



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Lossiemouth High School
Local Authority	Moray Council
Number of pupils on roll	543
Headteacher	Janice Simpson
RRSA Coordinator	Chelsea Cusack
RRSA Assessor	Jenny Price (and Susanne Campbell)
Date of visit	14/06/21
Attendees at SLT meeting	Headteacher, 2 x Depute Headteachers and RRSA Lead
Number of pupils interviewed	17 across 3 groups
Number of adults interviewed	3 parents; 6 teaching staff
Evidence provided	Evaluation form; PowerPoint; discussion groups
Date registered for RRSA	30/08/17
Bronze achieved	03/12/20

ACCREDITATION OUTCOME

Lossiemouth High School has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

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Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

unicef.org.uk/rights-respecting-schools



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.

- The young people shared their knowledge of rights, citing examples of articles from the CRC. The children are confident in their understanding around the universal and unconditional nature of rights, as well as other characteristics of rights, with some young people stating, *“Rights are unconditional”; “All children under the age of eighteen have these rights”; “they are for all children in the world”; “We don’t need to earn our rights”; “We are born with rights and they can’t be taken away”*. Pupils also showed an awareness of why some children may not be able to access their rights because of issues globally and locally, such as discrimination, poverty, climate change, war and child labour.
- The senior management team (SMT) have a strategic approach to ensure a rights-based approach becomes more embedded in the whole school’s practice, with rights influencing subject planners, assemblies and some policies. SMT share Article of the Week resources and have recently coordinated a Rights Week to ensure a broad approach. The Universal Pupil Support (UPS) programme has been designed with a rights lens lending itself to the development of a *“shared language of rights”* described by staff and covering themes such as equality/equity/diversity, gender identity and sexual orientation. Teaching staff ensure that some subject areas (Social Studies, PSE, English and Art and Design), include rights in their planning through lessons on topics such as: Climate Change, Black Lives Matter and gender equality; suffragettes; and, Auschwitz.
- Parents spoken with were passionate about the positive impact that learning about rights has on their children, pointing out that *“discussions on topics like poverty and racism and how these affect people in our community and out in other countries has heightened their awareness”*. Parents spoke about the school *“efficient communication”* through regular surveys, newsletters, emails, the Facebook group, Twitter, with one saying, *“school keeps us well informed”*.

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, its origins, values and principles and, for older pupils, its place within Human Rights.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects, including developing IDL projects (cross department) as well as in their daily interactions with children and young people.
- Support children to explore a range of local and global issues from a perspective of rights to develop a heightened sense of justice and equity for all children.
- Consider developing the school’s strategic documentation to link to and reflect the values and articles of the CRC so that school improvement priorities and relevant policies include reference to children’s access to specific rights. You might find [Articles in Action](#) a helpful resource.

Silver: Rights Aware report



- Continue to support children and staff to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through and how they impact on children's rights and the wellbeing of the planet. Consider using resources such as the World's Largest Lesson to do this.

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.

- Positive relationships were referenced throughout the visit by staff, young people and parents. The school's charter, the UPS programme and the revised behaviour policy has supported the development of a shared language of rights and promotes mutual respect between pupils, as well as between staff and pupils. The Headteacher described children and young people as *"much more tolerant of different views, different cultures and different movements, with children more confident to ask questions and express their views"*.
- Children and young people agreed that they feel safe in school and understand this to be a fundamental right. Some talked about guidance teachers and the support they offer as one way of feeling safe in school. Some also referenced the anti-bullying policy which the RRS club has been involved in reviewing, and agreed it makes them feel safer in school. They all agreed they have an adult they could talk to should they feel unsafe, worried or concerned. A parent commented, *"My son feels safe in school. He knows there are adults to discuss issues with and there is resolution"*. Some children also mentioned learning about online safety as well as safety around drugs and alcohol.
- The school promotes and protects the wellbeing of children, with young people referring to support groups, trusted staff, and the breakfast club.
- As well as plans for a LGBTQ+ group to ensure people feel more included and valued, where diversity and discrimination will be addressed.
- Young people spoken with understand that education is one of their rights. Staff talked about pupils, *"Understanding their relative privilege, helping them to appreciate the education that they receive"*. Staff also explained that pupils *"feel they are participating in their learning rather than being done to"*.

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

- Continue to embed Unicef UK's RRSA [Charter Guidance](#) and focus on the language of 'respect for rights' so that relationships are developed as mutually respectful. Consider department charters with specific and relevant rights and to include actions for duty bearers as well as for children (as per school charter).
- Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts.
- Explore with staff, children and parents, the concept of 'dignity' – what it means and how it underpins policies, actions and interactions between everyone at school.

Silver: Rights Aware report



- Ensure that children, young people and adults know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights.
- Continue to provide opportunities to explore and celebrate diversity in a range of ways (including the LGBTQ+ group planned).

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.

- Children have some opportunities to share their views and express their opinions through Pupil Council, Eco Club and the RRSA group as well as surveys gathering views and ideas. Members of the RRSA group explained that, *"We learn more about rights and help others across the world so that their rights are respected"*. Young people are beginning to feel that they are more listened to in their school and that they can influence change. One example provided was the RRS group's involvement in reviewing the anti-bullying policy. The school is committed to developing this further, with suggestions from both pupils and staff to create additional groups such as LGBTQ+ to address diversity.
- The school has promoted rights through a range of activities for young people to be involved in. Donations to the local foodbank (Moray Food Plus) and the recent Toilet Twinning project were described as opportunities to help others access their rights. One pupil explained, *"The Toilet Twinning project was set up to help establish better hygiene and sanitation in Malawi. We raised funds for that"*. In addition, the school has started to make some links to the Sustainable Development Goals (SDG) through planning in some social studies lessons, PSE lesson and the UPS lessons.

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

- Continue to provide opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc. Consider 'child-friendly' versions of documents such as SIP and some policies.
- Continue to provide opportunities for children to be involved in pupil led groups. Ensure they understand how this links to Article 12 and participation and can articulate the positive impact they have on school improvement and the school community.
- Continue to develop children understanding of what it means to be an active rights-respecting global citizen. Support them to be informed about the world so that they are critical thinkers and challenge discrimination and stereotypical attitudes.
- Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children's rights locally and globally perhaps linking with Unicef UK's [OutRight Campaign](#) and using Unicef's [Youth Advocacy Toolkit](#). Young people can also share their views on national matters through [Votes for Schools](#).

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