

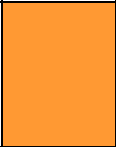
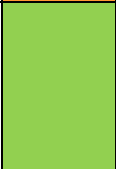
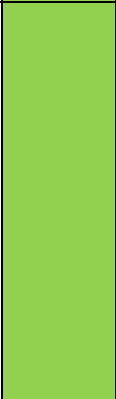
ACTION PLAN FOR GOLD

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.

School name	St Brendans Primary
Local Authority	North Lanarkshire
Headteacher	Maura Oates
RRSA coordinator	Nicole Paterson
Date	December 22

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
<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>Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.</p>		<p>Action - Continue to widen the range of articles that the whole school community is familiar with to age and ability How – Through Assemblies, Community Fridays, Training for staff and continued conversations within the school to develop this rights language and knowledge of articles. Model use of appropriate right language with age and stage</p> <p>Who- Staff, RRSA Committee</p>
	<p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>		
	<p>Most children and young people understand how local and global issues and sustainable development are linked to rights.</p>		<p>Action – Ensure all staff and children have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional. How - Continue to use ABCDE of rights, model this language within class. Double check everyone has this displayed in class. Model use of appropriate right language with age and stage</p> <p>Action - Support families and the wider community to learn about and understand children’s rights. How - Create opportunities for families and wider community to engage with the schools rights respecting journey. Parents Night Information Table, Information Nights, Tweets and School Website.</p>
	<p>Adults and the wider school community show a commitment to the CRC.</p>		

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
2. 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.		<p>Action - Create opportunities to explore the concept of fairness, dignity and equity. How – Continue to develop opportunities for this through IDL and HWB. Continue to model language of this in conversations. Through Assemblies and community Fridays. Ensure children can describe how the school promotes these concepts</p> <p>Action - Consider how rights principles underpin all policy and practice. How – Update Relationships policy - Continue use of class charters. Create school charter Model language of school charter SMT and support staff to have the point system on their lanyards.</p>
	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.		
	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.		
3. 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.		
	There is evidence that respectful relationships are strengthening consistently over time.		
	Many children and young people can talk about the concept of dignity. They can		

	explain how dignity and rights explicitly inform life in school.		
	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.		
4. 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.		
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		
	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.		
5. 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.		
6. 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.		
	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.		

7. 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.		
	Nearly all children and young people interviewed explain how they play an active role 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 GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
8. 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.		Action - Continue to ensure pupils are involved in the heart of decision making. How – Continue Thinking Circles Continue Pupil Council Meetings
9. 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.		Ensure Pupil Council feedback to school at assembly or in classes. Implement Suggestion Box. Involve children in policy review and evaluation of learning and teaching . Involve children in children friendly aims and values.
	Most children and young people understand their role as global citizens.		Action - Support children to engage in a range of campaigning activities. Action - Consider global goals as a focus for campaign