

RRSA BRONZE APPLICATION FORM

Please send the completed form to your Professional Adviser. If you are unsure who this is you can check [here](#).

School name: Dunrossness Primary School	Local Authority: Shetland Island Council
Number of pupils on roll: 88 plus 35 in Nursery	Date: June 2023
Headteacher name and email address: Gina Finch Georgina.Finch@shetland.gov.uk	
RRSA Coordinator name and email address: As above	

Please briefly explain how you have informed the whole school community that the school is working on the RRSA.	We have held an assembly to introduce RRSA followed by a presentation by a class who have worked all year on Children's Rights and AI project with the Children's Parliament. There is a display board up in school hall Pupil council have presented a short assembly to explain what we hope to do. It was discussed at a parent council meeting in the Autumn term It was put in a couple of newsletters to inform parents and ask for volunteers for a steering committee.
Please explain how pupils in your setting are involved in leadership of your RRSA work.	Pupil Council have had discussion about how to lead this and one class has taken a lead on the work on children's rights. Each class will develop a rights based charter in Term 1 2023.
Please briefly explain how you have developed your own knowledge and understanding of rights and RRSA to support you to lead this work in your school. For example, have you attended the Achieving Bronze course, used the	I have attended the achieving Bronze course and been involved with the Children's Parliament project on UNCRC and AI I have also completed the introduction to UNCRC webinar e learning and all staff will have time in their Working time agreement to complete this in Term 1 2023.

e-learning materials, or worked on RRSA in another school?	
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ACTION PLAN FOR SILVER

In the table below:

1. Review your school practice against the Silver Outcome Descriptors (below and at [this link](#)) for each of the three RRSA Strands. RAG rate each descriptor and record in the RAG column of the Action Plan. **RED** – little or no evidence, **AMBER** – some evidence, **GREEN** – a lot of evidence.
2. Use the 'RAG rating' to prioritise your areas for development. Identify actions to develop your school's work linked to each Strand and Outcome, and record these in the table. It can be useful to add timescales and identify who is going to lead on specific actions.

Please note: 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.

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.		<ol style="list-style-type: none"> 1. Introduce UNCRC through an assembly. children's rights for kids - Google Search children's rights for kids - Google Search children's rights for kids - Google Search 2. Staff meeting to explain children rights and how it underpins all school improvement- Aug 14th 2023. Use learning materials- An introduction to
	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.		children's rights : Unicef UK Rights Respecting Schools - Self Sign Up (litmos.com) 3. Send home parent information leaflet on children's rights 4. Make a focus again in Parent Council- which rights underpin their mandate?
	Adults and the wider school community know about and understand the CRC.		

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.		1. Each class to create a class charter based on children's rights. <ul style="list-style-type: none"> Article 12 Every child has the right to express their views, feeling and wishes in all matters affecting them and to have their views considered and taken seriously Article 13 every child must be free to express their thoughts and opinions and to access all kinds of information as long as within the law. Article 15 every child has the right to meet with other children and to
	Many children and young people and adults describe how they and others act to create a rights respecting environment.		

			<p>join groups and organisations as long as this does not stop others from enjoying their rights.</p> <ul style="list-style-type: none"> Article 24 Every child has the right to the best possible health <p>2. Focus on three- four rights per term in assembly and through HWB lessons</p>
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.		<p>Review Nurture Ethos and accreditation Autumn term.</p> <p>Whole school focus days to build positive relationships-linked to behaviour blueprint and Article 12 and 13</p> <ul style="list-style-type: none"> Article 12 Every child has the right to express their views, feeling and wishes in all matters affecting them and to have their views considered and taken seriously Article 13 every child must be free to express their thoughts and opinions and to access all kinds of information as long as within the law.
	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.		<p>Carried out pupil surveys June 2023</p> <p>Review the classroom/school environment using the Circle inclusion document- linked to SIP Autumn 23</p>
	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.		<p>Staff training inset day Aug 14th.</p> <p>Work on class charters, through discussion</p> <p>Staff meeting: Focus on 3-4 rights per term- link to health and wellbeing lesson</p> <p>Whole school work together days exploring Nurture and Rights as well as having fun together.</p>
	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.		Curriculum audit to identify planned opportunities for 'global learning' – map this to Articles where relevant. HT and teachers Renew link with French penpals to discuss rights important to them. Investigate a global link through Connecting classrooms
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.		Pupil council plan fundraising activities linked to children's rights. E.g. Water Aid, Children in Need etc. Link to global impact.