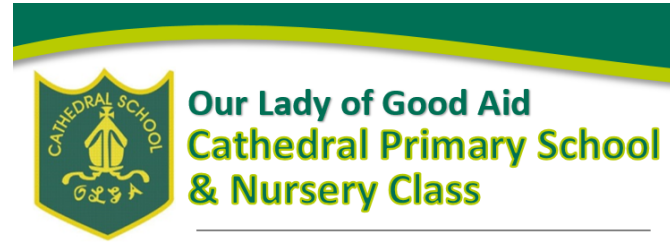


# ACTION PLAN FOR SILVER



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.

<b>School name</b>	Our Lady of Good Aid Cathedral Primary School
<b>Local Authority</b>	North Lanarkshire Council
<b>Headteacher</b>	Mr Graeme Young
<b>RRSA coordinator</b>	Mrs Jillian Shevlin
<b>Date</b>	14 <sup>th</sup> March 2023

## 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>Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy.</p>		<ul style="list-style-type: none"> <li>• Continue with Growing Cathedral Citizens Action Team (RRS steering group); use ‘Smart School Council’ to take forward on-going development work.</li> <li>• Put RRS Lead (Mrs Jillian Shevlin) through ‘Achieving Silver’ training in 2022/23 summer term.</li> <li>• Continue to make links to UNCRC articles (including reinforcing that these are universal and unconditional) at weekly assemblies.</li> <li>• Continue to support teaching staff to make explicit links to UNCRC articles across the curriculum and regularly discuss the articles posters strategically displayed throughout the building with their pupils.</li> <li>• Launch dedicated RRS section on school website in March 2023.</li> <li>• Highlight our current work relating to the UNCRC articles and our Rights Respecting Schools journey to parents/carers at March 2023 Parents Evening.</li> <li>• Make reference to UNCRC articles in website newsfeed posts from March 2023 onwards.</li> <li>• Dedicate time on August 2023 inservice day to revisit UNCRC and recap on current approaches to teaching and promoting the UNCRC articles within Cathedral PS such agreeing on articles to be focused on each term; displaying selected article posters in classrooms and</li> </ul>
	<p>Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.</p>		
	<p>Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.</p>		
	<p>Adults and the wider school community know about and understand the CRC.</p>		

			<p>around building; explicit links to the articles embedded in the school's 'Rose Trainer Achievement Award' and IDL topics.</p> <ul style="list-style-type: none"> <li>• Begin the 2023/24 session by using individual class 'showcase boards' for pupils to create displays which highlight various UNCRC articles; facilitate 'learning walks' around displays for each class and parents/carers.</li> </ul>
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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
2. 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.		<ul style="list-style-type: none"> <li>• Begin 2023/24 session by revisiting school values of <i>Love, Connection, Perseverance</i> and <i>Growth</i> and asking children to link each value to relevant UNCRC articles; create new 'Our Values' wall display in main corridor.</li> <li>• Ensure all classes develop a Class Charter, linked to the UNCRC articles, in the first week of the new school year.</li> <li>• Build capacity of staff at all levels (e.g. through 'Rights &amp; Responsibilities' prompt cards on lanyards) to help children link the day-to-day life and work of the school with the UNCRC articles. Ensure Rights Respecting</li> </ul>
	Many children and young people and adults describe how they and others act to create a rights respecting environment.		
3. 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.		<p>language is used consistently in all settings across the school, including the playground and dining hall.</p> <ul style="list-style-type: none"> <li>• Ensure all members of the school community are supported to see how the UNCRC articles link directly to other work and initiatives such as our partnership with 'Respect Me' when developing our Positive Relationships (anti-bullying) policy, our support of various charities such as SCIAF and the local food bank and our ongoing 'Smart School Council' development work.</li> <li>• Continue to deliver termly 'Bullying Drills' to ensure all pupils know how to respond if they (or others) experience bullying behaviour or feel unsafe.</li> <li>• Develop a framework for restorative dialogue, linked to UNCRC articles, in partnership with pupils and parents,</li> <li>• Continue to deliver school's comprehensive Health &amp; Wellbeing programme in conjunction with our 'Come Clubbing @ Cathedral' programme.</li> <li>• Deliver Rights Respecting Schools parent/carer workshop as part of 'Meet the Teacher' in September 2023.</li> <li>• First Parent Council of 2023/24 session will have dedicated focus on Rights Respecting Schools and include input from pupils.</li> <li>• Continue to further develop the school's 'Active8' approach which organises learning and teaching across each school day in a way which maximises pupil engagement, challenge, personalisation and choice.</li> </ul>
4. 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.		
5. 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.		
6. 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.		
7. 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.	

## 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
8. 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.		<ul style="list-style-type: none"> <li>Continue work of ‘Smart School Council’, which gives every pupil across every stage a voice.</li> <li>Ensure all teaching staff regularly gather their class around ‘Smart School Council’ Action Board and discuss how they are contributing to decision making and school improvement.</li> </ul>
9. 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.		<ul style="list-style-type: none"> <li>Ensure parents and carers are kept well informed of the Smart School Council’s ongoing work via the website and in-house showcases.</li> <li>Expand work with community and global charities to pre-COVID levels, sharing out responsibilities across different stages of the school.</li> <li>Continue to offer school’s bespoke ‘Rose Trainer Achievement Award’ across all stages, which makes</li> </ul>

			explicit connections between the UNCRC articles and learning for sustainability, raising money for charities and contributing to the school, local and global community.
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