# 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 | St. Mark’s Primary School |
| Local Authority | North Ayrshire Council |
| Headteacher | Gemma Strain |
| RRSA coordinator | Colleen Lynch, Clare Fallon (Depute Head) |
| Date | November 2019 |

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| 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 |
| 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. |  | Steering group: meet with RRS Staff to discuss issues, concerns or positive points of events in school, preparation of presentation at assembly/planning activities for launch week. (Jan 20 - ongoing)  Teaching staff: CPD session regarding activities and plans for launch week, and embedding into our curriculum. (Jan 20 - ongoing)  Senior Leadership team : Rights Respecting Schools themed assembly will be lead for the whole school as part of our launch. (Jan 20 - ongoing) |
| 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 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 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. |  | Steering Group: discuss/design/create displays throughout the school, highlighting facilities/activities/events that help support children and relate this to the UNCRC (Jan 20 - ongoing)  Class Teachers: incorporate RRS into HWB teaching, and other areas of the curriculum (Sept 19 – onward)  UNCRC related class charter to be discussed/created/displayed in classrooms (Sept 19)  Complete wellbeing webs (using SHANARRI) relating to children’s rights (Term 1, then as appropriate)  All Staff: Use of restorative approaches in classroom/playground behaviour management (Sept 19 - onward)  Senior Leadership Team: incorporate RRS and restorative approach into Positive Relations Policy (Sept 19)  Playground charter to be created and agreed with children, shared to whole school at assembly. |
| 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 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 |
| 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. |  | Steering group – focus group with children, suggestion box, ‘you said we listened’  Senior Leadership Team – parental feedback  P5-7 – JASS  P1-4 – departmental topic to include developing world, charity work.  Whole School – Harvest topic/assembly Term 1 annually.  All Strand C activities will be ongoing and adjusted as required. |
| 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. |  |