

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Morrison Primary School
Headteacher:	Alison Thomas
RRSA coordinator:	Sarah Watts
Local authority:	Swansea
School context:	Morrison Primary School has 201 pupils, of which, 45% are eligible for free school meals, 22% have an IEP or Statement of ALN. 32% of pupils speak English as an additional language.
Attendees at SLT meeting:	Head teacher and RRSA lead
Number of children and young people spoken with:	15 pupils from RRSA Steering Group & School Council Whole School Assembly
Adults spoken with:	2 Teachers, 2 Support Assistants, 1 Governors
Key RRSA accreditations:	Registered for RRSA: 1 st May 2012 Bronze achieved: 22 nd May 2012 Silver achieved: 3 rd March 2022
Assessor:	Stuart Whiffin
Date:	29 th January 2024

ACCREDITATION OUTCOME

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

Morrison 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:

- Confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally. Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders (including children) at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained. A nurturing family atmosphere with strong relationships with parents/ carers who also value the school's rights respecting work.
- A positive happy learning environment in which the schools longstanding commitment to children's rights is deeply embedded in the school's ethos and curriculum.
- 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 deepen awareness of global issues through your campaigning work. Link this with the UN Sustainable Development Goals. Use the [World's Largest Lesson resources](#) to support this.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- 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](#).

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 and staff alike confidently expressed how rights are at the heart of the school's mission and vision. Children were able to discuss a wide selection of rights and give real life examples of how these are realised for children globally. <i>"Children in every country have rights as soon as they are born."</i> Said one child. <i>"All of the rights are equal, and they cannot be taken away."</i> Children discussed how when they reach the age of 18, they have human rights. Staff discussed how the longstanding rights practice, <i>"completely underpins everything we do, it is now just part of school life."</i> The school has recently redesigned their curriculum in line with Curriculum for Wales 2022. Rights are mapped across year groups and can be seen in topic work, assemblies, whole school projects and parent events. The school's global work has given opportunity to explore why rights may be denied some children. <i>"Some children are not looked after like they should be, so are not getting their rights."</i> Another child spoke of global issues that they have been learning about. <i>"There are different wars happening in the world, like in Ukraine and in Gaza. We have been learning about what rights the children are not getting and how we can help them."</i> The headteacher discussed the impact being part of RRSA has had, <i>"Knowing about their rights and having experiences where they see the realisation of their rights has enabled and empowered our children to become part of everything we do as a school, they play a big role in the leadership."</i> Parents are invited into school, with assemblies and parenting groups having links to rights. The school newsletter and social media has links to rights so that all members of the community and continually informed.
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.	Children spoke of how they create new class charters at the start of every year. <i>"We make our charters and use them to help us remember our rights."</i> Children spoke confidently of duty bearers, saying, <i>"All of the grown-ups in the school are duty bearers, they make sure that we are getting our rights."</i> Children discussed their rights mascot, Roger the Rights Respecting Owl. <i>"We see Roger everywhere around the school, he reminds us about our rights. When we see him on work or on a display, we think about what right he is showing us."</i> When asked about how children are treated in a fair and equitable way, one child said, <i>"The teachers make sure that we get what we need so we can be the best we can be."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Children spoke of the restorative practice that helps them to develop positive relationships in times where there are disagreements. <i>"When there is a problem, we think about questions to help us make friends."</i> Another said, <i>"We have playground buddies who help people find someone to play with or help people make friends if they have an argument."</i> Children discussed how this is conducted in a dignified manner. <i>"We have special places where we can talk so children don't feel embarrassed."</i> Staff discussed how, <i>"Behaviour strategies and restorative justice approaches are used for conflict resolution and to promote everyone's right to be safe."</i>

4. Children are safe and protected and know what to do if they need support.	Children agreed that they felt safe in school and would feel confident to discuss issues with a trusted adult. Several examples were given as to how they are kept safe. <i>"PC Fincher comes in to talk to us about how we stay safe in the house or when we are out."</i> Another added, <i>"The teachers make sure that the school and the yard are kept clean and that no toys are broken."</i> Children also linked safety to having daily registers, first aid kits in all classrooms and having regular fire drills.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children were confident in their knowledge of how their health links to article 24 and how this is realised for them. Children discussed the many activities that promote their physical health. <i>"We have healthy options at lunchtime, and we can only have fruit for a snack."</i> Another said, <i>"Because we have a right to be healthy, we can go to lots of after school clubs where we try different sports and fun games."</i> Other children discussed mental health. <i>"We sometimes do Yoga which helps us to stay calm and keep our brains healthy, we have lots of weeks in school where we think about how to keep our minds healthy and safe, like anti-bullying week."</i>
6. Children and young people are included and are valued as individuals.	<i>"We make sure that everyone is treated with equity and take the necessary steps to ensure all children are supported."</i> said one member of staff. <i>"...From having programmes such as Thrive, to how we support our children in the SFT and OAU units, every child is given the opportunity to be included in all whole school events."</i>
7. Children and young people value education and are involved in making decisions about their education.	Children are given several opportunities to lead their own learning, such as through EPIC planning (Everyone Planning In Class) where, <i>"...all pupils have a voice in supporting the planning of their activities in class."</i> Children discussed how they use KWL charts at the beginning of topics and are set 'missions' within topics to challenge their own learning further. Children in year 4 and 5 visit the younger classes to help them to engage in their learning. Most classes have displays where children use post-it notes to add suggestions to topics.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children are given the opportunity to join several pupil voice groups such as the Rights Group, Criw Cymraeg, School Council and Eco Committee. These groups meet regularly and feedback achievements either in class or during assembly. Children discussed the changes that have been made directly from pupil voice ideas. <i>"We didn't think it was fair that there was only a football pitch on the yard so we spoke with the headteacher and planned a new layout for the area, we now have a netball pitch and different areas so all children can use it."</i> Other children discussed how they have been part of creating child friendly versions of school documentation, such as the Anti-Bullying policy and the School Development plan.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children have created several campaigns to ensure that rights are met for children locally and globally. The Eco Committee has led on a local campaign called 'Turning Grey to Green' where they wrote to local businesses and the woodland trust and were successful in securing several planters and saplings for the playground. <i>"Every class has their own tree, and we have to make sure we look after them because we have a right to a clean environment."</i> Another pupil discussed how they have raised awareness of fast fashion by planning an upcycled fashion show. <i>"We upcycled clothes and had a fashion show to show everyone how they can change their clothes rather than just throwing them away to add to the landfill."</i>