

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	Stirling High School
Local Authority	Stirling Council
Headteacher	Paul Cassidy
RRSA coordinator	Alan Hamilton
Date	6/07/2020

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.		A new twitter page has been established to let pupils and the wider community know about the work we are doing towards rights awareness. (@SHS_RRS)
	Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.		A separate page on our school website has been created detailing all of the rights of the child, with links to other sites. (https://www.stirlinghigh.co.uk/rights-respecting-school)
	Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.		A weekly focus will be posted on the pupil bulletin to introduce each Right to all pupils. We will adapt CRC presentations to be used in PSE lessons to spread awareness of the rights and encourage others to join the rights awareness groups. (Oct 2020)(Task 1)
	Adults and the wider school community know about and understand the CRC.		We will work with teachers to share current events with students to give them the understanding of how not everyone has the rights they have. (Ongoing)(Task 1) We will send out an email to parents and the wider community sharing information about our rights and encouraging them to follow our twitter page (@SHS_RRS) (April 2023)(Task 2)

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.		All pupils will be invited to join our Rights focus groups. We will ensure pupils from the Queers and Allies, Dyslexia friendly pupil group and Eco club are always represented through focus groups. (Monthly from April 2023)
	Many children and young people and adults can describe how they and others act to create a rights respecting environment.		Our steering group will work with our Values Leaders to produce our Rights based Charter. (Sept 2020)(Task 3)
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.		Almost all young people (97%) believe that adults treat them with respect and listen to them. School values (Respect, Responsibility and Achievement) are embedded in all aspects of school life.
	Rights are used to clarify moral developments and consider rights respecting solutions.		Almost all young people (98%) feel safe at school. This question is asked of all parents and carers every session with a follow up phone call from SLT for anyone answering that their child does not feel safe at school.
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.		We will work with our Mental Health Ambassadors (staff and pupils) to ensure all young people continue to be supported with their health, social and emotional needs. (Focus groups April 2023)
	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.		We will work with our newly appointed School Counselor. (Sept 2020) (Task 4) SLT will work with our steering group with a focus on nurture to plan for the return to school following the Covid-19 lockdown. (Aug 2020 and then monthly meetings with Depute Head Teacher and Captaincy team) (Task 5) Re-issue RRS questionnaire once school returns to increase response rate (Aug 2020)
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.

OUTCOME	AT SILVER	RAG	ACTIONS – WHAT, WHO, WHEN
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.		We will raise awareness of our pupil voice groups and set up Year Group Focus Groups. Such as having the pupil voice groups at the extra curricular fair to raise awareness. (Monthly from Aug 2020)
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.		We will work with others to create a range of activities to promote young people's rights on a local and global scale. We will work with the school Eco club, Climate Emergency group and Global Citizen teacher to promote rights and responsibilities. (Oct 2020) We will work with all departments to complete an audit and action plan of Rights across the curriculum (June 2021) We will support the Climate Emergency group to ensure CRC included in their Climate Emergency Day planning (Oct 2020) We will attend Eco club meetings to support their next Green Flag review (June 2021)