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RIGHTS RESPECTING SCHOOLS AWARD: LEVEL 1 ACTION PLAN

School Name:	Whitburn Academy
Date:	March 2015

Standard A: Rights-respecting values underpin leadership and management

The best interests of the child are a top priority in all actions. Leaders are committed to placing the values and principles of the CRC at the heart of all policies and practice.

Criteria 1 – 5 are actioned and delivered by the school’s leadership / management

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
1	The school uses RRSA to underpin its vision for school improvement.	<ul style="list-style-type: none"> RRSA will feature in new School Improvement Plan (SIP) for 2015-16 	<ul style="list-style-type: none"> ELT 	<ul style="list-style-type: none"> May 2015 	<ul style="list-style-type: none"> Improved awareness of RRSA SIP will be monitored and evaluated throughout 15-16
2	Becoming a sustainable rights –respecting School is included in the school’s strategic planning. Policies and practice are reviewed with reference to the CRC.	<ul style="list-style-type: none"> RRSA will feature in new School Improvement Plan (SIP) for 2015-16 Policies reviewed with reference to CRC SIP will be monitored and evaluated throughout 15-16 CPD and training opportunities made available to all staff 	<ul style="list-style-type: none"> SLT SLT ELT CPD 	<ul style="list-style-type: none"> May 2015 May 2015 Throughout 15/16 Throughout 15/16 	<ul style="list-style-type: none"> Level 1 RRSA achieved Policies with reference to CRC SIP regularly updated throughout the year. Staff will be more informed and confident with reference to CPD



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3	The school effectively promotes the values and principles of the CRC.	<ul style="list-style-type: none"> • CRC, Vision & Values will be promoted throughout the school community during in-service days, assemblies and curriculum. • Interaction with the cluster on CRC during transition. • Increased interaction with parents (feedback at parent council and updated through the use of the school's website and email system). 	<ul style="list-style-type: none"> • All staff, PLT and steering group. • C.McGrath/A.Totten • C.McGrath & PLT 	<ul style="list-style-type: none"> • August 2016 • May 2016 • Throughout 15/16 	<ul style="list-style-type: none"> • CRC articles will be displayed in every classroom and meeting place. All staff and pupils will be more informed. • New S1 cohort will be aware of CRC during the transition process . • RRSA representative on the Parent Council as well as a parent/carer in the Steering Group. Parents will be more informed.
4	The school uses the CRC to inform and add value to its work within the school, local, UK and global communities.	<ul style="list-style-type: none"> • WA will continue to be involved in a variety of charitable organisations and raise awareness of local, national and global initiatives. These Links will be developed further. 	<ul style="list-style-type: none"> • ELT, PLT, HWB group, Charity Committee 	<ul style="list-style-type: none"> • Ongoing, starting now (March 2015) 	<ul style="list-style-type: none"> • Increased awareness of CRC; evaluation shows CRC has added value to work done in school and beyond. Increased awareness of local, national and global initiatives such as Water Aid, Vine Trust, Anne Frank Trust, Answer House and British Heart Foundations.



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		<ul style="list-style-type: none"> • Via increased publicity in assemblies, on website, in newsletters and in bulletins 	<ul style="list-style-type: none"> • House teams, PLT, N Hawthorn, M Currie, J Skillen 	<ul style="list-style-type: none"> • Ongoing, starting now (March 2015) 	<ul style="list-style-type: none"> • Students and staff are more aware of the work undertaken by the school and how it effects the wider community.
5	<p>School leadership promotes global citizenship and sustainable development, guided by the values and principles of the CRC in assemblies and at least two curriculum areas.</p>	<ul style="list-style-type: none"> • GC remains a development focus area within SIP • HWB remains a key area within SIP • RRS is focus within SIP • CRC will be promoted through the assemblies calendar as well as a detailed CRC assembly. 	<ul style="list-style-type: none"> • A Carson/SLT • K Richmond / A Totten • C McGrath • K.Richmond/participating staff and students/C.McGrath & PLT. 	<ul style="list-style-type: none"> • Ongoing, starting now (March 2015) • Throughout 15/16 	<ul style="list-style-type: none"> • Evaluation shows GC is making impact across school, via assemblies and at least 2 curricular areas. Events such as Earth Hour and Help Week. Topics covered in the curriculum will include (to continue with and develop more on) Democracy and Sustainable Development in Areas of Africa as well as others. • All staff and pupils will be more informed of the links and connections between subject areas of the curriculum and CRC.



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Standard B: The whole school community learns about the CRC

The Convention is made known to children and adults. Young people and adults use this shared understanding to work for global justice and sustainable living

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
6	Most staff and young people are aware of some of the articles of CRC and links with global citizenship.	<ul style="list-style-type: none"> • HWB group to be created • For all tutors to follow the HWB tutor programme. SLT to Quality Assure • All Pupils to receive CRC booklet • New school charter 	<ul style="list-style-type: none"> • K.Richmond and A.Totten • HWB Group & SLT • PLT • PLT and RRSA steering Group 	<ul style="list-style-type: none"> • Ongoing – Year to year • May 2015 • December 2015 	<ul style="list-style-type: none"> • Increased awareness of CRC. Discussions with pupils. RRSA language used around the school. • Increased awareness of the articles. • Students to feel valued when creating new school charter. New charter will be displayed around the school and in journals.
7	Parents / carers and governors have been given information about the CRC and why the school is working towards the RRSA.	<ul style="list-style-type: none"> • Update school website • Create Leaflet and sent to parents/carers via email. 	<ul style="list-style-type: none"> • C.McGrath • Office 	<ul style="list-style-type: none"> • Ongoing • May 2015 	<ul style="list-style-type: none"> • All areas of school community and wider community can access website therefore increasing parent/carer knowledge.



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		<ul style="list-style-type: none"> Stall at parents' night and P7 information evening 	<ul style="list-style-type: none"> PLT & K.Fowler 	<ul style="list-style-type: none"> Various evenings throughout each year. 	
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the CRC.	<ul style="list-style-type: none"> Joint RRSA & HWB display Continue and develop SS & PE curriculum. Show racism the red card workshop. Possible S1 event. 	<ul style="list-style-type: none"> C.McGrath & K.Richmond SS and PE departments I.McGhie 	<ul style="list-style-type: none"> June Ongoing TBC 	<ul style="list-style-type: none"> Raising awareness of link between RRSA & HWB Get more departments involved in opportunity for learning about the CRC. Included in lesson plans. Raise awareness of sectarianism.
9	The CRC is included in teaching and learning about all citizenship matters including global citizenship and sustainable development.	<ul style="list-style-type: none"> S1 & S2 Masterclasses will be completing the citizenship section of Didbook. S1 Charette development project for their community Global citizenship represented on PLT 	<ul style="list-style-type: none"> K.Richmond & L.Higgins L.Higgins/ I.Adair C.McGrath 	<ul style="list-style-type: none"> August 2016 March 2015 September 2015 	<ul style="list-style-type: none"> S1 & S2 showcase created in Didbook. Whitburn Academy presentation to Community Development Group. All areas of CRC are covered in PLT.

Standard C: The school has a rights-respecting ethos

Young people and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
10	Charters or agreements based on the CRC which help everyone to understand their responsibilities in relation to rights are introduced into all classrooms and the wider school.	<ul style="list-style-type: none"> School Charter (CRC, Vision & Values) <ul style="list-style-type: none"> Journals Foyer Website 	<ul style="list-style-type: none"> PLT, Steering Group, staff focus group and parent council 	<ul style="list-style-type: none"> August 2016 	<ul style="list-style-type: none"> Charter will be displayed in all classrooms and around the school.
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and behaviour.	<ul style="list-style-type: none"> Presentation at In-service All classrooms to display SHANARRI indicators & CRC articles. 	<ul style="list-style-type: none"> C.McGrath All staff 	<ul style="list-style-type: none"> May 2015 May 2015 	<ul style="list-style-type: none"> Increased staff awareness and staff using RR language. Increased awareness and discussions taking place between and staff and pupils.
12	The majority of young people and adults adhere to the standards agreed in their charters.	<ul style="list-style-type: none"> Follow up questionnaire and focus groups. 	<ul style="list-style-type: none"> All pupils and staff 	<ul style="list-style-type: none"> Ongoing. 	<ul style="list-style-type: none"> Increase in knowledge shown by results.
13	Young people and adults in the school learn how the values and principles of the CRC help to create a safe and healthy environment. Nearly all young people say they usually feel safe at school.	<ul style="list-style-type: none"> Evaluation of HWB tutor programme at the end of 14/15. 	<ul style="list-style-type: none"> K.Richmond 	<ul style="list-style-type: none"> June 2015 	<ul style="list-style-type: none"> Increase in knowledge shown in results.



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14	The majority of young people and adults respect each others' needs and interests and make responsible and reasoned judgements on moral dilemmas.	<ul style="list-style-type: none"> • Create forums and provide training/information for student's needs and interests. • Offer extra-curricular opportunities at lunch and after school. 	<ul style="list-style-type: none"> • HWB Group • HWB Group 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Survey results will allow us to determine what needs and interests young people have and whether or not training may be needed. • Students will be more informed through participation and engagement in groups provided.
15	The school develops an environment where young people and adults use the values and language of the CRC to help them become rights-respecting global citizens.	<ul style="list-style-type: none"> • Enhance and improve the Promoting Positive Behaviour Policy • TLCs • Pupil Voice • Profiling • Debating 	<ul style="list-style-type: none"> • SLT • C.Rhind • PLT & K.Richmond • K.Richmond • A.Carson 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Updated Policy • Professional Dialogue recorded on GTCs Professional Update • Monthly meetings of PLT to reflect the development and the ethos of the school. • Consistency from P7 to S3 allowing students to self-reflect. • Continue and Expand



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Standard D: Children are empowered to become active citizens and learners

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
16	Most young people hold clear views about their learning and well-being. They are encouraged and supported to express their views appropriately and are involved in decisions which affect their lives in school.	<ul style="list-style-type: none"> Enhance Pupil Voice Leadership: promoting Leadership & motivation Leading their own learning 	<ul style="list-style-type: none"> K.Richmond PLT PLT 	<ul style="list-style-type: none"> Ongoing Session 15/16 Session 15/16 	<ul style="list-style-type: none"> Increased involvement and actions being put in place to affect the strategic aim of Whitburn Academy. Pupils encouraged to join group whether or not they are already part of another committee. Use their profiles to reflect on their learning.
17	Young people have access to information which enables them to make informed decisions about their learning, health and well-being.	<ul style="list-style-type: none"> Continue links with Police, MCMC etc Emotions training. Enterprise Group Study Support 	<ul style="list-style-type: none"> G.Rhodie K.Richmond K.MacDonald C.McGrath 	<ul style="list-style-type: none"> Ongoing Session 16/17 Ongoing Ongoing 	<ul style="list-style-type: none"> Students to feel valued and supported by input from outside agencies through PSE. Increased positive destinations. Increase motivation for students to learn. Increase self-worth. Enhance, improve and expand. Enhance and improve procedures and attendance at classes across the whole school.



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		<ul style="list-style-type: none"> • Extra-Curricular Activities at lunch • Sports HUB • Schools Sports Partnership • Expand Participation in Football League and Cup and Create Under 18's Team 	<ul style="list-style-type: none"> • Group Leaders • Dean Paterson • Ben Boatman • Andy Stevenson 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • Ongoing and September 2015 for Under 18's. 	<ul style="list-style-type: none"> • Enhance and improve with increased attendance. • Community sports project to increase participation of all levels from grass roots to professionalism within the local community. • Enhance and improve and increased participation. • Improved League result and Under 18's team to participate.
18	Some children are involved in taking action to improve the lives of children locally and globally.	<ul style="list-style-type: none"> • S1 PSE & PE Litter picking for 1 day in school grounds. • Continue and refine charity committee. • Earth Hour • Vine Trust (Tanzania) 	<ul style="list-style-type: none"> • K.Richmond • Charity Committee • Eco rep from PLT & Charity Committee • C.Rhind 	<ul style="list-style-type: none"> • April 2015 • Ongoing • March 2015 • August 2016 	<ul style="list-style-type: none"> • Students feeling involved in their school community. • Increased participation and events. Increase awareness of charitable organisations. • Funds raised for WWF and increased awareness. • Charitable organised trip to Tanzania to help improve the lives of others.