# 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 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.

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| School name | Whitehirst Park Primary School |
| Local Authority | North Ayrshire Council |
| Headteacher | Mrs Lynn Robertson |
| RRSA coordinator | Mrs Robyn Davidson and Mrs Jennifer Elstone |
| Date | August 2018 |

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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 gold | RAG | Actions – WHAT, who, when | | |
| 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. | Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers. |  | Weekly articles to be shared and discussed at assembly, then displayed in school. Also, shared on Twitter. | Senior Leadership Team (SLT) | Ongoing |
| Articles on all wall displays throughout the school. | RRS Committee | Nov 18 |
| Competition to find the articles. | RRS Committee | Nov 18 |
| Staff will discuss and link rights and articles to lessons, where appropriate | Teaching staff | Ongoing |
| School and class charters will be created. | Whole school | Aug 18 |
| Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. |  | Adapt behavioural policy in school as children were being taught that with rights, come responsibilities. | SLT and staff, agreed with all stakeholders | Nov 18 |
| Assemblies. | SLT | Ongoing |
| Most children and young people understand how local and global issues and sustainable development are linked to rights. |  | Participation in ‘Outright’ campaign. | Whole school | Oct-May |
| Discuss at assemblies. | SLT | Ongoing |
| Taught through class lessons and topics, where applicable. | Teaching staff | Ongoing |
| Activities during World of Work Week, STEM Fortnight and through Eco and Fairtrade Committee work. | Committees | Ongoing |
| Adults and the wider school community show a commitment to the CRC. |  | RRSA part of our School Improvement Plan and a focus for Senior Leadership Team (SLT). 2 members of SLT are RRS Coordinators. | SLT | Aug 18 |
| Continue to identify opportunities to extend rights based learning across the curriculum by participating in the ‘Outright’ campaign and linking rights further in IDL (interdisciplinary learning/topics) through discussion. | Whole school | Ongoing |
| Continue to track pupils’ learning, and quality of teaching experiences, through rigorous quality assurance procedures. | SLT | Ongoing |
| Committees to link some of their work to UNCRC. | Committees | Ongoing |
| Provide parents with information about UNCRC at parents’ night; through school newsletters; homework challenge and on Twitter/website. | RRS Committee | Dec 18, Jan 19 and ongoing |
| School Consistency Guides to link directly with UNCRC. | RRS Committee and SLT | Dec 18 |
| Staff to consider which rights link with lessons and topics. | Teaching staff | Ongoing |

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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 | | |
| 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. |  | Discuss at assemblies. | SLT | Ongoing |
| Adult actions as duty bearers display with class and school charters. | RRS Committee | Dec 18 |
| 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. |  | Continue to discuss fairness and equity (one of the school values) during assemblies. | | |
| 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. |  | Continue to encourage children to speaks to an adult abut concerns or speak to SLT. | | |
| 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. |  | Continue to discuss with staff at meetings/in-service.  Continue to use restorative approach throughout the school.  Continue with Kindness focus, particularly in the dinner hall and playground. | | |
| There is evidence that respectful relationships are strengthening consistently over time. |  | Use PASS survey data to identify strengths and areas for development. | | |
| Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school. |  | Introduce concept at assemblies. | RRS Committee | Ongoing |
| Watch videos linked to dignity. | SLT | Dec 18 |
| School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults. |  | Adapt behavioural procedures as ‘rights cards’ approach not effective. | SLT and staff, agreed with all stakeholders | Dec 18 |
| Share agreed ‘Steps to Success’ with all stakeholders. | SLT | Dec 18 |
| Continue to ensure nurturing and restorative approaches. | SLT | Ongoing |
| 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. |  | Discuss the direct link at assemblies. | SLT | Ongoing |
| The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining). |  | Continue to monitor reports (if any) of this type of behaviour. | | |
| 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. |  | Continue to remind children about who they can talk to in school. | | |
| 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. |  | Continue to use PAThS resource effectively throughout the school.  Teaching staff to contribute to the creation of a Health and Wellbeing Consistency Guide to ensure high quality teaching and learning about social and emotional wellbeing and healthy lifestyles.  Share achievement of Sports Scotland Award and continue excellent work in this area. | | |
| 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. |  | School staged intervention procedures to make sure children are included in all aspects of school. | SLT and teaching staff | Ongoing |
| Link rights and our school values during assemblies. | SLT and RRS Committee | Ongoing |
| 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. |  | Continue to follow North Ayrshire Council’s policy and procedures for anti-bullying and link with Respect Me events. | | |
| 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. |  | Teachers to remind children of this in class. | Teaching staff | Ongoing |
| Opportunities for children to support others in the school, including; paired readers; digital leaders; playground buddies; P1 buddies; P7 monitors; children working across stages in committees and supporting each other. | Whole school | Ongoing |
| Nearly all children and young people interviewed explain how they play an active role in their learning. |  | Growth Mind-set and Visible Learning focus, led by SLT. | Miss Johnstone and Mrs Elstone | Ongoing |
| Continue to encourage parents to bring their child to parents’ night and set targets together. | Staff | Oct, Dec and March |
| Children involved in ‘WWW’ tasks to help plan what they would like to learn as part of a class topic. | Whole school | Ongoing |
| Continue to utilise self and peer assessment. | Whole school | Ongoing |

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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 gold | RAG | Actions – WHAT, who, when | | | | |
| 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. |  | Children involved in creating a ‘child friendly’ version of the School Improvement Plan and explaining it to the rest of the school at an assembly. | RRS Committee and P7 pupils | Oct 18 |
| Continue to ensure children’s views are regularly sought during assemblies and committees. | SLT and committee coordinator | Ongoing |
| Continue to encourage children to be involved in target setting at parents’ night and Team Around the Child meetings; where they are able to share their opinions and voice concerns. | All stakeholders | Ongoing |
| 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. |  | Provide a dedicated time for pupils from Primary 3-7 to work together in different groups: committees. Committees will consider whether any of their actions or plans allow for opportunities to link directly with children’s rights, locally or globally. | SLT to organise committees (children choose) then P3-7 teachers and pupils | Start in Sept 18 |
| Participate in this year’s ‘Outright’ campaign, focusing on air pollution and Article 24. | Whole school | Sept-May |
| Charities committee to agree ways of raising funds as a school for Children in Need, local Neonatal Unit and other child related projects and charities. | Charities committee | Ongoing |
| Share our rights based work with our link school in France. | RRS Committee | Feb 19 |
| All committees, including Fairtrade, JRSO and Eco, to share work and progress at an assembly. | Committees | Ongoing |
| Most children and young people understand their role as global citizens. |  | Continue to relate work done by Fairtrade, Eco, Charities and RRS Committees.  Continue to learn about their role through HWB and Interdisciplinary topics in class.  Continue to use programmes, such as Newsround, to allow children to discuss worldwide issues. | | | |