

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Westerton Primary School
Headteacher:	Kate Turnbull
RRSA coordinators:	Lucy Dignon, Deborah Hart and Lori McNeill.
Local authority:	East Dunbartonshire
School context:	Westerton Primary School is a non-denominational state school, with a pupil roll of 280. 7% of pupils meet a measure of deprivation, whilst 5% receive support for additional needs; 6% of pupils speak English as an additional language.
Attendees at SLT meeting:	Headteacher, Principal Teacher, 3 RRSA Coordinators
Number of children and young people spoken with:	32 pupils across several focus groups, plus a school tour
Adults spoken with:	3 teachers, 1 support staff, 5 parents
Key RRSA accreditations:	Registered for RRSA: 10 August 2023 Bronze achieved: 01 November 2023 Silver achieved: 10 October 2024
Assessor:	Steven Kidd
Date:	10 February 2026

ACCREDITATION OUTCOME

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

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

1. STRENGTHS AND RECOMMENDATIONS

This report is based on an in-person accreditation 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 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:

- Very articulate pupils who demonstrate good knowledge and understanding of rights and are confident in the concept of rights.
- The extent to which rights are explicitly linked to all areas of the school's work and are visible across the curriculum and the environment.
- A clear strategic approach to embedding children's rights in school life that has been guided by recommendations from the Silver report.
- Relationships with parents/carers and families, including a high level of engagement with the rights work and the overall life of the school.
- The way in which conversations around news and current events support pupils as global citizens, empowered to make positive change. Engagement with the UN Global Goals adds a further dimension.

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:

- Building on your strong relationships, continue to support parents/carers and families to learn about and understand the UNCRC, perhaps exploring learning opportunities/workshops in mutually beneficial areas, e.g., principles such as equity or the role of duty bearers. (Outcome 1)
- Consider how your commitment to children's rights can shape systems for promoting positive relationships, e.g., explore how the widespread use of charters relates to other systems for supporting behaviour and relationships, aided by the RRSA [Charter Guidance](#). (Outcome 3)
- Continue to support pupils to develop and lead campaigns from a child rights perspective. As well as participation in UNICEF UK's annual [OutRight campaign](#), consider developing a whole-school campaign which reaches out into the wider world. (Outcome 9)
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach across your school community and beyond. (Outcome 9)

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>At Westerton Primary, knowledge and understanding of the United Nations Convention on the Rights of the Child is embedded across the whole school community. Children across all stages are familiar with a wide range of UNCRC articles and can explain how rights affect their daily lives and the lives of children locally and globally. This shared understanding is reinforced through highly visible classroom displays, including class charters and clear identification of duty bearers and rights holders. Article of the Week is a regular feature and the ABCDE of Rights is displayed throughout the school, ensuring children have constant access to rights language and concepts in their everyday environment. Rights Respecting Roary, the pupil-developed mascot, visits classes, with children contributing to Roary's passport by recording how they have demonstrated rights in action. <i>"We raise awareness about all of the rights,"</i> explained the steering group, offering examples from assemblies to presentations to classes. Learning about rights is explicitly linked to global citizenship and sustainability, including use of Rights Around the World. Every class has shared learning linked to the UN Global Goals through assemblies, helping pupils make meaningful connections between local issues, global challenges and children's rights. Collegiate time has supported staff to develop planners that naturally weave rights into learning across the curriculum, <i>"Right from when we arrive [at the start of each year], it's embedded in planning."</i> Parental engagement further supports rights learning, particularly through initiatives such as Right of the Week shared on Seesaw, which encourages discussion of rights at home.</p>
STRAND B	Highlights and comments
<p>2. In school children and young people enjoy the rights enshrined in the CRC.</p>	<p>Children at Westerton can clearly describe how the school enables them to enjoy their rights in practice. They understand concepts such as fairness and equity and can give real life examples of how these are upheld in school; <i>"We've been learning about equality and equity,"</i> shared one pupil, <i>"It's about making sure that everyone gets what they need."</i> Rights language is consistent across classrooms and shared openly with staff, ensuring that children know who to turn to if they feel their rights are not being met.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Positive, respectful relationships are at the heart of Westerton's ethos. Children, staff and parents describe relationships as mutually respectful and rooted in dignity. Class charters are co-created annually and linked explicitly to UNCRC articles, the school vision and a Behaviour Blueprint. A parent spoke about the value of the approach, <i>"It's provided a sort of moral guidance, helping them to get a broader sense of why that's wrong."</i></p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Children spoken with were confident they were safe at Westerton Primary School, citing the approachable and caring nature of staff, e.g., <i>"All the teachers are really nice."</i> This was echoed in annual wellbeing assessments and rights respecting surveys, which show consistently positive results. Anti bullying education is delivered through recognised resources and reinforced during annual focus weeks. Children are given discreet opportunities to share concerns, such as suggestion boxes: <i>"Our class has an 'I think you should know' box, where we can share things with the teacher."</i></p>

<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>According to pupils, school helps to look after their health, giving attention to social, emotional and physical wellbeing. Pupils know where to access support and can describe how the school promotes healthy lifestyles. Targeted programmes such as Seasons for Growth, LIAM and Iheart support resilience, emotional literacy and conflict resolution. Data from wellbeing surveys and external mental health studies is used to inform planning and targeted interventions. Universal approaches, including soft starts, morning club and inclusive classroom routines, ensure that children begin the day feeling safe and ready to learn. Partnerships with Active Schools, Outdoor Education and community organisations further enrich wellbeing provision.</p>
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Inclusion is a defining feature of Westerton’s rights respecting culture. Nearly all children describe feeling valued and included, recognising that everyone is treated fairly and with respect. Use of the CIRCLE framework has further strengthened inclusive practice, with agreed consistencies across physical and social environments. Feedback gathered through pupil and staff questionnaires has led to tangible changes in learning environments and social spaces. Children and staff also reflected on work to recognise and celebrate diversity, younger pupils being particularly keen to note the addition of “<i>different skin-coloured pens and pencils</i>” to classrooms.</p>
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>Children at Westerton demonstrate strong commitment to their own learning and to the right of others to learn. Learning approaches such as play and enquiry, KWL grids and pupil-led projects allow children to take ownership of learning and pursue interests linked to real world contexts. Class meetings, pupil leadership structures and enquiry-based learning approaches ensure that children play an active role in shaping their educational experiences. The Digital platforms such as Seesaw support ongoing dialogue between school and home, enabling pupils to share progress and set meaningful targets.</p>
<p>STRAND C</p>	<p>Highlights and comments</p>
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Pupil voice is deeply embedded in Westerton’s improvement processes. A wide range of pupil-led committees ensure that children’s views influence health and wellbeing, sustainability, reading and rights. The Junior Leadership Team contributes directly to school self-evaluation and improvement planning, modelling meaningful participation. Children understand how their participation leads to real change and can give examples of ideas being implemented across the school. Programmes like Junior Duke also support participation beyond the classroom, strengthening confidence and lifelong skills while engaging families.</p>
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children at Westerton actively campaign for their own rights and the rights of others. A greater focus on the UN Global Goals has supported these ambitions, as has use of Rights Around the World. Campaigns linked to online safety, environmental protection and community wellbeing demonstrate how children use their voices responsibly and effectively. Examples include pupil involvement in local authority forums, advocacy for safer local environments and participation in national and global awareness events. “<i>When we’ve had letters back, they’ve been really impressed,</i>” shared a teacher. Regular engagement with news and global issues supports informed discussion and critical thinking. Through these experiences, children develop a strong sense of agency and responsibility, recognising that they can make a positive difference locally and globally. “<i>They have a much better picture of the world around them,</i>” explained a parent, another adding, “<i>It’s so great that they get this... it gives them a framework to operate as citizens.</i>”</p>