RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Langlees Primary School
Headteacher:	Brian McLaren
RRSA coordinator:	Lynsey Reid
Local authority:	Falkirk
School context:	The school has 199 pupils on roll. 79% of pupils live in SIMD Q1. 70% of pupils have Additional Support Needs plans and 13% of pupils speak English as an Additional Language.
Attendees at SLT meeting:	Headteacher, Depute Headteacher, RRSA Lead
Number of children and young people spoken with:	19 pupils
Adults spoken with:	4 Teachers, 2 support assistants, 3 parents, social worker and CORRA partner
Key RRSA accreditations:	Registered for RRSA: 11 October 2016 Silver achieved: 29 May 2019 Gold achieved: 28 April 2021
Assessors:	Gerry McMurtrie and Fiona Malcolm
Date:	19 March 2024

REACCREDITATION OUTCOME

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

Langlees Primary continues to meet 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 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:

- Confident children who clearly know that they have rights and are committed to helping to realise these for other children locally and globally.
- 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 strategic approach of senior leaders and the RRSA lead to embed a child rights approach, putting it at the core of the school's ethos.
- The caring and nurturing ethos of the school, where the values of dignity and respect are lived and valued by children and their parents.
- A strong focus on the health and wellbeing of children within the context of rights so that they feel supported and protected.
- Children were keen to share their opinions and were positive that they could make a difference in school and in the wider world.

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 support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual OutRight campaign.
- Continue to act as ambassadors for rights and the RRSA through your networks and in collaboration with the LA and local schools.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
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.	Children spoke confidently about a wide range of rights and understood the principles underpinning them. One said, "*You don't need rights to be earned…they are yours from birth.*" Another said, "*There is a thing called the ABCDE of Rights, and we talk about them all the time.*" Children were keen to show the assessors around the school, highlighting the ABCDE posters and numerous child rights displays. Children's knowledge of rights has been sustained through strong curriculum links, assembly planning and campaigning. The school have strengthened their global citizenship work since the previous accreditation through their focus on the UN Sustainable Development Goals and involvement with the World's Largest Lesson activities. One child shared, "*We've been learning about the cost-of-living crisis, climate change, the wars and how some children can't go to school.*" Children raised concerns about the number of children locally and globally who don't have access to enough food to eat. A particular concern was around access to clean water, due to their recent engagement with WaterAid. One said, "*Some children don't have a safe house or proper food. Did you know every 2 minutes a child under 5 dies from drinking dirty water…we need to help.*" It is clear that RRSA remains a top priority across the school. The headteacher shared, "*When something is so embedded you really need to keep looking inwards, keep reflecting on why we do what we do here at Langlees. There is always space to grow…but rights is our primary driver.*" The depute headteacher agreed, "*We have had lots of new staff, children and families…but rights respecting is seamless…it's who we are. Children know they are entitled to their rights and know what they will experience here.*" The RRSA lead shared that although she is the key contact person at school, everyone is involved. She said, "*We initially had a set Rights Steering Group, now every class and every child is involved.*" Parents, carers, staff and school partners spoke passionately about the impact of RRSA. A staff member said that HWB planners are organised into the SHANARRI Indicators and linked with articles of the CRC to ensure a consistent approach across all stages. One parent shared, "*The school makes you feel welcome, they are very inclusive and supportive. I know my child's needs are being met…he is thriving…and he knows his rights!*"
STRAND B	**Highlights and comments**
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,	Children reported feeling safe in school and understood this to be a right. They spoke about the importance of knowing that adults are duty bearers, as one stated, "*We are rights holders. A duty bearer protects your rights. We know who to go to if we need help.*" Children and staff spoke of the impact of RRSA on relationships, linking this to the consistent approach across school, and the strong use of charters and restorative conversations. A staff handbook provides clear guidance for the creation of class charters, all staff have received training on restorative approaches, and all curriculum plans are linked to rights. A staff member shared, "*The whole school is a visible environment. Every class uses the same timetable, so it's consistent and children know what their*

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	*day looks like. They know we all have charters and rights displays. It really helps with transition too…children know what to expect."* The children spoke about the importance of the SHANARRI characters; Safe Sam, Healthy Harry, Achieving Alex, Nurtured Nico, Active Amber, Respected Robin, Responsible Rose, Included Izzy and Ivy, created by previous pupils. The colourful characters are on display across the school, on achievement awards and on cushions within the library. Children have created short videos showing why each character is important to them. Current pupils have added additional characters, such as Councillor Carl and Carbon Footprint Chris. Staff and parents felt the characters brought rights to life, with children being able to talk about them in class and at home. The wellbeing of children is a clear priority across school. All staff are 'ACE aware' and have received trauma informed training. Staff have received Talking Mat training using the Lundy Model of Participation to ensure every child has a voice. The school have introduced Emotion Works and support children to express how they are feeling. A nurture base and enhanced provision class has been established to offer a high level of support to children who require it. One child shared, *"The nurture room helps a lot of people…if we feel overstimulated, we can go there and have some calm time. Every class has a calm corner too."* A social worker interviewed shared, "*The school are strong advocates for the child and the family. It's above and beyond. It's all about dignity and respect. Families know we are all here to help…everyone is valued and nurtured."* A parent agreed, *"It's a weight off you…there's no fear factor here. I know they are supported, safe, happy and respected. It's all about the dignity of the child."*
STRAND C	**Highlights and comments**
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.	The school have strengthened pupil voice and campaigning since the previous accreditation, using recommendations from the report. Every child is encouraged to have a say and be part of a pupil voice group. One child shared, *"I like how we are all listened to, and we never feel left out."* Another shared, "*You get listened to and when you ask for something, they do it. It might take a while…but it happens."* Children have asked for more activities in the playground and have set up a wide range of clubs. Every class is involved in a campaign, voted on, and decided by them. Children in P4 were keen to talk about their WaterAid campaign, and how they have been raising awareness across the community through sponsored walks. Children have regularly walked 4 miles, sharing their journey with families, highlighting the plight of children who don't have immediate access to clean water. Several children continue to do this in their own time. Children have been engaged in various campaigns such as road safety, litter, healthy eating and climate change. Some children decided they wanted to offer training to parents, so they understand the importance of visible learning. Children and families have also worked with external partners such as CORRA around food dignity. They have also been strong advocates for RRSA, supporting other schools on their journey. A previous pupil who now attends a local secondary aiming for Gold said, *"I feel Langlees has been an inspiration for other Falkirk schools to start on their rights respecting journey."*