

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Roseburn Primary School
Headteacher:	Natalie Borrowman
RRSA coordinator:	Natalie Borrowman, Sue Fraser and Kelly Thirgood
Local authority:	City of Edinburgh Council
School context:	Currently there are 250 pupils with an additional 30 children in the nursery. Of the pupil roll, 9.5% are eligible for Free School Meals, 20% have additional learning needs and a similar proportion speak English as an additional language. There are 20 languages spoken by children in the setting.
Attendees at SLT meeting:	Headteacher and RRSA Leads
Number of children and young people spoken with:	24
Adults spoken with:	2 teachers and 7 parents
Key RRSA accreditations:	Registered for RRSA: May 2016 Silver achieved: May 2021 Gold achieved: May 2022
Assessor:	Alwyn Bathan
Date:	2 April 2025

REACCREDITATION OUTCOME

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

Roseburn Primary School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual reaccreditation 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 range 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:

- Passionate and confident pupils who are clear on the importance of rights and are empowered to drive change within the school.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children.
- 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 excellent use of charters across the school. Class charters are developed each year with pupils, and regularly revisited to see how well the rights are being respected and if there is anything that needs to change. School and playground charters are also actively used daily to support the respect for children's rights across the school.
- An ethos that places positive relationships based on mutual respect and trust at the heart of school life.
- Diversity is explicit throughout the whole curriculum. Pupils can see their own heritage, culture and language reflected throughout the curriculum in a variety of ways.
- 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:

- Revisit a wide the range of articles so that the whole school community are familiar with all appropriate to children's age and ability.
- Continue the good practice around rights that has become embedded across the school. Ensure that all current provision and new initiatives are explicitly related back to rights.
- 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](https://www.unicef.org.uk/youth-advocacy-toolkit). We discussed older children using persuasive letter-writing as a tool for change.
- Seek to make links more explicit between the schools' charity work and the realisation of children's rights.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>Pupils at Roseburn were clear on the nature of rights and how they applied to their own lives and to the lives of children elsewhere. They discussed the universality of rights being compromised by war, for example in Ukraine, or through the recent earthquakes in Myanmar. These situations, they said, would result in children having no shelter, no education, and not being kept safe or with their families. They understood that children in Edinburgh could be denied rights through family homelessness, poverty or abuse.</p> <p>Since the school's first accreditation at Gold, staff have reshaped their curricular plans to create deeper dives into focus articles, covered termly over a three year rolling cycle to allow revisiting and building on children's prior knowledge. This is interwoven with meta skills, Global Goals, Eco curriculum and Learning for Sustainability. The headteacher said, <i>"It's important [RRSA] because it so close to our vision and values, it brings the threads of everything we do together."</i></p> <p>Staff training links to focus articles and Global Goals, with the latest input at the Botanical Gardens focusing on rewilding and sustainability. Parents are kept abreast of the school's RRSA work through shared learning events and regular newsletters. Parents value the rights respecting approach and spoke of regular, reflective conversations with their children at home saying, <i>"They are beginning to understand privilege,"</i> and <i>"They realise not all children have what they have, and don't get their rights met."</i></p>
STRAND B	Highlights and comments
<p>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</p>	<p>Children understand that staff are there to educate them, keep them safe and listen to their views. Staff see their role as <i>"Ensuring children's rights are met and that they are seen and heard."</i> Policies at Roseburn exemplify the school's commitment to the CRC.</p> <p>Relationships are mutually respectful, and the children readily link the school's five values (Respect, Relationships, Rights, Resilience and Responsibility) to their rights respecting language, with the headteacher explaining that children are <i>"Learning to listen and treat each other with respect."</i> A parent appreciated the <i>"Opportunity to reframe how we can do something differently"</i> (in school), while another valued the rights respecting language and tools to help their child to discuss <i>"The challenges that society faces."</i> Class charters are used effectively throughout school, developed at the start of each year and customised for each pupil group. Dining Hall and Playground Charters are more static, and the latter links to Articles 31, 15, 12 and 19. Reflection Sheets are used subsequently to link any playground misdemeanours to the infringement of these rights and they underpin the restorative justice approach used throughout school.</p> <p>Through the Sex and Relationships curriculum, issues such as body awareness, privacy and consent enable pupils to realise their right to be safe. The Safeguarding Policy identifies Articles 3, 19, 27, 33, 34 and 36 upheld through child protection practice.</p>

	<p>High importance is placed on pupils' wellbeing with bespoke provision for those with 'barriers to school' and includes access to a school counsellor or to a differentiated provision with a greater focus on outdoor education through a Forest Schools approach. Wellbeing characters such as Active Alma and Healthy Harry support children's understanding of healthy lifestyle choices. Since the school's first Gold accreditation, the Leadership Team has strengthened inclusive practices and supported pupils' understanding of diversity. For example, in addition to the French and German taught in school, there is a focus language of the week which raises awareness of the one of the twenty languages spoken by pupils. A staff member reported that one child who had never heard their home language spoken in school before was emotional at its inclusion.</p>
STRAND C	Highlights and comments
<p>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 children experience their rights.</p>	<p>There is a strong structure of opportunities for pupils to become involved in school life through roles such as Rights Respecters, House Captains, Eco Warriors, and Junior Road Safety Officers (JRSOs). Roles are applied for and candidates voted for democratically. Children in leadership roles meet regularly to gather suggestions for change and submit these on Good Ideas slips. Displays around school show the changes brought about by pupil voice, and these are discussed regularly in whole school assemblies. Most recently, children have been involved in upgrading outdoor play facilities and developing a sensory garden, supported by a successful funding bid to Tesco. Parents have been heavily involved in supporting practical aspects of the development through planting and painting fences, for example, to ensure their children's ambitions are realised. JRSOs spoke passionately about their work to address dangerous parking and speeding outside the school site, having fundraised with the Parent Partnership to purchase Parking Buddies, life-sized models of children to act as a visual reminder to drivers about children's right to safety. The JRSOs monitor the situation regularly, and issue 'parking tickets' to offending drivers.</p> <p>Pupils from Roseburn have advocated for a rights respecting approach in other local schools, have attended local council events about air pollution and climate change, and the school has seven green Eco flags. Collections have been made to the local foodbank supporting the right to nutritious food for all, and pupils have been involved in litter picking in the local park and surrounding area. Children attend the city council chambers annually to learn about air pollution and are linking to Global Goal 13 (Climate Action) as part of their rights respecting and eco work.</p>