

Needs

1.3 Leadership of Change*

We want most of the children, and all the adults, in our school community to be familiar with a number of Articles of the CRC.

We want most of the children in our schools to be able to talk about the rights they enjoy.

We want most of the children in our schools to show an awareness of where and why some children may not be able to access their rights.

We want a school environment where everybody enjoys their rights.

We want a school where relationships are positive and founded on dignity and a mutual respect for rights.

Inputs

Time for Small Isles IDL planning.

Time in class timetable for the IDL and other learning about RRS.

Resources about UN Charter of Rights of the Child.

People Voice - time to work in smaller groups, across the islands.

Time for discussion.

Activities

2.1 Safeguarding and Child Protection*

Share the RRSA plans with parents.

'World's largest Lesson'

Watch Newsround and discuss any issues it highlights.

Make links between rights and the curriculum.

Revisit Restorative Dialogue/Restorative Script, link to rights and share with school community.

Develop a questionnaire to pinpoint feelings about learning, and interrogate data.

2.2 Curriculum*

Rights IDL -

- Class charters
- Rights of people to believe and express religious beliefs

P7 Steering Group

Extend the work on gender equality from the nursery to the rest of the school.

Explore how to stay safe and who to turn to for help and support if/when needed.

Outputs

Positive behaviour policy developed by the children.

Restorative Practice policy developed by the children.

Clear links between learning throughout the curriculum and the CRC.

A better understanding about how the children feel about their learning and next steps.

A list of resources, people or places children can turn to if they need support.

Class Charters

Impact

3.1 Improving wellbeing, equality and inclusion*

Children 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.

Children will feel safe, supported, included and valued in the school community, and will know what to do if they need support.

Children will have a mutual respect for their rights and the rights of others.