



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Clermiston Primary School
Local Authority	City of Edinburgh Council
Number of pupils on roll	470 P1-P7 and 80 nursery
Headteacher	Gordon McIntyre
RRSA Coordinator	Suzanne Gilhooley and Dana Henderson
RRSA Assessors	Jen Myddleton, Jackie Kew, Monika Wantoch
Date of visit	22 May 2019
Attendees at SLT meeting	Head Teacher, RRSA Co-ordinators
Number of pupils interviewed	20
Number of adults interviewed	8 (4 teachers, PSA, Support for Learning and a parent).
Evidence provided	Learning Walk, written evidence on school's website
Date registered for RRSA	24 September 2014
Bronze achieved	3 June 2016

ACCREDITATION OUTCOME

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



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 Headteacher shared the schools RRSa journey and explained that the award had helped to bring things together following a significant period of change within the school, with 4 Headteachers in a 7 year period. The HT said “it has helped everybody to see the vision and values, focus on the language of rights and know that children can make changes at school level, community level, city level and world level”. The HT mentioned that the staff had been encouraged to use the rights language through meetings, regular conversations and by the children using the language. The P7 staff member said that after watching Newsround, the children in her class ask, without prompting, “how can we help? What difference can we make?”.
- The parent representative interviewed confirmed that parents had been kept informed through newsletters, twitter feeds, school website and parent council. The parent said “rights are in the school’s DNA - it empowers children and they feel respected. The children know that they can be heard as an individual, know that things can happen and feel that they can make a difference”.
- Children and adults interviewed were aware of a wide range of articles of the UNCRC. Children were confident in explaining some of their favourite rights, “the right to play”, “the right to a name” and “the right to an education”. One child mentioned that there were after school clubs available to the whole school “we have clubs littered all over the place”.
- Each class displays their class charter, which is developed with the pupils at the start of the year and referred to throughout. When asked what the class use their charter for, one child said “if you misbehave you can stand by the charter and reflect on your behaviour”. Another child said “in my class we go through rights and write them down and then put them up on the wall as a reminder”. Each class charter is also displayed on the television screen at reception, playing on a continuous loop.
- The school corridor displays a “Rights Respecting Wall”. Each child draws a picture of themselves and this is displayed, by class, on the wall.

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

- Work towards an increased knowledge of the origins of the CRC, its global impact and, for older pupils its place within the wider framework of Human Rights.
- Embed a clear understanding of “Rights Holders” and “Duty Bearers”.



- Help the whole school community to develop a greater sense of critical enquiry, informed by the CRC when looking at the world and at global issues such as sustainable development.

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.

- The Head Teacher described the journey with RRSA which had a clear focus on Pupil Voice. He said 'empowerment of children has been our key focus'.
- Children interviewed were able to describe a range of opportunities available within school that ensured their rights were being realised. In addition to the Pupil Council, there are fifteen Pupil Voice groups at school and every child is a member of one of the groups and they can express choice over which group they wish to participate in. The Pupil Voice groups are a platform for making firm links between the school and outside agencies such as Local Foodbank.
- Children were confident that they felt safe in school and could identify at least one adult they could go to if they had any worries or difficulties. One pupil said 'I trust my teacher and can tell her anything I want'. All teachers and PSAs regularly use the language of the Big Three (be safe, show respect and learn) ensuring that rights are at the heart of their interactions with children. All staff members interviewed agreed that common language of rights has given them more structure and meaning to their conversations with children.
- The teachers reported that through involvement in the Building Resilience programme children could identify their emotions and had developed strategies to help themselves and others.

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

- Ensure that children are clear about how adults, as Duty Bearers, should uphold their rights, and help facilitate their access to rights.
- Continue to promote an ethos of inclusion, where all feel supported and valued - incorporating the work with parents/carers and the wider community.
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. In the next 'round' of class charters endeavour to include actions for Duty Bearers as well as for children.
- Continue to support adults and children in the use of language which emphasises respect for rights.



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.

- There is strong evidence in school that pupil voice is sought, valued and actioned. Children spoke of opportunities they have been given to put forward suggestions for change and how these have been listened to and given a platform to be acted upon. Children gave the example of the impact of pupil voice for change in the school when speaking about the frog bin. This was a pupil led campaign which resulted in the replacement of the much-loved frog bin outside the school entrance.
- It was highlighted by a group of pupils that as part of their work on Sustainable Development Goals they asked if the school could use less plastic. The children wrote to the milk company and consulted dinner ladies and chefs as part of the process. Senior Leadership Team is arranging a follow up meeting to discuss this further.
- There is a strong focus on fundraising within the school with children speaking about Foodbank donations and how they benefit local and neighbouring communities.
- As part of the Junior Road Safety Officer role, children patrolled the streets outside of the school to remind adults about the importance of road safety and parking outside the school gates.

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

- Embed a systematic approach to providing access to relevant current news media for all pupils, consistent with their evolving capacities, and facilitate their critical reflection in response so that their awareness may provide stimulus for campaigning or other action.
- Enhance ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Empower children (and the school community) to recognise connections between actions and impact locally and globally and respond appropriately.