

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Leith Primary
Headteacher:	Fiona Craig
RRSA coordinator:	Lauren Kirkwood
Local authority:	City of Edinburgh Council
School context:	The school has 310 pupils on roll. 28% are entitled to Free School Meals, 15% have an Additional Support Plan, and 33% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher and RRSA Lead
Number of children and young people spoken with:	8 children during school tour 25 pupils during focus group conversations Class visit – approximately 26 children
Adults spoken with:	5 Teachers, 1 pupil support assistant, 1 pupil support officer, 1 member of office staff, 5 parents
Key RRSA accreditations:	Registered for RRSA: 27 February 2020 Bronze achieved: 17 August 2021 Silver achieved: 15 June 2023
Assessor(s):	Gerry McMurtrie with Gemma Hay
Date:	24 June 2024

ACCREDITATION OUTCOME

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

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

1. STRENGTHS AND RECOMMENDATIONS

The assessors 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 children who demonstrated good knowledge and understanding of rights. They knew a wide range of articles and were confident in the concept of rights.
- 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 at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- The school's work on health and wellbeing, in particular the consideration of mental health and emotions was notably strong.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.

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 ensure that rights are explicitly linked to the curriculum, activities and events throughout the school year.
- Continue to develop an ethos of inclusion and non-discrimination, providing opportunities to explore and celebrate diversity in all its forms including race, gender, belief and different kinds of families so that all people feel valued and included.
- Continue to deepen awareness of global issues through your work on the UN Sustainable Development Goals (SDG). Use the [World's Largest Lesson resources](#) to support this.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).
- As a Gold Rights Respecting School, develop your ambassadorial role, promoting the CRC and the benefits of a child rights-based approach.

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>During the focus groups, school tour and classroom visits children spoke about a wide range of rights, and clearly understood the principles underpinning them. One said, <i>"We are the rights holders and adults are the duty bearers. We are all born with rights, and we don't need to do anything to earn them."</i> Another added, <i>"Not everyone gets them... but no matter your race, gender or beliefs, you should have them."</i> Children understood that issues such as discrimination, war, poverty, and climate change can impact on children being able to access their rights. Children from the Rights Champions shared that they promote the Right of the Month, and agreed this was a useful way to ensure all children learn about rights. One said, <i>"We go into the classrooms and read out from the sheet, and we tell the teachers and the children what right they will be learning about."</i> Children learn about rights during assemblies, lessons, class activities and by watching Newsround. Staff are threading rights naturally through curriculum planning, and RRSA remains a key priority area in the SIP. Wall displays across the school are linked to relevant articles of the CRC, and a large display around the stairwell details the schools RRSA journey. One child shared, <i>"We have done so much, so we wanted to show everyone what we have done."</i> The headteacher spoke about the impact of RRSA, <i>"It's been transformative. RRSA has really helped us develop our global citizenship work... making it very real for our children. We welcomed a large community of children from Ukraine, so rights really supported that."</i> The RRSA lead shared that since achieving Silver, the school has strengthened their local and global work on rights, working with several local schools on their RRSA journey. The headteacher shared, <i>"RRSA is not another thing... it is THE thing... it underpins everything we do. RRSA is the cake stand, and everything else we do are the cupcakes on the stand."</i> Parents agreed they are kept well informed and felt RRSA had made a real impact. One said, <i>"They talk about helping others, showing real empathy. They know not to judge others, and to include them. They are really empowered."</i></p>
STRAND B	Highlights and comments
<p>2. In school children enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Children spoke about the importance of class charters, as one said, <i>"We pick what they will look like, and we vote for the rights we want. They help all of us to get our rights every day."</i> Children were clear of the importance of adults around them in protecting their rights, with a particular focus on trusted adults. One said, <i>"We pick our trusted adults, so we always know someone will be there to help. They are duty bearers."</i> The headteacher has presented several whole school assemblies around fairness, equality, equity and dignity, using resources from the RRSA website.</p>
<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Children and adults spoken with agreed that relationships across the school are positive. All staff have received Positive Relationships and Restorative Approaches training. Staff use MicroScripts to support restorative conversations with children in class and in the playground. The school have updated their Relationships, Learning and Behaviour policy, linking this to rights. One child said, <i>"In this school we have the right to be respected and treated with dignity."</i></p>

4. Children are safe and protected and know what to do if they need support.	Children spoke about the importance of being safe in school, referencing the valuable role of PSAs in the playground. One said, <i>"We try to sort things out, but it's good to always tell an adult. We also have the Worry Monster box. Our rules are, Be Ready, Be Respectful and Be Safe."</i> All children have taken part in the NSPCC Speak Out, Stay Safe programme, and senior pupils have worked with the community police officer looking at online safety, hate crime and anti-bullying.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children have access to a wide range of support, including access to nurture spaces, Place2Be for one-to-one support, Zones of Regulation, Building Resilience and Seasons for Growth. Children complete daily wellbeing check-ins and regular pupil wellbeing questionnaires. Fruity Fridays encourage children to make healthy snack choices and children spoke about taking part in the annual Health Week. The Relationships, Sexual Health and Parenthood programme remains a key driver for the schools HWB curriculum.
6. Children and young people are included and are valued as individuals.	Staff use Education Scotland's CIRCLE resource to support inclusion in practice. This ensures the individual needs of children are identified and supports put in place. The school Equality Lead has created a curriculum map, 'Inclusive, Diverse and Decolonised Curriculum', to support teaching staff. The Equalities pupil group have organised special events, including Diversity and Neurodiversity weeks.
7. Children value education and are involved in making decisions about their education.	Children spoke about working with their teacher to set targets and track progress. They use KWL grids when looking at new topics and are encouraged to have a say in what and how they learn, including using 'Myself as a Learner' forms. Children use circle time, floor books and talking tins to work together to share ideas. One said, <i>"We get to choose our topics and sometimes we do that with a vote. We always talk about what we are going to do next. I like doing research."</i>
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Children are supported to have a say in school and encouraged to join one of the many pupil voice groups available. Children have access to the Pupil Council, Pupil Parliament, Eco Committee, Health and Wellbeing, Rights Champions, Digital and Equalities groups. Pupils from all groups held an assembly to present their work to parents/carers and aim to make this an annual event. Children have made changes to the dining hall queuing system, while encouraging others to reduce waste. Children are also looking at improvements to the school playground, and some were recently involved in staff interviews. One said, <i>"We always have a say. I like when we do assemblies, and we use our thinking thumbs to vote for changes. Every child has a voice. It makes me feel more confident and proud... because we can make a change."</i>
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The school continues to support a wide range of local and global charities and events throughout the year. Children decided they wanted to celebrate difference by hosting a diversity parade around the school community, creating posters and flags highlighting all the different cultures in the school. They also celebrated Pride Week, enjoying a range of activities organised by the Equalities group. As part of their SDG work, some children recently created posters to campaign against climate change, hosting a peaceful demonstration outside of school. Children have written to their local MSP about some concerns they have in their local area and were delighted he visited the school to discuss their ideas further. The school continue to support UNICEF UK's annual OutRight campaign. One child said, <i>"Knowing about rights means you are aware of what's going on in the world so you can be a better person. You can tell people and they tell others, so it's like a chain and raises awareness."</i>