



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	Fenwick Primary School
Local Authority	East Ayrshire Council
Headteacher	J Houston
RRSA coordinator	N Galloway F Conetta
Date	August 2022

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"> • Pupils to use the terms right holders and duty bearers. Staff/adults within the school to use this language around the school – ALL STAFF • Parents to be made aware of terms through RRS Newsletters and Open Evening – MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE • Committee will learn and design a display of the ABCDE of Rights for display in the school - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE • Staff Update/Training session on Journey to Gold including ABCDE of Rights - MRS CONETTA/MISS GALLOWAY to deliver to ALL SCHOOL STAFF • Continue to utilise our SDG (Sustainable Development Goals) Plan within IDL planning – ALL TEACHING STAFF • Increase the dialogue and involvement of the local community. Committee to create posters linking to articles around the village e.g. the play park, the church, the pharmacy, The Fenwick Coffee Shop. Committee to design Health information tokens for pharmacy to include with children’s prescriptions - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE
	<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>		

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"> • Pupils to use the terms right holders and duty bearers. Staff/adults within the school to use this language around the school – ALL STAFF • More explicit links to equity and fairness and the school’s role in this: <ul style="list-style-type: none"> ○ Deliver through SLT Assemblies (assembly planner to have links to articles) - SLT ○ HWB topics - TEACHERS ○ P7 playgrounds buddies to add article to their playground timetables – P7 BUDDIES ○ Committee to deliver lessons/inputs on equity and fairness - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE • New Promoting Positive Behaviour Policy created by staff to be embedded and strategies employed – ALL STAFF
	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.		<ul style="list-style-type: none"> • Staff, pupils and parents consultation to agree upon new school vision, values and aims; embedded in classroom and whole school ethos including school, class and playground charters – ALL STAFF
	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"> • Committee to deliver lessons/inputs on dignity - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE • Staff Update/Training session on Journey to Gold including Staff working collaboratively to build a shared definition of dignity, equality and equity in Fenwick PS – ALL STAFF • Committee to work collaboratively to build a shared definition of dignity, equality and equity in Fenwick PS - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE
	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.		<ul style="list-style-type: none"> • New Promoting Positive Behaviour Policy created by staff to be embedded and strategies employed – ALL STAFF
	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.		
	Nearly all children and young people describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this.		
6. All children and young people are included and are valued as individuals.			

	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.		<ul style="list-style-type: none"> • All pupils applied for a school committee to develop school priorities; ensure any new pupils starting the school throughout the year are added to a committee – MRS STARK/MISS THOMSON • Ensure any new pupil to the school is welcomed, invited for a walkround and given class buddies to support them – ALL STAFF • Committee to deliver lessons/inputs on pupils’ role as global citizens - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE
	Nearly all children and young people interviewed explain how they play an active role in their learning.		<ul style="list-style-type: none"> • Ensure all learners are aware of their part they play in their learning: <ul style="list-style-type: none"> ○ Creation of their class charter ○ Input in creating the new visions and values ○ Responsive planning, ○ Personal targets through e-portfolios (P5-7) ○ Open Afternoons ○ Sharing the learning assemblies ○ learning conversations, ○ Making Thinking Visible Approaches e.g. Think, Puzzle, Explore prior to IDL. – SLT AND TEACHERS

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"> • Ensure all learners are aware of their impact on school improvement: <ul style="list-style-type: none"> ○ Pupil committees ○ SIP and HIGIOUR with Pupil Council – SLT AND TEACHERS • Learners reflect on their engagement in local and global campaigns: <ul style="list-style-type: none"> ○ SDG – Global Goals – Climate Conference, COP26 ○ Local & National campaigns e.g. Cost of Living - Christmas Swap Shop, Reverse Advent Calendar, food waste programme – SLT AND TEACHERS • Committee to lead RRS Outright Campaign - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE • Committee to deliver lessons/inputs on pupils’ role as global citizens - MRS CONETTA/MISS GALLOWAY & RRS COMMITTEE
9. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.	<p>Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally.</p> <p>Most children and young people understand their role as global citizens.</p>		