# C:\Users\ZoeyA\Box Sync\Team RRSA Only\RRSA Central Team\RRSA Communications\Brand, narrative and core programme content\Brand and logos\00-New RRSA logos\MAIN_RRS lockup-85cyan.jpgaction 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.

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| School name | Tulliallan PS |
| Local Authority | Fife |
| Headteacher | Nicola Bow |
| RRSA coordinator | Kieran Land |
| Date | 26/5/2023 |

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| Strand a: Teaching and learning about rightsThe 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 |
| 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.
 | Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy. |  | * Whole school assemblies about children’s rights (Feb 23)
* RRS Committee set up (Jan 23). Committee to plan ways to share learning about rights across our school community
* RRS Committee to create video and school radio to share with our families and in school, raising awareness about children’s rights (May 23)
* RRS Committee promote CRC – display relevant Articles around school and posters. Eg wet break boxes, water coolers, lunch hall etc (June 23)
* Whole school assemblies about children’s rights around the world and why some children cannot access their rights (Aug 23)
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| Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time. |  |
| Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.  |  |
| Adults and the wider school community know about and understand the CRC. |  |

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| strand b: Teaching and learning through rights – ethos and relationshipsActions 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 well-being. |
| outcome | At silver | RAG | Actions – WHAT, who, when |
| 1. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.
 | Many children and young people are able to explain how school facilitates them to enjoy a range of their rights. |  | * All classes already have class charters. Refresh these in Aug 23 and make sure clearly linked to rights (Aug 23)
* Restorative discussions to be linked more explicitly UNCRC. Staff awareness session (Nov 23)
* Review and update P6 Mediator training to make more explicit links to rights (P6 teacher with class, Oct 23)
* New anti-bullying policy created with clear links to rights (Sept 23)
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| Many children and young people and adults describe how they and others act to create a rights respecting environment. |  |
| 1. Relationships are positive and founded on dignity and a mutual respect for rights
 | Many children and young people speak with confidence about how positive relationships are encouraged. |  |
| Rights are used to clarify moral developments and consider rights respecting solutions. |  |
| 1. Children and young people are safe and protected and know what to do if they need support.
 | Many children and young people say they feel in a safe environment at school and can describe how their actions and those of others contribute to this. |  |
| Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe. |  |
| 1. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.
 | Many children can describe how the school supports them with their health, social and emotional needs. |  |
| 1. Children and young people are included and are valued as individuals.
 | Many children and young people can describe they feel included and valued at school and can describe how their actions and those of others contribute to this. |  |
| 1. Children and young people value education and are involved in making decisions about their education.
 | Many children and young people speak positively of school and of their learning.The school can demonstrate broadly positive attitudes to school by the children for example through attendance data and questionnaire feedback. |  |
| Many adults explain how rights respecting language shapes a positive learning environment. |  |
| Many pupils understand and can talk about the role they have in their learning. |  |

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| Strand c: Teaching and learning for rights – participation, empowerment and actionChildren 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 |
| 1. Children and young people know that their views are taken seriously.
 | Many children, young people and adults describe how young people can express their opinions and have been involved in decisions about their life in school.  |  | * All committees to identify which Articles their work links to (Sept 23)
* Wha’s like us (community context) planner to be revised and linked to relevant Articles (June 23)
* Children’s voice audit to be completed with all children and actions identified (Oct 23)
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| 1. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.
 | Many children and young people have been involved in a range of activities to promote children and young people’s rights on a local and global scale. |  |