

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Mosshead Primary School
<b>Headteacher:</b>	Susan Yeoman
<b>RRSA coordinator:</b>	Erin Smyth
<b>Local authority:</b>	East Dunbartonshire
<b>Number of pupils on roll:</b>	370
<b>Attendees at SLT meeting:</b>	Headteacher, RRSA Coordinator
<b>Number of children and young people spoken with:</b>	8 pupils
<b>Adults spoken with:</b>	2 teachers, 1 support staff
<b>RRSA key accreditations:</b>	Date registered: 02 September 2021 Bronze achieved: 08 November 2021
<b>Assessor(s):</b>	Steven Kidd, with Mark Ruddy
<b>Date of visit:</b>	15 September 2023

## ACCREDITATION OUTCOME

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

Mosshead 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.

- Children were confident and well-informed, naturally discussing a range of rights and connecting them to their everyday school experience. They understood rights to be universal, but they were also aware of global circumstances which made it difficult for some children to access rights, such as war.
- *"There are posters all around the school,"* shared one focus group participant, talking about the visibility of rights around the environment; other pupils spoke of rights featuring in assemblies, coming through in a range of topics in class and even connecting to the school improvement plan.
- Staff shared the children's view of the presence of rights, one teacher noting that *"it comes into everything, all of our lessons... it's in every aspect"*; a colleague explained how rights were included in planners but were also *"coming from the children as well."* Staff have benefitted from extensive training and support, including in-service sessions, access to RRSA modules and a shared resources bank. Members of the steering group have presented to administrative and janitorial staff.
- A leaflet has been created for parents, 'Focusing on Rights of the Child', which is now issued at the beginning of each academic year.

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

- Continue to develop knowledge and understanding of the CRC across the whole school community, appropriate to age and ability.
- Support families and the wider community to learn about and understand the CRC and engage with the school's rights respecting journey. This could include support and information on the website/ school newsletter and home school learning activities.

## 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.

- *"We see it as a school improvement initiative," explained the headteacher, "It's embedding through all that we do."* Both the Headteacher and RRSA Coordinator spoke enthusiastically of the value of considering rights in policy and practice alike, from the curriculum to the School Improvement Plan.
- Relationships were highlighted as an area where the rights focus had moved on thinking, as the headteacher shared: *"We didn't really have any behaviour issues, but we wanted to bring consistency, develop a shared language... it's helped us to lose some of those 'old school' things. Everybody bought in... we've really noticed a difference, things are de-escalated much more quickly."* Children were adopting the language, too, according to staff: *"It's giving them the language to reflect on their behaviour, they can see how their actions affect others."* A teacher summed up the impact: *"We don't think it's changed behaviour, it's changed the way we deal with things and how the children react."*
- Children were clear that they felt safe and supported in school, equally certain that there was a trusted adult in school with whom they could share any concerns *"if you're feeling down or worried."* They were similarly confident in sharing examples of how school considers their health and wellbeing, from lessons in class to practical actions such as provision of fruit and *"lots of PE"*. Evidence expanded on their examples, demonstrating a variety of universal and targeted provisions; an understanding of growth mindset and nurture principles helps to build a supportive environment, whilst Lifelink counselling is available for those who need some additional intervention.

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

- Create opportunities to explore the concepts of fairness, equity and dignity ensure children and young people can describe how school promotes these concepts.
- Provide opportunities to explore and celebrate diversity in a range of ways, perhaps linking with another RRSA school in a different part of the UK.

## 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.

- All pupils have the opportunity to join one of several committees operating in the school, leading children to respond very positively when asked about whether they were listened to at Mosshead Primary School. Young focus group participants were quick to offer examples of how their committees had impacted upon school life. Alongside engagement in shaping the environment, pupils had been involved in shaping learning and teaching, utilising 'How Good is OUR School?' to guide their involvement.
- Discussions with adults recognised the position of relative privilege which the majority of pupils enjoy, reflecting on the value of rights as a lens for helping children to better understand the circumstances of others. *"Out of 370 pupils, 366 live in SIMD 9 and 10,"* noted the headteacher, discussing the need to build awareness and bring to life social issues through exploring rights. *"They're definitely more aware of others, it's not just all about their own rights,"* shared one staff member, speaking of the effect it was already starting to have, though there was a recognition that this was an area with much potential for growth as the school continued on its journey.
- Children spoke of work to support causes through fundraising and donations, such as Children in Need and their local foodbank at harvest time. They viewed these activities as ways in which they were able to make difference for others, also mentioning awareness raising actions through Show Racism the Red Card.

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

- 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, their place within it and to build empathy and understanding of the lived experiences of other children at home and abroad.
- Support learners to engage in a range of advocacy and campaigning activities that promote children's rights locally and globally perhaps linking with UNICEF UK's [OutRight](#) Campaign and/or using UNICEF's [Youth Advocacy Toolkit](#). Consider how the Global Goals might provide some campaigning inspiration.