



# 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>	St Brendan's Primary School and Nursery
<b>Local Authority</b>	North Lanarkshire
<b>Headteacher</b>	Mrs. Maura Oates
<b>RRSA coordinator</b>	Miss #Nicole Paterson
<b>Date</b>	18 <sup>th</sup> June 2019

## 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>		<p><i>First</i></p> <ul style="list-style-type: none"> <li>Remind staff of what they already know about children’s rights and the UNCRC during meetings or on in-service days.</li> <li>Give all teachers a child-friendly UNCRC poster for displaying in their class or in the playroom.</li> </ul> <p><i>Next</i></p> <ul style="list-style-type: none"> <li>Continue to meet as a Rights Respecting Committee (RRC) after First Friday Mass, each month.</li> <li>Set-up a Rights Respecting Committee display area let everyone know what we are doing.</li> <li>Rewrite this plan in words that children can understand and share this in school and online.</li> <li>Hold a ‘Rights Respecting Day’ to encourage children to develop their gifts and talents.</li> <li>Speak at assembly to raise awareness that everyone should have their rights respected no matter what.</li> </ul> <p><i>Then</i></p> <ul style="list-style-type: none"> <li>Design a Rights Respecting mascot to raise awareness and mark rights based displays around the school.</li> <li>Share a ‘Right of the Month’ with children at</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>assemblies throughout the year.</p> <ul style="list-style-type: none"> <li>• Work as a Committee to plan and deliver in class activities to raise awareness of different rights.</li> <li>• Make 'Rights Fact Cards' linked to the Right of the Month to help staff and parents/carers in talking about rights with children.</li> </ul> <p><i>After That</i></p> <ul style="list-style-type: none"> <li>• Encourage other committees to think about how their activities link to children's rights in our community and around the world.</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.		<p><i>First</i></p> <ul style="list-style-type: none"> <li>• Continue to make sure everyone in the school enjoys good relationships by making sure that when something goes wrong, we look at respectful and fair ways of making things right again.</li> <li>• Help children learn that rules and expectations are in place to make sure everyone's rights are respected.</li> <li>• Give staff training to help them to feel confident in talking about rights regularly with children.</li> </ul> <p><i>Next</i></p> <ul style="list-style-type: none"> <li>• Make and display posters to highlight where and how rights are being respected in the everyday life of the school.</li> <li>• Talk about and make links to rights in our learning across the curriculum, especially in our topic and Health and Wellbeing work.</li> <li>• Teach children the knowledge and skills they need to be: Safe</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.		
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.		<p>Healthy Achieving Nurtured Active Respected Responsible Included</p> <ul style="list-style-type: none"> <li>• Help children to help one another by training and using Peer Mediators.</li> <li>• Help children to learn about their faith through TIOF lessons. Remind children that each one of us is special and valuable, made in God's image.</li> </ul> <p><i>Then</i></p> <ul style="list-style-type: none"> <li>• Explore new ways of recording and sharing our achievements between school and home, making use of technology to help with this.</li> </ul>
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.		<p><i>First</i></p> <ul style="list-style-type: none"> <li>Continue to meet in Thinking Circles to help children to share their opinions and involve them in important decisions in the life of the school.</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.		<p><i>Next</i></p> <ul style="list-style-type: none"> <li>Encourage other committees to think about how their activities link to children's rights in our community and around the world.</li> <li>Continue to help children to enjoy choice in their learning across the curriculum.</li> </ul>