



# 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	Clermiston Primary School
Local Authority	City of Edinburgh Council
Headteacher	Gordon McIntyre
RRSA coordinator	Suzanne Gilhooley and Dana Henderson
Date	August 2018

## 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>• Under CRC guidance, develop a Class Charter and share these at assembly – All Classes (inc. Nursery) - September 2018</li> <li>• Continue Weekly assemblies (using Building Resilience Programme) with clear links to CRC – Nursery to P7) lead by PT and class teacher – September 2018 – Jun 2019</li> <li>• Ensure the website has clear links to relevant Rights – PT – October 2018</li> <li>• Every pupil to contribute to Rights Respecting Schools display in communal area – Class Teacher, Pupils and PT - March 2019</li> <li>• Regular tweets referring to Rights Respecting work in the School – PTs - Ongoing</li> <li>• Every pupil to be a member of a Pupil Voice group led by class teachers – August 2018</li> <li>• Publish page in Fast Forward magazine highlighting our progress – PT – March 2019</li> <li>• MUN Conference – P7 team – February 2019</li> <li>• Display Rights throughout the school in child friendly language – Class Teacher – October 2018</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>		

## 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>• Ensure discussions in Pupil Voice groups are clearly linked to Rights – Class Teachers – Ongoing</li> <li>• Children encouraged to feedback to assembly either on an individual basis or as part of their pupil group – whole school – ongoing</li> <li>• Celebrate International Woman’s Day as a whole school through various activities – March 2019</li> <li>• Various nurture groups (Rocket Club, PEF, SCAT, Emotion Talks, Lego) to support identified pupils - Ongoing</li> <li>• Supported Play Area (SPA) in the playground</li> <li>• Link with local Police Officer re: Online Safety</li> <li>• Make a page on the website for parents and carers to help support their children to be happy and healthy online – PT – April 2019</li> <li>• Playground Rota for teachers to go outside at breaktime – PT - Ongoing</li> <li>• Continue to engage with the Building Resilience programme, including homework activities –</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>PTs/Class Teachers/Pupils/Parents and Carers – Ongoing</p> <ul style="list-style-type: none"> <li>• Children encouraged to share wider achievements within their classes and at assembly</li> <li>• School achievements e.g. Interscholastics, Swimming Gala shared on school website/Twitter</li> <li>• Staff engagement with When the Adults, Everything Changes by Paul Dix – All Staff – Term 1 and 2</li> <li>• Survey Monkey completed by staff and pupils – PTs – May 2019</li> <li>• Continue to run 'Foodie Fridays'- weekly from August 2018</li> <li>• Link behaviour for learning with language of respect for rights through 'The Big Three' – All – 2019</li> <li>• Every child is given the opportunity to discuss their learning with the management team through our Bonus Ball Conversations – SMT – Weekly from August 2018</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.

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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"> <li>• Pupil Voice Groups</li> <li>• Pupil Voice Display</li> <li>• Pupil Voice activities updated regularly on the website</li> <li>• Continue to embed the Big 3 and Behaviour Flowchart (as developed with Pupil Groups in 2017)</li> <li>• Charity work driven by the curriculum e.g. Water Aid, Rainforest protection – Individual Classes</li> <li>• Involvement in whole school fundraising activities: Christmas Jumper Day Odd Socks Day</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.		