

Silver Action Evidence



KILCREGGAN PRIMARY SCHOOL



Strand A: Teaching and Learning **About** Rights

Outcome 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.

Evidence 1. Staff CPD - Twilight May 2019 - Most staff completed RRS online training, courses 1 and 2. Kitchen staff to complete by Oct 2019 - HM and CK to lead. Art.42

Evidence 1. Form a Steering Group and include pupils, staff and parents. Show pupils the video 'An RRSA: Talking About Being Rights Respecting to introduce RRSA to them - May 2019. Art 12 and 15.

Evidence 2. Copies of CRC available for all staff on the Shared Drive and copies for parents and wider community available on the school's web page - June 2019 - HM, CK. Art 42 [K.P.S. Website - UNCRC Document for Parents](#)

Evidence 3. Steering Group to inform the wider community through KPS web page.

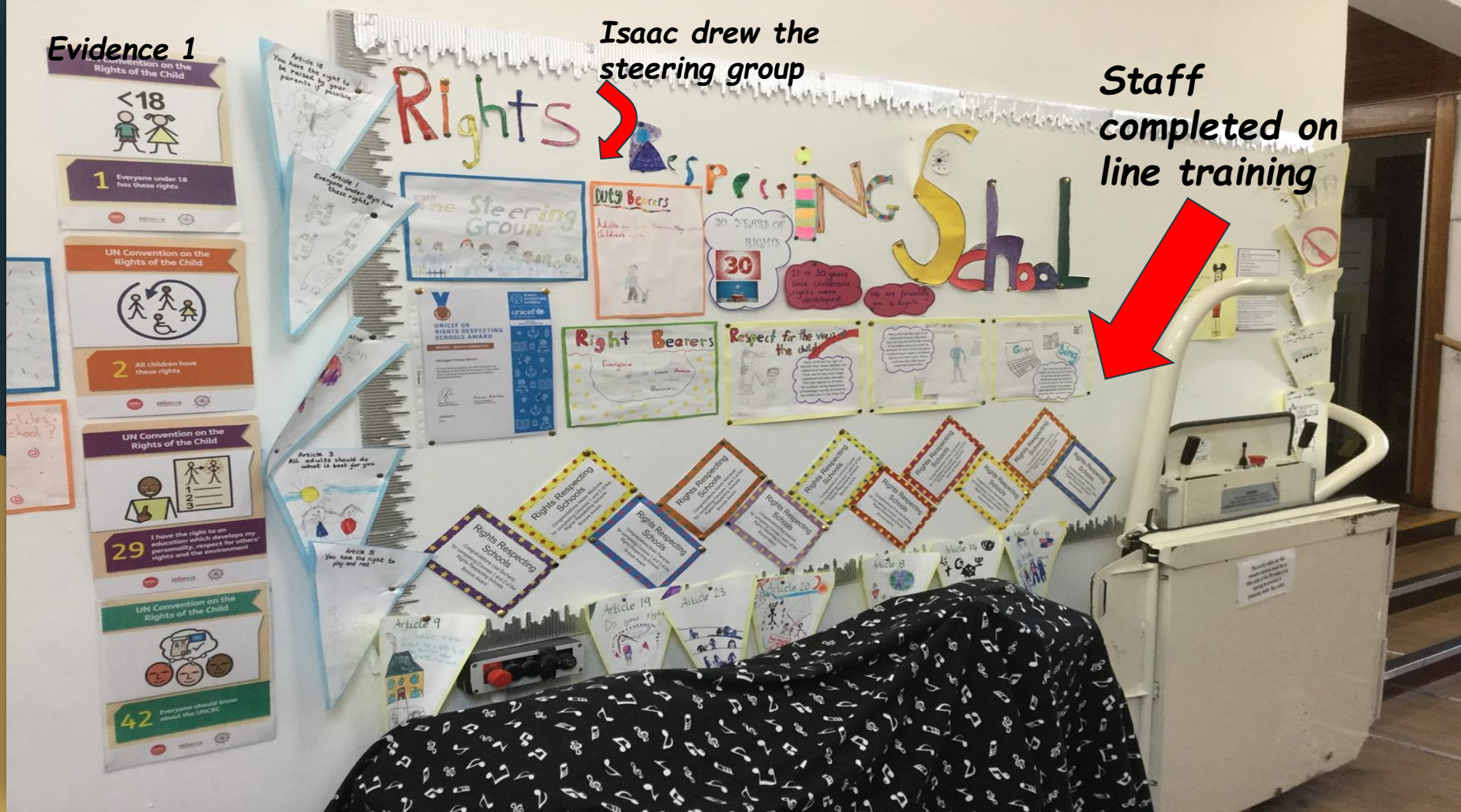
Evidence 3. Steering Group training about Children's Rights, so they can deliver a whole school 'Launch' at an Assembly, which parents will be invited - October 2019. HM and CK. Art 13.

Play Me!
P5 pupils
in the
steering
group

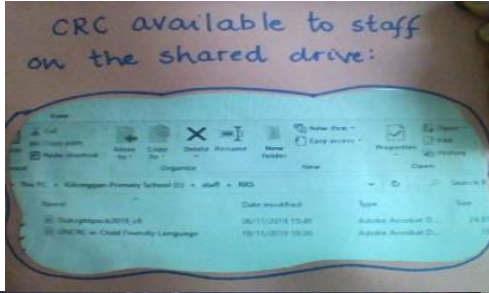
Evidence 1

Isaac drew the steering group

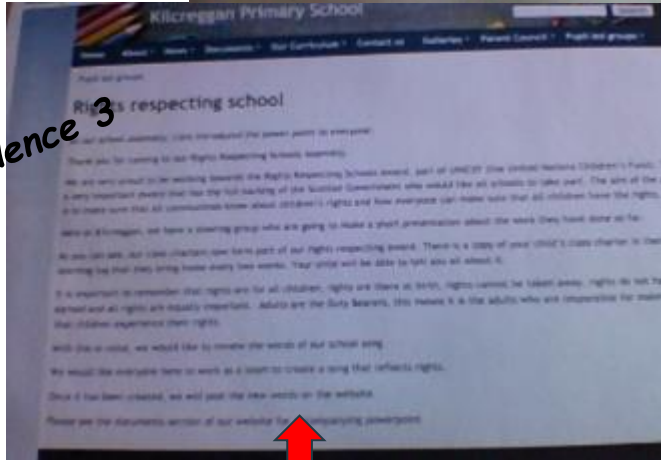
Staff completed on line training



Evidence 2



Evidence 3



Our Web page posting



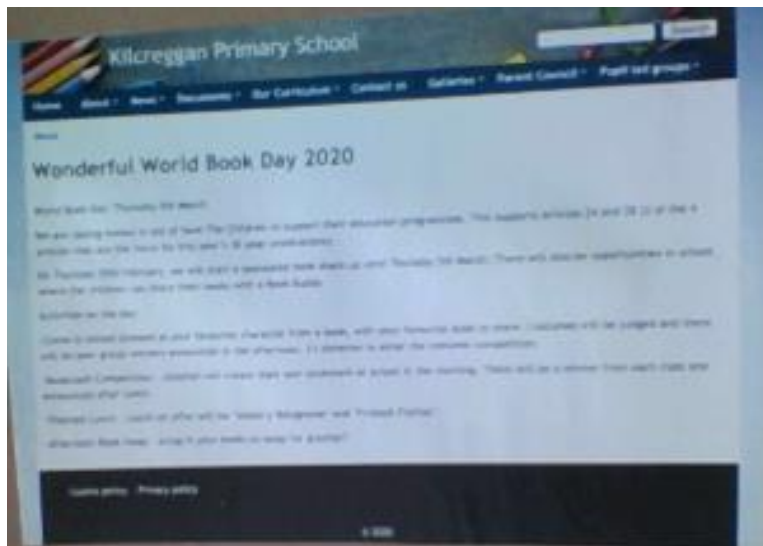
Parents helping us
change the words to
our school song.

*Our Assembly
power point*



Evidence 4. Steering Group to provide termly updates on the school's Web page - all year round-HM and CK Art13.

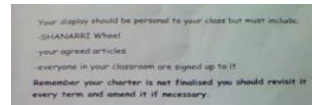
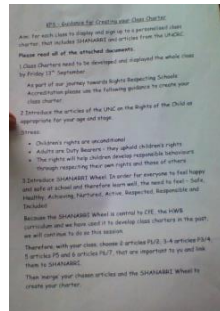
We have posted on our web page



Evidence 5. Class teachers to teach about rights when introducing and formulating the class charter at the start of the school term (CforE, HWB). The current use of the SHANNARI wheel to guide the formulation of rights and responsibilities, for the class charter, will be built upon by the class teacher to include the language of rights, stressing their relationship with the appropriate articles. HM and CK will provide class teachers with support materials for this. Resource to use: Children and Young People's Commissioner Scotland Pack and Your Complete Guide to Creating Rights Respecting Charters from UNICEF website <https://www.unicef.org.uk/rights-respecting-schools/charter-guidance/> - Aug 2019. Art 13 and 42.

Play Me! P4 pupil in the steering group. P3 pupil not in the steering group

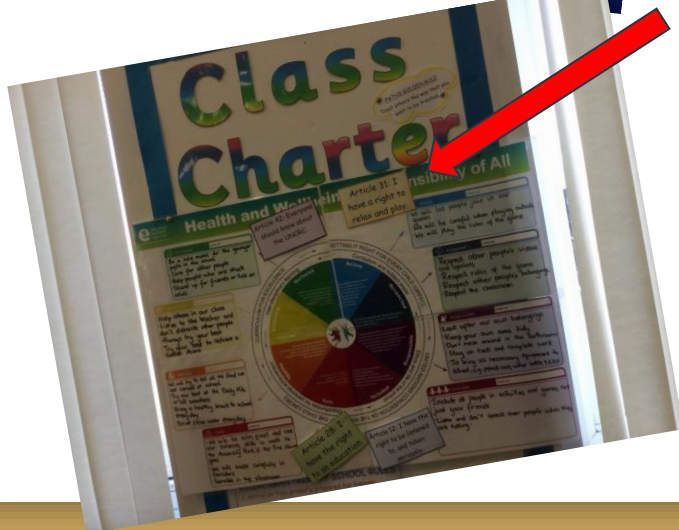
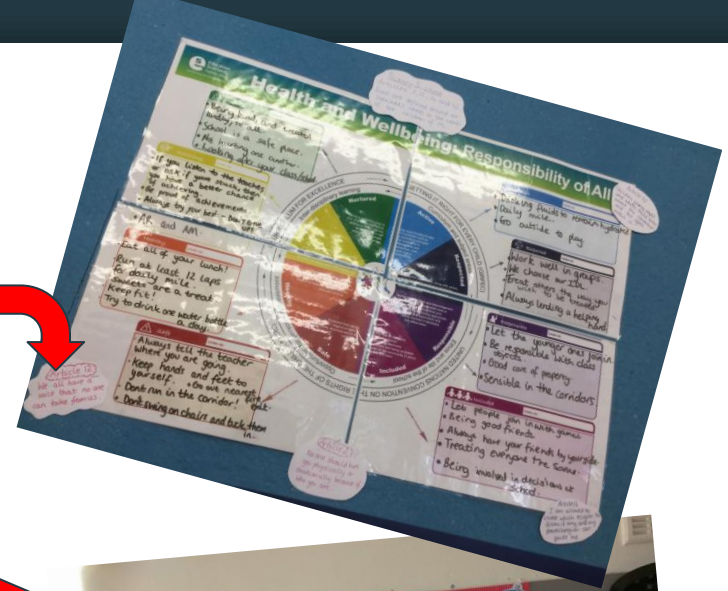
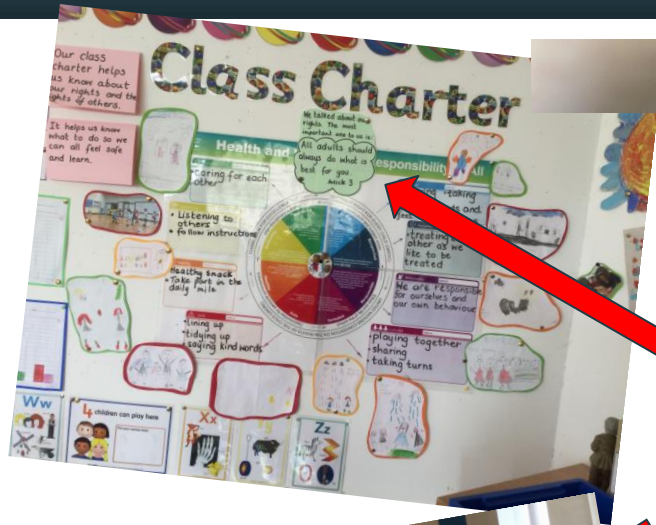
Evidence 5. Training in the use of the language of the Class Charter to promote social, emotional and physical wellbeing - HM, CK to lead all adults in the school - Dec 2019. Art 42.



We used information from UNCRC about creating a class charter, supplemented with our own research, to help the staff create their Charters with their classes.

Play Me! Skye and Logan Evidence 5:

Pupils chose rights for their own class and these were placed on the Class Charter.



Play Me! P5 pupils not in the steering group

Evidence 6. Steering Group promote CRC - display relevant Articles all around site. Eg water fountains, toilet doors, ICT room, first aid etc -Dec 2019. Art 13.



Some of the places we have Articles displayed.