# C:\Users\ZoeyA\Box Sync\Team RRSA Only\RRSA Central Team\RRSA Communications\Brand, narrative and core programme content\Brand and logos\00-New RRSA logos\MAIN_RRS lockup-85cyan.jpgaction 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.

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| School name | Torphins Primary and Nursery School |
| Local Authority | Aberdeenshire |
| Headteacher | Mrs Elaine Ross |
| RRSA coordinator | Mrs Janet Stapleton, Mrs Laura Nash |
| Date | Created 15/11/17  (Revised and extended due to Covid19 May 2020) |

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| 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 |
| 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. | Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers. |  | * Class Teachers to timetable a weekly RRS slot to discuss RRS articles and values, Emotion Works, SHANARRI and HWB SCARF and explicitly link lessons to rights. * Create a whole school RRS progression to ensure full coverage and to support the continued development of learning and teaching about children’s rights to gold and beyond. * Regularly create Rights displays around the school. * Annual *World Children’s Day* activities and assembly led by Pupil Council. * Primary 5 to lead annual assembly on *Fairtrade* during Fairtrade fortnight. * Pupil Eco group to lead initiatives linked to environmental issues and UN Global Goals for sustainable development. * Annually update assembly programme to link to values, themes, articles and important dates. * Andy McKechnie of *Jammin Fitness* to deliver class workshops and an assembly linked to RRS, HWB and the Journey to the Olympics in Japan etc. A fun day exploring children’s rights, thinking about what needs to be done to improve them and sharing this with the school community. * *Connectors* reading books for group reading to be used alongside reading scheme to explore global and environmental issues and disability. * Every family to be given a copy of ‘*The Pocket Book of Children’s Rights’* for home use. * Homework Task for each year group relating to rights to involve parents and get families using the Pocket Book of Rights at home. * Monthly RRS newsletter, created by the Pupil Council RRS Group, to be sent out to parents. * Hold Open Morning with a theme of RRS once every two years. Pupil Council RRS Group to create a RRSA presentation for the Parents as part of the open morning as some parents will not have seen the last one. * Take part in *Shoe Share* and involve the wider community. * Recognise *Torphins School Parent Council* (TSPC) commitment to the rights – during TSPC meetings, in the newsletter. * *NSPCC* Workshop for parents – invited by Pupil Council. * Involve the wider community in *Books Abroad*. |
| Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. |  |
| Most children and young people understand how local and global issues and sustainable development are linked to rights. |  |
| Adults and the wider school community show a commitment to the CRC. |  |

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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 wellbeing. | | | |
| Outcome | At gold | RAG | Actions – WHAT, who, when |
| 1. 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. |  | * Class Teacher to timetable RRS slot and make use of RRS Progression as stated in Strand A. * Link Rights to our *Class Charters* (Ready Respectful Safe) and restorative justice approaches and revisit regularly. * Annual review of our *Playground and Lunch Hall Charters*. * Go through HWB programme of work and link to the rights. * Make explicit links with the Rights to things we do annually in school e.g., Health Week, Health Hustle, Bikeability, Nativity, Church Service, Ski Week, Dalguise. * Pupils to continue to have a voice through Pupil Council and Eco Group. * Digital Leaders and Code Club to be established. * Pupil notice boards to be kept up to date. * Older children continuing to take on leadership roles to support our school community to enjoy their rights e.g., Primary 7 to teach playground games to other classes, promoting house point system linked to *Ready, Respectful, Safe Class Charter* and Buddy System P6 and Nursery / P7 and P1. * Older classes to discuss the concept of dignity and link to activities in school. * Take part in *The Big Anti-Bullying Assembly* and explore *The Diana Award’s Anti Bullying Ambassador Programme.* * Standing order at staff collegiate weekly meeting to discuss any incidences of potential bullying behaviour. * School to purchase *Emotion Works Programme* and staff to undergo induction training. * Staff to engage with *Coram Life Scarf* training and explore teaching resources and programme of work. * *Fischy Music* workshops. * Continue annual Health Week. * Primary 7 to lead series of Health Hustle sessions to the school. * Early, First and Second level *Grow Well Programmes* to continue to be followed. * Primary 6 to lead annual Junior Road Safety initiatives – Hands Up Scotland Survey, Road Safety Week assembly, Walk to School Week. * NSPCC Children’s workshops (alternate years) * Annual *Internet Safety Day* activities and workshops funded by Davie Trust (a local charity) linked to RRS articles. * Primary 6 and 7 community police workshops – online safety and cyber bullying and substance misuse. * Primary4-6 engage with *Jazz Music Workshops* from Aberdeenshire Youth Music Initiative. (2019/2020). * The whole school community to continue to support inclusion e.g., Torphins School Parent Council to set up a second hand uniform provision. * Establish an afterschool Code Club to develop coding skills with an aim for it to be run by enthusiastic Primary 6 and 7 pupils. |
| 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. |  |
| 1. 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. |  |
| 1. 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. |  |
| 1. 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. |  |
| 1. 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. |  |
| 1. 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. |  |

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| 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 |
| 1. 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. |  | * Introduce How Good is OUR School and with the Pupil Council and Rights Respecting School Group create and carry out surveys on the different themes. * Theme 1 - Our relationships * Theme 2 - Our learning and teaching * Theme 3 - Our school and community * Theme 4 – Our HWB * Theme 5 – Our successes and achievements * Pupils continue to express their views through Pupil Council, Eco Group, Code Club, Enterprise etc. * Children to start engaging with The World’s Largest Lessons. * Continue annual Charity campaigns, including:   + Children in Need yearly fundraising   + Annual Charities chosen by the Children through their Pupil Council and RRS representatives   + Save the Children – woolly jumper day (Christmas Jumper Day).   + Remembrance Day activities and poppy fundraising * Shoe Share – involve wider community * Books Abroad – involve wider community * Annual update of assembly programme to reflect Rights and UN / International Days. * RRS Progression, weekly lessons and homework activities linked to RRS put in place (as strand A) |
| 1. 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. |  |
| Most children and young people understand their role as global citizens. |  |

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| **Carried forward to next Action Plan due to COVID** | * Rearrange Andy McKechnie of Jammin Fitness to deliver class workshops and an assembly linked to RRS, HWB and the Journey to the Olympics in Japan etc. (booked for 27th March 2020 but postponed due to COVID restrictions) * Rearrange NSPCC Workshop for parents – invited by Pupil Council (Term 4 2019/20) * Involve the wider community in Books Abroad (Planned for Tm 4 19/20 but delayed due to Covid restrictions – do once they have been lifted) * Hold Open Morning with a theme of RRS (Planned for Term 4 19/20 but delayed due to Covid-19. To be done once restrictions are lifted.) * Spanish Erasmus immersion course. |
| **For next Action Plan** | * Review and update of Rights Respecting School Progression * The Diana Award’s Anti Bullying Ambassador Programme |