

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.

School name	Rowantree Primary School
Local Authority	Dundee City Council
Headteacher	Gerry Munro
RRSA coordinator	Vikki Taylor
Date	13 th September 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	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"> • Assemblies focusing on Articles for Rights of the Child. PT (every Tuesday) • Whole school focus- Right of the Month (Social Goal). Displays, assemblies, pupil voice etc. All staff (Nov 2019) • Steering group trained about Children’s Rights and help with whole school monthly focus etc. PT, Group & CT (Starts 10th Sept) • Staff CLPL- 28th October. Introduce the Convention and explain RRSa. SLT • Inform parents through newsletters, school website, open events, Twitter etc. SLT (Nov 2019) • ST Group promote CRC- display relevant Articles all around Rowantree. Eg water fountains, toilet doors, IT room, first aid etc. PT, Group & CT • Follow the UNICEF calendar. All staff
	<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>	

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	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"> • St Group present at assembly how school facilitates their Rights. PT, Group & CT (Nov 2019) • GLOW forms- parent questionnaire looking at understanding of Rights. St Group • Teaching and learning through Rights- built into teachers progression pathways and planning. All staff • R. approaches/ Pivotal- scripts build around RS language. All staff • R. dialogue/ Reflection Script to be lead by St Group. PT, Group & CT • Link behaviour for learning with language of respect for Rights. All staff
	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.	

		<ul style="list-style-type: none"> • H&WB planners supports children with their health, social and emotional needs. All staff. • ‘Placetobe’ to support Rights development across the school. All staff (Term 2) • Increase pupil awareness through self-evaluation. All staff <p>Green indicators:</p> <ul style="list-style-type: none"> • HMiE questionnaire evidences that children can describe what they would do/ who they would speak to if, for any reason, they did not feel safe. • PASS survey- pupils attitude to school and self.
	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.

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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"> • FDW to set up pupil voice group to moderate Rights with another school in the cluster. SLT & FDW • ‘One World Centre’/ P7 teacher to plan and deliver a Global Citizenship project looking at Rights on a global scale. PT & CT (Term 3) • Rights Respecting Day- Whole School event. 1 per term. All staff (Term 2) • Rights Respecting School Primary Starter pack used across all stages to empower participation and empowerment of Children’s Rights. PT & CT • Sign up for World’s Largest Lesson and Unicef’s Outright Campaign. Link to ST Group & assemblies. SLT & ST Group (Term 3)
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.	