

ACTION PLAN FOR GOLD

We recognise that children and young people's capacity is age and ability dependent and cannot always be demonstrated, particularly in nursery and additional needs settings. In all contexts the principles of equality, dignity, respect, non-discrimination and participation should be 'visible around the school' and be understood and spoken about by adults.

School name	Auchterhouse Primary School
Local Authority	Angus
Headteacher	Laura Cowper
RRSA coordinator	Laura Cowper
Date	March 2021, Updated: 29 April 2021

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 well-being, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
<p>1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.</p>	<p>Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.</p>		<ul style="list-style-type: none"> - Embed Articles and Sustainable Goals within planning and explicitly refer to in learning. Resource: Articles in Action - Embed the ‘General Principles’ (Article 2, 3, 6, 12) Articles in Action - Nursery - P7 to create and maintain a RRS floor book of learning and activities – including Article of the Month and Article of the Week - Training opportunities for new staff – including input from older learners. - Utilise ‘First Steps to Rights’ to support teaching and learning of rights in Early Years - Parents are informed about nurturing approaches and ensuring rights are met from an early age - Relationships Policy to be created with a focus on rights as well as a leaflet to be included in handbook for new parents and for visitors - SIP to include RRS links - Both classes to take part in the Global Learning Programme - Nursery and both classes to take part in ‘Connecting Classrooms’ - Update and maintain the RRS section of the School Blog - Utilise Twitter – post article of the week learning - Quarterly articles in local newsletter - Build on recently refreshed community Vision, Values and Aims and becoming a Toilet Twinned Village to becoming a ‘Rights Respecting Village’
	<p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>		
	<p>Most children and young people understand how local and global issues and sustainable development are linked to rights.</p>		
	<p>Adults and the wider school community show a commitment to the CRC.</p>		

			<ul style="list-style-type: none"> - Share good practice with other schools within the authority <p>Silver Feedback</p> <ul style="list-style-type: none"> ▪ Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people’s age and ability. ▪ Continue to support children and adults to develop their understanding of sustainable development. Explore 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. ▪ Strengthen early years engagement with the RRSA journey, embedding rights based language and considering staff CPD. Utilise ‘First Steps to Rights’ to support teaching and learning. ▪ Consider developing the school’s strategic documentation to link to and reflect the values and articles of the CRC so that school improvement priorities and relevant policies include reference to children’s access to specific rights. You might find Articles in Action a helpful resource. ▪ Support parents/governors/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. - report <p>Bronze Feedback</p> <p>Great to see that there is consideration in how you will ensure all staff and children know about their rights, through assemblies, lesson plans, newsletters/leaflets, displays and open afternoons. Perhaps also consider staff training, events and parent/community workshops and ensure the reach is as wide as possible – all children, all staff, parents, community members. - feedback</p>
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STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted, 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.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.		<ul style="list-style-type: none"> - Staff Inset regarding Gold Action Plan - Early Years Staff and teachers to map out links to rights through curricular areas - Cultural festivals are recognised throughout the year e.g. Chinese New Year - Super Solvers Display and Playground Charter embedded across school and evident during playtimes and lunchtimes - A network of agencies for pupils, parents and staff is displayed to support them if necessary e.g. Triple P parenting programme - Pupils have weekly opportunities to set and evaluate their own learning targets - Regular events to promote global awareness e.g. Comic Relief, Shoe box appeal - Identify roles and responsibilities within the framework of rights and work with learners to exemplify and note in action - Cross curricular links with RME and HWB to identify and promote concepts of fairness, dignity, inclusion, equality and equity - Cross curricular links with HWB and Technologies for Articles specifically related to Safety and Health - visitors from NSPCC/Samaritans, e-safety campaigns etc
	Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.		
	Most children and young people know and trust that the school will act upon any concerns a child has about their rights not being met.		
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are identified by most children, young people and adults as mutually respectful.		
	There is evidence that respectful relationships are strengthening consistently over time.		

	Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.		<ul style="list-style-type: none"> - Continue to develop concepts of Visible Learning and link to learners leading own and class/school learning (see First/Next/Then documents) - Continue to monitor and seek to improve ethos within school, where learners can share anxieties and concerns (AAA) - Create Rights Based charters for class - Continue, through planning and teaching, to develop opportunities for personalisation and choice - Increase engagement with Progress Folders through learning interviews
	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.		
4. Children and young people are safe and protected and know what to do if they need support.	Nearly all children and young people interviewed say they feel safe at school and can describe how becoming rights respecting contributes to this.		<p>Silver Feedback Create opportunities to explore the concepts of fairness and equity and ensure children can describe how school promotes these concepts. ▪ Explore with staff and children the concept of 'dignity' – what it means and how it underpins policies, actions and interactions between everyone at school ▪ Continue to promote an ethos of inclusion, where all feel supported and valued, celebrating diversity - relating this explicitly to non-discrimination. ▪ Develop the role children have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress. – report</p>
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		
	Most children and young people have trust in the schools systems that enable them to report any sense of not feeling safe both within and beyond school.		
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Most children and young people can describe how the school provides information and support for a range of physical, social and emotional needs.		<p>Bronze feedback Strand B (Feedback from Jenny) · Great to see you making the links to restorative practice, philosophy and SHANARRI. · Consider introducing rights-based charters linked to articles from the UNCRC. It encourages pupil led dialogue about which articles are most relevant to them in their class and then</p>
6. All children and young people are included and are valued as individuals.	Nearly all children and young people describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this.		

	The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination.		
7. Children and young people value education and are involved in making decisions about their learning.	Most children and young people speak of their commitment to the right of others to learn and can describe how they actively respect this right.		<p>agreeing, collaboratively with adults, what actions children can do to respect these rights and what actions adults need to do as duty bearers to facilitate these rights. Have a look at our updated Charter Guidance These will support the conflict resolution you have referenced alongside Restorative Approaches. · Involving children in the review and development of SIP/values/policies (such as Safeguarding, Anti-Bullying, E-Safety, Behaviour, Teaching & Learning) is a good way to include them in driving school improvement underpinned by UNCRC. · So that the children are aware that they are accessing their rights through different means, ensure that rights are made explicit through sessions such as circle time, nurture groups, breakfast club etc. · How will you teach about safety & protection explicitly linked to rights? Eg Online safety/cyber footprint, first aid, drugs/alcohol awareness, road safety etc etc · Consider how you will enhance children’s health & wellbeing in school (examples we see are things such as links in PSE curriculum, special rooms/people to talk to privately, access to reliable information on relationship & sexual health, visitors from NSPCC/Samaritans, e-safety campaigns etc) · Children to consider how their learning links to rights – but also how they enhance their own and others right to learn. Are children involved in leading their own learning through personalisation and choice?</p>
	Nearly all children and young people interviewed explain how they play an active role in their learning.		

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.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
8. Children and young people know that their views are taken seriously.	Most children and young people describe how their participation has a significant impact on school improvement.		<ul style="list-style-type: none"> - Build upon opportunities for Pupil Voice “You said, We did” display - Whole schools meetings (lead by pupils) where all pupils have the opportunities to put ideas into a suggestion box to be discussed at the meeting - Pupils to participate in OutRight Campaign - Build up intergenerational links with members of the community (Wednesday Club) - Build up links with Toddlers group - Leadership groups to include: <ul style="list-style-type: none"> - Fairtrade Fortnight - Rights Respecting Garden Area for reflection, rest and relaxation - Community workshops - Campaigns to improve the community e.g. 20mph speed limit, road safety - Recognition board for children demonstrating rights - Regular charity work e.g. Children in Need, Save the Children, Toy Appeal) - Monitor and explore where learners sense of fairness and justice is provoked. Responsive planning - where possible – to engage with this and empower to action through the understanding of rights. - Seek opportunities to present at events throughout Angus and beyond. - Learners to work towards the Saltire Award as individuals
9. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.	Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally.		
	Most children and young people understand their role as global citizens.		

		<p><u>Silver Feedback</u></p> <ul style="list-style-type: none"> - Continue to provide opportunities for children 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 - and a “You said, We Did” display. ▪ Develop campaigning and fundraising activities from the perspective of rights, justice and equity so all children are regarded as rights holders rather than just recipients of charity. Challenge discrimination and stereotypical attitudes. ▪ Support children 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 ▪ Enhance ambassadorial activity by encouraging children and staff to promote knowledge of the CRC and the Rights Respecting Schools Award with other schools and in the wider community – report <p><u>Bronze Feedback</u></p> <p>Good to see reference to HGIOS (ours) and how the leadership groups will contribute to school improvement. · Also good to see plans to utilise Newsround as a source for global issues/events and link to rights. · To strengthen Strand C and pupil participation, think about fundraising, but more importantly beyond fundraising – children and young people taking action for rights locally/globally eg campaigning. Perhaps consider getting involved with OutRight Campaign OutRight or just involvement in different ways with the making the wider community a better/safer place, linked to rights. The advocacy</p>
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			<p>toolkit is also useful to support developments in this area, which can be found here: Youth Advocacy Toolkit · Also think about connecting your existing pupil groups to rights - Perhaps creating a “you said, we did” board will help to illustrate responses to pupil voice · Consider learning about Sustainable Development Goals (SDG) alongside rights – great way to talk about global issues linked to rights and often a source of inspiration for campaigning (locally or globally) - feedback</p>
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