



ACTION 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.

School name	Lochgoilhead Primary School
Local Authority	Argyll and Bute Council
Headteacher	Louise Blair
RRSA coordinator	Kathleen MacDonald
Date	January 2022- March 2024

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
<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>Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.</p>		<p>Rights Respecting Schools (RRS) Assemblies using Rights of the Week/RRS Spotlight, UNCIEF/Sustainable Development Goals (SDG) prompting their understanding of UNCRC articles highlighting important topics of inclusion, diversity, discrimination.</p>
	<p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>		<p>Staff CPD to develop understanding of Rights/Global Goals Staff CPD to gain WE PROMISE accreditation (February 2024)</p>
	<p>Most children and young people understand how local and global issues and sustainable development are linked to rights.</p>		<p>Embracing diversity calendar where we have a focus on the key dates/celebrations across all world religions. We celebrate other key dates such as Human Rights Day and World Children’s Day. Class and School displays show examples of Children’s Rights/Global goals/ Values/</p>
	<p>Adults and the wider school community show a commitment to the CRC.</p>		<p>Pupil voice groups- Eco, Pupil Council and Rights Respecting groups. Charity Events-Comic Relief/Sport’s Relief/ Children in Need, seasonal services, Class Assemblies where they showcase their learning, Fairtrade, MacMillan Coffee morning, Christmas charity drives. Research of Rights and Global goals shared by children in class/assembly.</p>

		<p>Interdisciplinary Learning (IDL) which have links to SDG/Children's Rights such as Lego City, Stone Age and STEMgineerers.</p> <p>Child led learning in the ELC.</p> <p>Play based learning opportunities across Early and First Level.</p> <p>World events shared through Newsround. Inspiration for how we can support.</p> <p>Rewritten the Rights Respecting School Charter with all stakeholders involved.</p> <p>Rights Respecting schools displays throughout the schools. Learning displays reference their Rights.</p> <p>Inclusion of Rights in our Schools Improvement Plan 2022-2023.</p> <p>The school and wider community are invited to annual seasonal church services (Remembrance Day Christmas and Easter), special ceremonies (Queen's tea party, King's Coronation), End of year achievement services, other events Sport's Day, annual Fun Day, Scottish Celebration, Police, annual Rookie Rockstars (anti bullying workshop/community concert). Highlights are shared in the school newsletter, Facebook, Seesaw and The Wee Goil (local magazine). Family and Community engagement display celebrates our partnerships with parents and the wider community.</p> <p>Community Partnerships- Parent Council, Forest Schools, Ardroy Outdoor Education Centre, Fire Brigade, Loch Lomond and the Trossachs rangers, The Wild Goilers, The Loch Goil Trust, Drimsynie, Active Schools, Scouts and other parents/local community whose role will enhance learning and teaching.</p>
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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
2. 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.		Outcome 2 Regular RRS/SDG Assemblies Pupil Voice Groups- ECO, Pupil Council and Rights Anti bullying focus weeks annually Rookie Rockstars workshops and annual concerts. Refresh vision and values/RRS Charter updated, May 2023 Positive Relationships policy NSPCC assembly (Speak out Stay Safe- Primary and Talking Pants- ELC) WE PROMISE training completed by all staff Local and global initiatives- Raising awareness of and money for local charities/global events School event organisation, planning and participation Outcome 3 Regular RRS/SDG Assemblies Regular consultation with all stakeholders- Microsoft forms or Google surveys Refresh vision and values/RRS Charter updated, May 2023
	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.		
3. Relationships are positive and founded on dignity	Relationships are identified by most children, young people and adults as mutually respectful.		

and a mutual respect for rights.			Positive Relationships policy Restorative conversations with stakeholders Police workshops to reinforce safety in the community/home RSHP and PATHS programmes to support Health and Wellbeing of all. Theatre performance- Kissing Linford Christie Yoga (ELC/Wee Class)/Self-Regulation sessions with Joni to support mental health and wellbeing. Zones of regulation- Emotional support Christian services at Easter and Christmas eXp support- Bringing bible stories to life. NSPCC assembly (Speak out Stay Safe- Primary and Talking Pants- ELC) Positive Relationships policy Rookie Rockstars workshops and concert
	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.		
4. 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.		Outcome 4 Regular RRS/SDG Assemblies Road Safety awareness week annually RSHP/PATHS programmes Daily staff interactions/worry box Police Workshops to reinforce safety in the community and at home. Fire Brigade workshops to reinforce safety in the community and at home. Water Safety and Ice Safety workshops annually First aid session delivered by parents, Fire Brigade and Heart Start Awareness and use of promoting SHANARRI for all- Daily and RRS assemblies. Rookie Rockstars workshop and concert Forest School- Mitigating risk in an outdoor environment Comic Relief/Sports Relief activities to raise awareness and support.
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		Children in Need activities to raise awareness and support. Health Weeks- Focus activities of keeping well physical and mentally.
	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.		
5. 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.		

6. 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.		Positive Relationships, Child Protection and Health and Wellbeing policies
	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.		<p>Outcome 5</p> <p>Health Weeks- Focus activities of keeping well physical and mentally.</p> <p>RSHP/PATHS Health and Wellbeing programmes</p> <p>Yoga (ELC/Wee Class)/Self-Regulation sessions with Joni to support mental health and wellbeing.</p> <p>Zones of regulation- Emotional support</p> <p>Guided P2 lessons, 2 hours per week</p> <p>Afterschool clubs- Football, multi sports, STEM, origami, drumming and gardening</p> <p>Lunch time club- Playground games</p> <p>Forest Schools- Survival techniques in the outdoors</p> <p>Peer and Self-assessment of their work or performance</p>
7. 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.		<p>Outcome 6</p> <p>Regular RRS/SDG Assemblies</p> <p>Variety of learning opportunities provided: Cooking, Baking, theatre performances, musical opportunities (drumming, fiddle and piano), mountain biking,</p> <p>Lochgoilhead has got talent shows annually - Diverse entries.</p> <p>Scottish Celebrations and culture- Poetry recital competition, Scottish art competition, ceilidh dancing</p> <p>Storytelling workshops</p> <p>Wider achievements- Certificate in assembly, photos shared on wider achievements board, Seesaw, The Wee Goil and Facebook</p> <p>End of year Prize Giving ceremonies recognise the achievements of our pupils.</p> <p>Head Teacher and Class Teacher awards</p> <p>Peer and Self-assessment of their work or performance</p>
	Nearly all children and young people interviewed explain how they play an active role in their learning.		<p>Outcome 7</p> <p>Regular RRS/SDG Assemblies</p> <p>Pupil Voice Groups- ECO, Pupil Council and Rights</p>

			<p>Pupil Council- Comic Relief, Children in Need- Event planning, participation and organisation</p> <p>Focus weeks in Literacy, Numeracy, STEM, Health- Event planning, participation and organisation</p> <p>Forest Schools- Decisions to make around safety and survival for all.</p> <p>Ardroy Outdoor Education Centre/Scouts Centre- Activities require children to utilise problem solving skills and create solutions</p> <p>Peer and Self-assessment of their work or performance</p>
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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
8. 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.		Outcome 8 Regular RRS/SDG Assemblies Pupil Voice Groups- ECO, Pupil Council and Rights Community Council engagement- Call to action for Beach Cleans Lochgoilhead Place Plan-Voice for changes in community shared On my own Doorstep- Voice for changes in community shared Comic Relief/Children in Need activities- Raise awareness and support for charities Christmas drive for Charity support. RRS visions and values WE PROMISE- Staff training and award received MacMillian coffee mornings annually Remembrance Day services annually Christmas Services, open air carolling, Cakes and carols concerts- Raise awareness and support for CHAS/Social Fund Ukraine events of support Turkey/Syria events of support Parent input on Children’s Rights and war Pupil led awareness raising and support for charities- Crohns and colitis, cakes sales, non-uniform days, enterprise stalls, car boot sales, hair donated to Princes Trust Local environment animals (Safety and preservation)- Squirrels, salmon, otters
9. 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.		

			NSPPC assemblies (Speak out and Talking pants) Outside agencies support: Foodbanks, Bute Advice Centre, Young Carers, Women's Aid.
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