

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Chatelherault Primary School
Headteacher:	Lesley Winters-McCann
RRSA coordinators:	Adele Hughes and Jennifer McDonald
Local authority:	South Lanarkshire
School context:	Chatelherault Primary School is a non-denominational state school, with a pupil roll of 273, including early years provision. 19% of pupils meet a measure of deprivation and 21% receive support for additional support needs; 4.8% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	HT / DHT / RRSA Coordinators
Number of children and young people spoken with:	19, across two focus groups
Adults spoken with:	9 (3 teachers, 1 support assistant, 1 nursery team leader, 4 parents)
Key RRSA accreditations:	Registered for RRSA: 14 September 2017 Bronze achieved: 17 April 2018 Silver achieved: 12 November 2019
Assessor(s):	Steven Kidd
Date:	27 April 2022

ACCREDITATION OUTCOME

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

Chatelherault Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

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 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:

- Passionate and confident pupils who are clear on the importance of rights and are empowered to drive change within the school.
- Rights learning is fully embedded across the curriculum including the nursery using a wide range of age appropriate, creative resources.
- Inclusion is strong. All children feel valued and supported to be the best they can be.
- Pupil involvement in shaping individual learning.
- Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all young people to put their suggestions forward and for these to be acted upon.

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 revisit RRSA guidance around language, wording and vocabulary of rights. UNICEF UK's [ABCDE of Rights](#) resource will support staff.
- Continue to explore with children people and staff the meaning of key principles of a child rights-based approach, for example dignity and equity, and consider how to ensure these underpin all school systems.
- 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 using the UN Global Goals for Sustainable Development as a framework for this and the UNICEF UK Youth Advocacy toolkit.
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere	Children demonstrated a good understanding of rights, able to share a wide selection of common articles and demonstrating a secure grasp of the key rights concepts: inherence, inalienability, indivisibility, universality and unconditionality. They were confident to explain how rights comes through in assemblies, in "Rights Hour" in class and through the work on charters at the beginning of each year. They were also aware that some children face difficulties in accessing rights and could connect this to their charitable work and activism, including in relation to COP26. The headteacher spoke of how work on rights had continued despite the pandemic, "...we were clear that it permeates everything that we're doing." and acknowledged the positive effect on establishing routines at an unsettling time, "Staff were looking for certainty and we found that in rights." Parents agreed it was embedded and were positive about the impact, "There's lots of communication from the school... I hear about it a lot. It helps with her understanding of life and what's going on in the world." Staff spoke of rights being an everyday part of their practice, offering numerous examples of where they featured in their classes, including a strong global citizenship dimension: "We were talking about the Russia-Ukraine situation and they began to ask about rights... they're seeing the bigger picture now, realising it's not just for me, it's for everybody."
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	'We are a Rights Respecting School' were the first words the assessor encountered on arrival, emblazoned across the main entrance doors. The conversations which followed throughout the visit backed up the assertion and evidenced the extent to which rights shape policy and practice. Pupils were able to identify rights in action across their daily experience and understood the importance of equity in this approach. Senior leaders spoke of rights underpinning and helping to frame decision-making: "We're asking ourselves what the 'right' thing is... how do we strive to meet the rights of all children?"
3. Relationships are positive and founded on dignity and a mutual respect for rights	Children cooperatively create their classroom charters at the beginning of each year, aware that they are helping to shape those spaces through that process. Charters include actions for rights holders and duty bearers. Staff discussed the value of this process at the beginning of each year and saw it as an important first step in developing positive relationships. Where situations do arise, a restorative approach is used, with children and adults both agreeing that "listening to both sides" is a critical element.
4. Children and young people are safe and protected and know what to do if they need support.	The approachability and attentiveness of adults were the main reasons children cited as why they felt safe in school, with focus group participants confident that there was someone to whom they could turn with any issue. Evidence showed a range of actions to support this, from Hi-Vis pink bibs for support staff through to Forest School risk assessments. Other initiatives such as Anti-Bullying Week are marked within the school, with children participating in a range of activities to support the important message.
5. Children's social and	Pupils were confident in identifying many examples of the school's consideration of their health and wellbeing, reflective of the priority placed on

emotional wellbeing is a priority. They learn to develop healthy lifestyles.	their holistic needs. Evidence was fulsome, covering everything from after school clubs to Give Us a Break (support for bereavement and loss) training for staff. The 'Listen to Me' boxes give children an opportunity to share concerns confidentially, with adults on standby to have those conversations quickly, typically within the day.
6. Children and young people are included and are valued as individuals.	<i>"I feel passionately that we put every child at heart of what we do,"</i> shared the headteacher, discussing their desire to <i>"make sure everyone's involved."</i> The school has several ASN classes and strives to include children in those classes in joint work, such as 'Play Buddies' and IDL topics, although this has been hampered by Covid-19 restrictions. The school is also considering the 'Cost of the School Day' to ensure that the hidden costs of education do not lead to inadvertent exclusion of pupils who are financially disadvantaged; free events, swap shops and purchasing of resources are just some of the ways the school is intervening.
7. Children and young people value education and are involved in making decisions about their education.	Children are involved in shaping their education in many ways, including the use of KWL grids at the beginning of each topic, allowing pupils to influence the direction of learning. In the nursery, this is taken one step further, with topics abandoned in favour of <i>"totally responsive planning"</i> based on the immediate interests of the child. Pupils take part in peer and self-evaluation and there are regular teacher conversations with learners, with targets set cooperatively and pupils providing their own evidence of achievement.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupils felt strongly that they were listened to and there are numerous opportunities for children to be involved in making their school a better place, especially as each is involved in one of several Pupil Voice Groups. These regularly meet each month and discuss issues from developing the playground to evaluating school improvement using the Government's 'How Good is Our School?' guidance. As examples, the headteacher discussed pupil engagement in determining 'what makes a good lesson' and noted efforts to move more learning outdoors in response to suggestions by pupils. Critically, senior leaders spoke of the importance of acting upon the input provided, rather than simply consulting constantly, mindful of the need to provide feedback on what had resulted last, as the headteacher put it, the children decide, <i>"We're not going to put in that effort unless you're going to do something with it."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Focus group participants were quick to recognise ways in which they had helped advocate for children's rights, initially focusing on fundraising and donation efforts before widening this to other actions, such as those taken in support of COP26. The RRSA Steering Group spoke of how they'd encouraged activism, supporting every class in the school to engage in the development of a mental health declaration, as part of work on UNICEF UK's OutRight campaign. A member of the school's senior leadership summed up the approach: <i>"We want children to know that they can make a difference, even if it's the smallest act... little things can make a big difference."</i>