

## ACTION PLAN FOR SILVER

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	St.Joseph's Primary
Local Authority	East Renfrewshire
Headteacher	Suzanne Martin
RRSA coordinator	Victoria Williamson Ally Gruner
Date	August 24-June 25

**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 SILVER	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>4</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. (1,2,3,4,5)</p>		<p><b>What</b>  <b>1.</b> RRS Policy ensures staff are aware and understand the CRC.  <b>2.</b> Questionnaires sent to staff, pupils and parents-to audit knowledge.Pre/post-impact  <b>3.</b> RRS Committee members share learning and upcoming events at assemblies.  <b>4.</b> Class Charters are created by every class.  <b>5.</b> Rainbow of Rights used daily in every classroom.</p>	<p><b>Who/When</b>  <b>1.</b> VW/AG create December 2023  <b>2.</b> VW/AG sent January 2024 and October 2024  <b>3.</b> RRS Committee regularly from September 2023.  <b>4.</b> All class teachers August 2023/2024  <b>5.</b> All class teachers/children - daily as of October 2024.</p>	<p><b>Additional Info</b>  <b>1.</b> Created and then shared with staff at a DM.28.8.24  <b>2.</b> Pre Questionnaire sent out January 2024 and updated questionnaire sent out October 2024.  <b>3.</b> Lower and upper school assemblies.  <b>4.</b> Rights are negotiated and chosen by each class.  <b>5.</b> Rights chosen at the beginning of each lesson by the children that they believe will be covered in that lesson/day.</p>
	<p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.( 6,7,8,9)</p>		<p><b>6.</b> Promoting CRC - displaying relevant Articles all around the school.</p>	<p><b>6.</b> VW/AG displayed September 2023</p>	<p><b>6.</b> Articles displayed at water fountains, toilet doors, ICT room, first aid etc.</p>

			<p><b>7.</b> Articles are displayed within all classrooms.  <b>8.</b> Assembly Plan to share rights.  <b>9.</b> Twitter 'X' - sharing of class charters and RRS activities.</p>	<p><b>7.</b> All teachers as of September 2023  <b>8.</b> VW/AG January 2024  <b>9.</b> VW/AG and all class teachers tweet regularly.</p> <p><b>7.</b> RRS Posters in every classroom.  <b>8.</b> Each year group is responsible to present at assembly to share the rights related to world events.  <b>9.</b> Rights also present within other tweets throughout the school year.</p>
	<p>Most children and young people understand how local and global issues and sustainable development are linked to rights.  (10,11)</p>		<p><b>10.</b> Children's right to play is celebrated on World Children's Day.  <b>11.</b> Pupils explore how rights are currently, and have historically been met throughout the world.</p>	<p><b>10.</b> RRS Committee ask HT(SM) and all class teachers lead the extra play on World Children's Day.  <b>11.</b> Class Teachers through Social Subjects in Term 2.</p> <p><b>10.</b> World children's day is celebrated with an extra break where adults play games with pupils from their own school days.  <b>11.</b> This is through different areas of the curriculum such as Social Studies.</p>
	<p>Adults and the wider school community show a commitment to the CRC.(12,13)</p>		<p><b>12.</b> Specific rights are added to Learning Pathway Planners for every stage that must be covered.  <b>13.</b> Newsletters from the RRS committee sent to parents.</p>	<p><b>12.</b> VW/AG December 2023. Audit Rights -ask teachers if stage appropriate:VW/AG T2</p> <p><b>12.</b> Termly planners that teachers can highlight which rights they would like to cover each term.</p>

				13. VW/AG and RRS Committee, November 2023 and October 2024.	13. Written with the RRS Steering group.
--	--	--	--	--	--

**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 SILVER	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. (1,2,3)		<b>What</b> 1. Every class has created a rights based class charter. 2. Rights are present in all stages of forward plans. 3. Play and Enquiry-based learning is facilitated throughout the school. practitioners to learn from each other.	<b>Who/When</b> 1. All class teachers, August 2024. 2. VW/AG December 2023. 3. All class teachers, ongoing.	<b>Additional Info</b> 1. Rights and themes are chosen by the children. 2. Added to learning pathways for teachers to decide which rights they cover each term. 3. Play/enquiry focused areas in every classroom.
	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. (4,5)		4. Behaviour for learning is linked with language of respect for rights.	4. All staff, consistently ongoing.	4. Adults are consistent in awarding House and Playground Points for behaviours linked to respect for rights.

			<p><b>5.</b> Wider Achievement is celebrated. Wall displayed at each stage</p>	<p><b>5.</b> All class teachers, SLT, HT, ongoing.</p>	<p><b>5.</b> Head Teacher awards and achievements being awarded during weekly assemblies, as well as, every class having a wall to display achievements.</p>
	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. (6,7,8)		<p><b>6.</b> Restorative Dialogue/Reflection Script is linked to rights. <b>7.</b> Cool in School Strategies./3 named people <b>8.</b> School policies include RRS language.</p>	<p><b>6.</b> All class teachers, SLT, HT, ongoing.  <b>7.</b> Lower school class teachers, all year./3 named people identified Aug 24 <b>8.</b> All staff, collegiately updated and revised policies August 2024. <b>9.</b> HA(PT), every year.</p>	<p><b>6.</b> Used within Professional Dialogue/Pupil Dialogue/PRDs. <b>7.</b> Lower school approach to managing emotions in school. <b>8.</b> Updated by all staff to ensure every policy included relevant rights. <b>9.</b> The Pastoral Committee identifies how school supports children with their health, social and emotional needs.</p>
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. (9)		<p><b>9.</b> The Pastoral Committee.</p>		<p><b>9.</b> The Pastoral Committee identifies how school supports children with their health, social and emotional needs.</p>
	There is evidence that respectful relationships are strengthening consistently over time. (10,11,12)		<p><b>10.</b> My World Triangle. <b>11.</b> Resilience Questionnaires. <b>12.</b> RRS Pupil Questionnaire</p>	<p><b>10.</b> All class teachers, Termly. <b>11.</b> All class teachers, Termly. <b>12.</b> VW/AG, January 2024 and October 2024.</p>	<p><b>10,11).</b> Any issues discussed with management. <b>12.</b> A positive change in responses over the last year.</p>
	Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school. (13)		<p>13.P7 live lesson on Dignity</p>	<p>13.P7a/P7b Sept 24</p>	<p>13.Working with children of a similar age all over Scotland to discuss dignity and rights.</p>

	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults. (14,15,16,17)		<p><b>14.</b> Nurture Principles and staff training in place.</p> <p><b>15.</b> Seasons for Growth Group</p> <p><b>16.</b> Nurture/Resilience Groups</p> <p><b>17.</b> Every child has three named people in school.</p>	<p><b>14.</b> ASN Working Party, Aug 23-Feb24</p> <p><b>15.</b> HA (PT), every year.</p> <p><b>16.</b> SMcA, new children termly.</p> <p><b>17.</b> All class teachers, August 2024.</p>	<p><b>14.</b> Displayed in every classroom/every class has completed the nurture checklist.</p> <p><b>15 &amp; 16.</b> Pupils selected by class teacher.</p> <p><b>17.</b> Selected every year.</p>
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.  (18,19)		<p><b>18.</b> Pupils asked to use one word to describe how they feel in St. Joseph's Primary. Pupils demonstrate School values/ask at assembly how these link to rights and are shown in St. Joseph's</p> <p><b>19.</b> School values, discussed and embedded in all stages.</p>	<p><b>18.</b> SM (HT), September 2022. Assembly Aug 24</p> <p><b>19.</b> SM (HT), All staff, ongoing, throughout the year. Discussed at assemblies</p>	<p><b>18.</b> Posters were made collating these words and are displayed in every classroom in a love heart word cloud.</p> <p><b>19.</b> They are spoken about at assembly and within R.E. and HWB lessons.</p>
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).(20,21,22,23)		<p><b>20.</b> Questionnaire feedback from pupils, staff, and parents.</p> <p><b>21.</b> Using Attendance data, PEF data-targeting pupils at after school clubs.</p>	<p><b>20.</b> VW/AG March 2024.</p> <p><b>21.</b> SM(HT), SLT - each year.</p>	<p><b>20.</b> Used to measure level of understanding.</p> <p><b>21.</b> E.g. Gardening Club, Homework Club, Gymnastics Club, Media Club, Mini Movers Club and Language and Culture.</p>

			<p><b>22.</b> Day of Action</p> <p><b>23.</b> Family Centred Gold Award</p> <p><b>24.</b> Return of Past P7s for a ‘Cake and a Catch up’.</p> <p><b>25.</b> Opportunities for parents and the wider community to come into our school.</p> <p><b>26.</b> Training for lunchtime staff/PSA/Janitor and all teachers.</p> <p><b>27.</b> Awareness raised of new RRS Policy.</p>	<p><b>22.</b> CL (PT), Eco Committee, termly.</p> <p><b>23.</b> CL (PT), Achieved Gold in November 2023.</p> <p><b>24.</b> P7 teachers, October each year.</p> <p><b>25.</b> SM(HT), All staff, through the year.</p> <p><b>26.</b> VW/AG - October 2024.</p> <p><b>27.</b> VW/AG - DM September 2024.</p>	<p><b>22.</b> To look after our school grounds.</p> <p><b>23.</b> Whole school input.</p> <p><b>24.</b> Very high turn out.</p> <p><b>25.</b> E.g. Pop in for a pancake , Rosary Services and Open Sanctuary Space.</p> <p><b>26.</b> To introduce CRC and develop RR language.</p> <p><b>27.</b> At DM- helping when creating Class charters</p>
	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.(24,25)				
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.(26,27)				
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.(28)		<p><b>28.</b> Pupils engage fully in learning : self and peer assessment opportunities.</p>	<p><b>28.</b> All class teachers, ongoing.</p> <p>Morning/After lunch daily</p>	<p><b>28.</b> Orally and Written.</p> <p>Lollipop sticks/numbers to indicate feelings</p>
	The school is actively working towards (or is sustaining) a strong culture of inclusion and is		Continue daily emotional check ins		

	able to show how this is underpinned by non-discrimination.(29)		<b>29.</b> Quality Assurance ensures consistent approaches.	<b>29.</b> SM(HT), all staff, - professional dialogue meetings	<b>29.</b> Pupil dialogue groups/feeding back from Committees at assembly.
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. (30)		<b>30.</b> Every pupil is a member of a Committee.	<b>30.</b> All staff, ongoing.	<b>30.</b> Committees are encouraged to feed into the daily life of the school through arranging competitions, charity events, speaking at assemblies and influencing the curriculum.
	Nearly all children and young people interviewed explain how they play an active role in their learning. (31)		<b>31.</b> Pupil voice: children chosen each term to discuss learning with HT/DHT/PT Children asked to contribute to Big Questions before a new topic	<b>31.</b> All children get a chance to discuss learning/feedback to HT: record of dates/questions for pupil groups Ongoing with Class Teachers termly	<b>31.</b> HT :Continue to monitor group discussions



**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 SILVER	RAG	ACTIONS – WHAT, WHO, WHEN		
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Most children and young people describe how their participation has a significant impact on school improvement. (1,2,3,4)</p>		<p><b>What</b>  <b>1.</b> Contributing to the aims of each Committee at the start of the year and discussing their views to improve the school through their committee.  <b>2.</b> Pupil Suggestion box in foyer  <b>3.</b> Pupil Voice is valued through pupil contribution to whole school committees and questionnaires.  <b>4.</b> Pupil Council ensures every pupil’s views are taken seriously.</p>	<p><b>Who/When</b>  <b>1.</b> Each child in the school chooses a committee they feel passionate about.   <b>2.</b> HT(SM), Pupil Council Committee, all year.  <b>3.</b> All staff, all year.   <b>4.</b> Pupil Council Committee, all year.- working towards changes pupils want and lead.</p>	<p><b>Additional Info</b>  <b>1.</b> Children get to discuss ideas to change the school for the better through the work of their committee. HGIOURS questions   <b>2.</b> Discussed at Assemblies.  <b>3.</b> Children select their own committee and masterclasses.  <b>4.</b> Meeting once a month.</p>
<p>9. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.</p>	<p>Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally. (5)</p>		<p><b>5.</b> Children’s charity selected to help ensure all children’s rights are being met.</p>	<p><b>5.</b> RRS Committee, October 2024. Classes choose charity during Lent to fundraise for.</p>	<p><b>5.</b> Fundraising events/food bank donations.</p>

	<p>Most children and young people understand their role as global citizens. (6,7)</p>		<p>6. Forward plans include Learning for Sustainability lessons linking the global goals. To continue to populate Google Drive with resources for lessons</p> <p>7.Link Global goals to lessons</p>	<p>6. CF, September 2023. Staff to continue to add resources Aug 24-June 25</p> <p>7.Teachers to add Global goals to lesson plans/discuss with pupils during the teaching</p>	<p>6. Specific goals for each stage.</p> <p>7.Continue to ask staff to embed this practice with GG and RRS with each lesson.</p>
--	---	--	---	---	--