to their lives.
- A strong commitment from senior leaders and the RRSA leads to embed a rights-based approach, putting it at the core of the school's ethos.
- Staff who are passionate advocates for ensuring children know about and access their rights.
- A caring and inclusive ethos where staff and children ensure that everyone particularly those with learning differences or a disability feel supported and fully involved in school life.
- A strong focus on health and wellbeing; children were very clear that the school keeps them safe and supports them to be healthy
- Pupils know they have a voice and that their views matter. There are many opportunities for children to be involved in decision making and leadership in different areas of school life.
- A caring and inclusive ethos where staff and children ensure that everyone particularly those with learning differences or a disability feel supported and fully involved in school life.

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:

- Create further opportunities for the school community to learn about rights in greater depth, including the origins of the CRC and its place within the wider framework of Human Rights.
- Continue to explore with children and adults the meaning of key concepts underpinning a child rights approach, for example dignity and equity and how these are enacted in school practice.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals. Use the [World's Largest Lesson resources](#) to support this.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, through your networks and in collaboration with the LA and local schools, promoting the CRC and the benefits of a child rights approach. Consider some specific work with P7 pupils as part of their transition programme.

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 across all year groups spoke confidently about their rights, citing a wide range of specific articles and explaining the importance of rights for all children both locally and globally. One child talked about how every child has the right to food, clean water and shelter, but that sometimes the weather might be too hot or there might be a war situation, and this affects access to their rights. Another child spoke about the right to relax and play, <i>"Everyone needs time to relax and play."</i> Children's learning about rights is woven through all aspects of school life: displays, assemblies, Right of the Month, dedicated weekly timetabled 'Rights Hour Learning' for all classes, and monthly whole school timetabled pupil voice groups sessions. The headteacher spoke about the positive impact of a rights respecting approach, <i>"Previously we talked about knowledge and skills, but now we talk about inclusivity and resolving conflict. Children think about how they can change their own actions. Staff think about how they can adapt learning for individual children."</i> Another member of the SLT added, <i>"Learning about rights has been beneficial for staff too; there is a shared confidence across the school and staff support each other."</i> Staff feel well supported by the RRSA leads and the SLT and parents also shared that they feel involved and supported by the school. One parent explained, <i>"The school teaches values through their actions not just theory. Parents are listened to. Children are included and respected."</i> Another parent added, <i>"Rights are at the heart of everything here."</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 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	Children, staff and parents described a positive and supportive environment in which the school's commitment to children's rights is deeply embedded in the school's ethos and practice. Relationships at Chatelherault Primary School are founded on mutual respect. Children know they are listened to and share their ideas and views confidently. The consistent use of a rights respecting approach has developed a stronger sense of community and belonging throughout the school with children feeling valued and respected. The school uses a restorative approach to support the resolution of disagreements building on the language of rights. Each class has co-created a class charter and this is used as a reference point for restorative discussions. School surveys show that most children feel safe in school. Children spoken to talked about The Snug and 'Cat Chat' as ways of seeking support if they had a problem. The Health and Wellbeing Pupil Voice Group recently worked towards the installation of a buddy bench in the school playground and this has successfully helped to encourage inclusion, friendship and peer support. Inclusion is a priority and a strength of the school. All children are encouraged to participate in a range of clubs and activities. One parent spoke passionately about how her child had been encouraged to participate in a dance club at lunchtime and how they are <i>"flourishing"</i> in this inclusive environment. The school celebrates annual events such as Autism Acceptance Week, Dyslexia Awareness Week, and World Down's Syndrome

	Day, which provides structured opportunities for children to learn about and celebrate differences and uniqueness. Children are regularly involved in developing their own learning. One child spoke about having a choice of options in the classroom, for example when writing they can choose what to write about or how to present their work. Support staff spoke about the importance of, <i>"Supporting children's learning in a way that they choose."</i> In the nursery, staff spoke about 'Tiny Talking Teams' as a strategy for developing child led projects and encouraging children to have a say in their learning.
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 spoke passionately about the importance of pupil voice across the school, <i>"Our children know they have a voice and this is embedded within our ethos and values."</i> Staff also spoke passionately about pupil voice and really listening to children saying, <i>"Pupil voice is immense here; we have a 'Hear our voice pledge' for all of our pupils. Our children feel safe and feel empowered."</i> Pupil voice groups are agreed annually and change in line with school priorities and children's views. The school dedicates monthly time on the timetable for all children to participate in pupil voice meetings and activities. One child explained they wanted to join the Communication Group because they wanted to learn more about Makaton. The Literacy Group were recently involved in Chatelherault being recognised as a Reading School – Gold School. Other groups include Sustainability, Health and Wellbeing, Enterprise, Junior Road Safety Officers and Pupil Council. Pupil voice groups build their discussions and plans around children's rights and the UN Sustainable Development Goals. For example the Literacy Group are busy planning for Book Week Scotland highlighting Article 28 and Global Goal 4. Children at Chatelherault Primary school also learn about upholding the rights of others through their support for local fundraising initiatives such as the local food bank, Mary's Meals and Smalls for All. Children are empowered to speak about their rights and demonstrate a growing awareness and empathy for situations where children's rights are not being met. Children are developing their understanding of how their actions can impact others both locally and globally. This was confirmed by the local minister who had invited the school to be part of the community's recent Harvest celebrations: <i>"Children at Chatelherault linked several articles to their presentation and shared their knowledge of rights very clearly with our church community."</i>