



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

This has been a virtual accreditation.

School	Roseburn Primary School
Local Authority	City of Edinburgh
Number of pupils on roll	260
Headteacher	Natalie Borrowman
RRSA Coordinator	Sue Fraser
RRSA Assessor	Jen Myddleton and Gerry McMurtrie
Date of visit	20th May 2021
Attendees at SLT meeting	Head Teacher, RRSA Coordinator
Number of pupils interviewed	15
Number of adults interviewed	5 in total
Evidence provided	Silver Evaluation, portfolio of digital evidence.
Date registered for RRSA	9th May 2016
Bronze achieved	7th January 2019

ACCREDITATION OUTCOME

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

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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 Head Teacher explained that rights are a part of the ethos of the school through the co-creation of the playground charter, class charters and school charter. They are recognisable to all the children and this has given a platform for pupil voice to come through strongly. It has also helped pupils to understand what they can expect from adults in the school community. The impact of this is noticeable in a recent wellbeing survey where 95% of pupils said they felt safe in school. Teachers have also spoken about how far the school has come on its rights respecting journey and how much more inclusive and fair the school feels.
- An evaluation of the Right of the Month work that was happening suggested that it wasn't having the impact of embedding in to the learning and teaching so this was changed to incorporate Right of the Week (RoW) with PowerPoints and lesson plans and then with the start of lockdown this was all moved online where the work easily continued and provided a strong link for children with the school when they were separated for that considerable time. This has been seen as one of the successes of virtual learning and plans are to continue it now that schools are back in person.
- Another strength to come from the pandemic is there are now 4 leaders in each year group for each of the leadership groups across all primaries. The Head Teacher feels *"this strengthens everything. We would never have done that before but we will keep it"*.
- Pupils were able to name several articles across the 3 year groups interviewed. They could identify that rights are here to *"keep us safe"* and *"so everyone gets a chance at the same things"*. P7 understood that children in poorer countries *"might struggle from lack of money or shelter. It's sad because they deserve these rights, but they aren't getting them"*. They spoke of learning about rights through assemblies and PowerPoints whilst they were home learning through the pandemic.

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 the wider framework of Human Rights.
- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. Consider using the [RRSA resource ABCDE of Rights](#).

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- Continue to support children / young people to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World's Largest Lesson](#) and how they impact on children's rights and the wellbeing of the planet.
- Encourage teachers to make explicit reference to rights in their planning of a range of subjects/ topics and in their daily interactions with children and young people.
- Support parents/families/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.

- A new piece of work to link the articles of UNCRC with Sustainable Development Goals and the units of the Health and Wellbeing resource 'Building Resilience' has just been completed and will be launched in August 2021 which will provide a cohesive approach to incorporating rights across learning with global citizenship and health and wellbeing. The RRSA lead explained that once the staff began using the language of rights it "*really helped to embed it and bring things together*".
- All children agreed that they felt safe in school with one saying it was because "*everyone is very kind and respectful*". Relationships were identified as a strength of the school. Restorative approaches are used to resolve difficulties between pupils, and pupils were confident that this was an effective measure in maintaining good relationships between peers and staff.
- P7 described the process of affecting change and being heard at school, using their teachers as a resource to discuss ideas and then taking it to pupil council for further action. Parents have learnt a lot more about how children are learning about rights through the home learning journals, particularly noted during lockdown.

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

- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school. (Outcome 2)
- Create opportunities to explore the concepts of fairness and equity and ensure children and young people can describe how school promotes these concepts. (Outcome 2)
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful. When

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charters are next reviewed, include actions for duty bearers as well as for children. (Outcome 3)

- Explore with staff, children and young people the concept of 'dignity' – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome 3)

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.

- Pupil voice is strong at Roseburn. P7 described the art show they organised with support from parents and staff which raised funds for play equipment that was for the local prison visitor centre family area. Visits were organised for children and staff to see the impact their fundraising and awareness raising had made on the environment for children to enjoy whilst they visited family members in prison.
- P4 shared their input to the change and redecoration of toilets in the Huts. They recognised that the colour schemes were very "stereotypical" and wanted to change them. The final result is that the toilets are now gender neutral and much more inclusive.
- The parent rep for ASN has been working with pupils on including a more diverse range of books in the library, learning a lot from them about what they feel is missing and what groups of children are under-represented.
- Parent Council plan to consult with pupils on the ongoing works on the playground and garden. They have already developed a sensory garden with input from pupils and will build on this.

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

- Support children and young people 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. For fundraising, consider involvement with the Soccer Aid for Unicef Playground Challenge (Outcome 9)
- 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 so that they are critical thinkers and challenge discrimination and stereotypical attitudes. (Outcome 9)
- Continue to provide opportunities for children and young people 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. (Outcome 8)

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