# 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 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.

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| School name | Easdale Primary and ELC |
| Local Authority | Argyll & Bute Council |
| Headteacher | Judith Frost |
| RRSA coordinator | Judith Frost |
| Date | 5th November 2022  **Updates in green text throughout the year – most recent review May 2023** |

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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 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. |  | IDL Curriculum Updates 2022-2024 move the focus from Global Goals to RRSA – all staff.  Teaching & Learning has a deeper focus / regular connection to CRC – all children are aware of how their learning links to their own & others rights.  Rights displayed in all classrooms, around the school and outside are regularly referred to.  **Jan 23 - RRS Ambassadors made an orienteering trail around the school to find each of the rights**  SHANARRI is familiar to all children in ELC. Each child (ELC to P7) has a general SHANARRI care plan / some have more specific SHANARRI care plans which might include social stories or resilience strategies for well-being. To be reviewed February 2023 – all staff. **Article 3 & 6** |
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| Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time. |  | P4-7 literacy project raise awareness of refugees– “The Boy at the Back of the Class” successfully completed 2021 (HD & P4-7). **Article 22 refugees**. Sequel bought for group reader 2022 amongst some of the Scottish Book Trust Top 100 purchased with PEF funding 2021 so that children are reading interesting, challenging books that reflect 21st Century equalities, blended families, gender and expectations.  **Evidence example**  **A17 the right to information / A 28 the right to learn- children’s views heard and responded to after Virtual Book Trust Author Visit by Cressida Cowl advocating school libraries. Reading School Accreditation Action Plan & evidence 2022-2023 illustrates impact of relocating and updating the school library.**  **RRS Ambassadors leading RRS work throughout this year e.g.**   * **orienteering trail to find UNCRC rights** * **leading pupil meetings (photo)**   **More work to do as a school around “unconditional” and “universal”. Led by:**  **Steering Group as part of whole school pupil council SHANNARI review, at least once a term during session 2022-2023; led by P6 Positive Relationship Ambassadors**  HT with Parent Council Forum at least twice in session 2022-2023 as part of reporting and evaluating SIP.  **Discussed as part of SIP updates at PCF Meetings 7th Dec 2022 and 21st March 2023** |
| Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights. |  | ELC / P1-P7 seek more opportunities to explore this e.g. through  Learning Together Day – Remembrance & Memories – building up to whole school assembly for families on 11th Nov 22  **Evidence:**  **P4-7 projects around the role of Women in conflict (Article 8 Identity / Equalities)**  **ELC / P1-3 Peace poppies red- white- purple / Memory or worry Stone Article 19 Protection from violence.**  **H2O project memento boxes.**  **Remembrance Presentation PowerPoint evidence links to Global Goals, Eco Schools, RRSA & capture voices across the generations in feedback.**  **Script for Remembrance Assembly prepared & delivered by P4-7as part of project with Easdale Branch Royal British Legion. Articles 6, 13, 28, 31**  Using Amnesty International resource “First Steps to explore human rights with children age 3 to 5”  At least one Article of the week each term explored in an Assembly.  **Evidence**  **A12 A24 A29 April / May 23 – Earth Day Assembly P6&7; reflection & self-evaluation; RRSA pupil questionnaires repeated, Individual reflection upon the provocation “Do we do enough to protect our environments”**  Revisiting some of the Global Goals during IDL session e.g. equalities  Safety awareness for well-being – e.g. NSPCC session on Child Protection for all children 2022-2023  **Extra evidence A16 the right to privacy / A19 the right to be protected**   * **RRS ambassadors led Pupil Council sessions to raise awareness of Child Line and displayed posters.** * **P6 & P7 attended Smoke Free Me Feb 2023.** * **Ambassadors are helping Mrs W plan a health week.** * **P4-7 now consistently accessing RHSP resources and lessons each week.** * **Active Schools Silver Health Award Achieved and working towards Gold.** * **Scottish Schools Silver Sport Award Achieved.** |
| Adults and the wider school community know about and understand the CRC. |  | Staff Meeting to discuss and plan “what does this look & feel like for parents, families and wider community?” Identify “provocations” to promote understanding of “what and why” we approach things from a CRC view point in school.  **Examples**   * **Oct 22 Planning Learning together Day Remembrance – building inter-generational relevance e.g. A2 Rights for all generations to be treated with respect, understanding & kindness** * **15th Nov 2022 led by Principal Teacher.** * **Feb In Service 2023 ELC journals used as example of Very Good Practice which would meet Care Inspectorate or HMIe Inspections standards.** * **May 2023 review journey to silver & agree content of Evidence Power Point.**   **HT & ELC staff joined RRSA Coordinator Meeting 15th Nov 2022 as a result**   * **ELC staff and children used their Learning Journals to share their priorities with families linked to Rights & had some great comments from families in reply.** * **Single question survey went out to families Nov 2022**   Changes to the staff team during 2023 and in 2024 will mean this needs to be an aspect that stays current on staff meeting agendas / CLPL reviews / SIP 23-24   * Interview & applications reflect commitment to RRS * Induction and PRD reflect RRS * Curriculum Rationale reflects RRS and is demonstrated clearly in teacher planners, pupil learning busy books and   Understanding of the school ethos and benefits of RRS Approaches to be Reflected in Vision, Values & Aims review June 2023. **Likely to be extended as part of SIP for 23-24 and to include new families to the school and new staff.** |

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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 well-being. | | | |
| outcome | At silver | 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. | Many children and young people are able to explain how school facilitates them to enjoy a range of their rights. |  | 2019 – 2021 IDL Curriculum Design focused upon Communication / Global Citizenship Goals – very successful use of WOSDEC tool kits promoted balanced discussions between pupils enabling them to make well informed choices.  2022-2024 staff will ensure that IDL focus will be more weighted to CRC so that the current cohorts can recognise and explain how they enjoy rights at school – and how they can take this learning into the wider world.  **Article 3: Best Interests of the Child**  **Article 12 Respect for views.**  **Children’s involvement with Self-Evaluation is a SIP priority 2022-24 e.g:**   * **Mrs W work with P1-7** * **Pupils regularly choosing rights matching what they are learning / exploring at school such as choosing to discover more about the role of women at times of war from WW1 to present** * **Miss F work with P6 & P7 reviewing how we protect environment / how well we are progressing towards silver**   **RRS Ambassadors and Steering group planned, consulted and agreed a School Charter based on rights, displayed in school entrance.**  **For 2024 Charter is to be part of welcome pack for new families and on website.** |
| Many children and young people and adults describe how they and others act to create a rights respecting environment. |  | We identify more work to be done around “respecting” others; particularly with cohorts that have significant proportions of additional needs and particularly in terms of well-being for others post COVID lockdowns (ability to self-regulate whilst appreciating others feelings and views have equal validity). **Article 39 recovery from trauma – range of wider achievement and well-being evidenced in Easdale Post-Covid Recovery Plan 2021-2024**  **Staff and pupils model and regularly use the language of rights and respect for learning**  **In class**  **In playground**  **At lunch**  **On visits**  **At events**  **To solve problems**  **Work continues on consistency of approach as we welcome new staff to our team…** |
| 1. 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. |  | Transition to ELC / P1 / P4 is already extended throughout each academic year, with a workable buddy system in place. **Article 3 & 5**.  **March ‘23 World Book Day Learning Together session for ELC included the Playgroup and their families… modelled Book Bug / enjoyed stories and literacy games. This will become a regular link with playgroup as part of welcome to ELC.**  **Rising P1s began joining P1-3 class three times a week in January 2023 – outcomes for positive start illustrated by their confidence to have started reading!**  **PE teacher & Active Schools coordinator organised additional days for P6 & P7 at Oban High School to ensure our P7 had extended familiarisation ahead of S1; most recently we successfully extended the invitation to Kilninver P6&P7.**  Anti-bullying / Positive Relationship Policy has been updated Spring 2022 (HT with staff), useful framework for classes to explore their roles in modelling positive relationships. Nurture teacher work Spring 2022 has helped some individuals develop positive social interactions using Social Stories and Leadership models (e.g. a good leader empowers others).  Confidential example of a SHANARRI plan being successful in building transition confidence / resilience into P4.  Confidential example from Child Planning Multi Agency consensus about risk and best pathways to meet need in ways beyond “suitability by locality”.  Next steps – identify Positive Relationships Ambassadors who can work with Steering Group to create a “job description” and Positive Relationships Charter by June 2023.  **Jan 23 RRS Ambassadors from P5 began their role to promote positive relationships and work with others to produce a Rights Newsletter… ~~March 23~~ May 23**  **Confidence to talk about worries and overcome anxieties through asking questions and sharing views illustrated by P4-P7 Ardentinny residential April 2023.** |
| Rights are used to clarify moral developments and consider rights respecting solutions. |  | We identify more focus can be given to the language / vocabulary we all use for solution focused RR conversations. Particular focus on all parties have rights so to find a solution these must be considered and included in positive, moral outcomes. **Article 4 implementation of convention**  Relationships Curriculum reintroduced in a more structured format using Education Scotland toolkits. P4-7 during 2022-2023. This will redress gaps created during COVID lockdowns.  **e.g. Mrs S work around understanding who they are and how their relationships evolve**  **e.g. opportunity for families to view, understand & discuss the online resources for RHSP during Learning Together Day Nov 22** |
| 1. 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. |  | Children are articulate at describing what they like about their school, what works well and how safe they feel. Involved in the Scottish Government National Equity Survey Nov 2020 the pupil working group sought the views of all pupils and then demonstrated how well their wellbeing needs are met.  Next steps: collect the views of new cohorts through questionnaires, Relationships Curriculum tasks, Wee-HGIOS, during 2022-2024  **RRS Questionnaires Nov 22**  **RRS questionnaires May 23**  **Comparison of views and feelings used by steering group May 23 to plan for how to further embed and sustain Silver RRS awareness**  **Single question survey for families Nov 22 repeat in May 23**  **To do next: Mrs W work with P1-P7 around Wee HGIOS -comparisons from preparing SIP priorities with children May 2022 (child view chart for SIP) and self-evaluating progress May 23** |
| Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe. |  | Community Police visited Summer 2022 – internet safety awareness raised.  Next steps to turn this green: NSPCC to visit 2022-2023  **Virtual Visit May 23 booked** |
| 1. 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. |  | Easdale Covid Recovery Plan 2021-2023 acclaimed as “comprehensive, and exceptional practice by Education Manager at Standards & Quality Review” Sept 2022  Health week / month 2022 incorporated wide range of visitors (fire, life boat, school nurse, oral health team etc) and wide range of activities linked to Active Schools Silver Health Award. Achieved Summer 2022.  Oban High School Sports Leaders ran after school games / sports club for 6 weeks in Spring 2022 – all Primary children attended.  Mindfulness / Growth Mind set underpins all class teaching.  Next steps:  work with Active Schools to reach Gold Awards  work with Active Schools / Local Community to trial other after school clubs e.g. yoga  **Recovery Plan expanded for 2023-2024 with links to achievement and attainment. Excellent model of demonstrating how Curriculum Rationale & Partnership Working (e.g. RHET Working Countryside Plan 22-24)**  **Scotland Sports Award Silver achieved Jan 2023**  **Active Schools links continue to be strong** |
| 1. 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. |  | All things around provision and practice would be green.  Self-Evaluation feedback gathered to inform SIP May 2022 illustrates inclusion and the value children place upon their school. ELC Learning Journals 2022-2023 include floor book practice and superbly illustrate engagement, enjoyment and value.  **Children as young as Nursery recently show cased their Busy Books with Douglas Hendry, Pippa Milne and Wendy Brownlie on a visit to the school. Their feedback praised**   * **innovation in reducing consumables by using only one jotter** * **expanding family engagement with learning because all children could navigate their own journey and recall activity** * **es and feelings** |
| 1. 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. |  | Next Steps: teachers would like to explore how well children could describe “valuing themselves”. Self-esteem, brain function, self – regulation (Zones of Regulation) and SHANARRI are all well used across all ages. Post-COVID individual resilience / recognition of learning connections and self-worth are all areas identified for school to support. Article 39: Recovery & Reintegration  **Comparative data from Pupil Surveys Nov 22 and May 23 shows increasing confidence and self-reflection. Areas for development incorporated into class planning.**  **Article 12 & 13** |
| Many adults explain how rights respecting language shapes a positive learning environment. |  | Attendance data year on year shows attendance above the Argyll & Bute average. Evidence listed throughout this plan also applies to this bench mark.  **Strong examples from E L C observations and visits from A & B ELC development officers.** |
| Many pupils understand and can talk about the role they have in their learning. |  | Next steps: work with PCF / families to find out what they know and understand about positive language.  **Article 18: Responsibility of Parents**  **Children throughout school are proud of their Learning Journey Busy Books, & can talk about their learning.**  **RRS Ambassador video introductions updated May 23** |
| 1. 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. |  | Teachers and pupils identify rights that relate to curriculum, teaching and learning at least on a monthly basis, but more often when possible.  All pupils P1-7 are involved in decision making at Pupil Council Meetings held at least once each term.  All pupils P1-7 are actively engaged with Eco-School Action Planning – 2022-2023 to include the Global Citizenship strand (closely linked to RRSA). Another Green Flag was achieved in August 2022.  **Article 13: Sharing Thoughts Freely** |

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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 silver | RAG | Actions – WHAT, who, when |
| 1. 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. |  | Teachers and pupils identify rights that relate to curriculum, teaching and learning at least on a monthly basis, but more often when possible.  All pupils P1-7 are involved in decision making at Pupil Council Meetings held at least once each term. **E.G.**   * **Sept 22 “can we have a school tie” proposal and response** * **Dec 22 Nativity Tickets donation of £1 for Save the Children Fund – one of two chosen charities** * **Regularly agree playground area rota and lead lunch club activities**   All pupils P1-7 are actively engaged with Eco-School Action Planning – 2022-2023 to include the Global Citizenship strand (closely linked to RRSA). Another Green Flag was achieved in August 2022.  **Article 13: Sharing Thoughts Freely**  **Whole school Assembly Dec 2022 “Six Blind Men and an Elephant”**  **Consideration of different perspectives, everyone can still be right even if their view point is different.**  **P4-7 started a Pen Pal project in August 2022 with the Seil Community Lunch Club. Children go down and talk with those attending lunch club, write to them and get replies.**  **This has expanded their engagement with multi-generations of their community, awareness of local history as well as given them reasons to improve the quality of their writing for a specific audience.** **Writing attainment is improving. This will continue into 2023-2024.** |
| 1. 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. |  | Some solid examples from Global Goals work 2019 to 2021 such as Learning Together Days with other schools and families around the Right to Clean Water (locally & globally).  **Articles 28 & 29**  **RHET Partnership Plan 2022-2024 around the “Working Countryside” has strong links to CfE, Global Goals, Eco Schools and RRSA. Differentiated visits and visitors have expanded knowledge from which children can make life choices and share information from research eg:**   * **Talk to a Farmer** * **P4-7 Calving Project** * **P1-3 lambing project** * **Farrm visits** * **Sea Food / Fishery** * **Hospitality / Catering** * **Slate industry and heritage**   2022-2023 Steering Group will identify key priorities from Global Goals / CRC to focus upon during IDL sessions. Displays and areas of school will reflect these focus areas.  Pupils in the steering group will produce a RRS newsletter for families and wider community to explain and evidence some of their work this year. Published March 2023 and June 2023.  **IDL Planning**  Article 14  **Jan 25th 2023 Learning Together Day “West Coast Culture” – community voice quotes**  **Articles 12,13, 28 & 29**  **Local / Global awareness of Oceans & Climate change including:**   * **Hebredian Whale & Dolphin Trust** * **Heart of Argyll Wildlife – oyster re-wilding project P5-P7, monitoring change over time** * **Heart of Argyll Workshops for ELC, P1-3 and P4-7 every term exploring environment and nature from oceans to local wildlife to evolution & dinosaurs**   **Kings Coronation and Prince Williams Speech at Concert May 2023 has motivated us to re-visit “Terra Carta” aspirations. Assembly May 9th Articles 12, 13, 24, 29**  **This will form the core of our maintenance of Silver standards and the start of our journey to Gold by 2025.** |