

Arrochar Primary Rights Respecting Schools

Aims for Gold award

We aim to have fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the RRSA Strands and Outcomes.

- Our school has explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child and has embedded it in school policy, practice and culture.
- Children, young people and adults in your school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- RRSA has had a positive impact on children and young people's learning and wellbeing.
- We aim for pupils to see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.

STRAND A: Teaching and Learning About Rights in Arrochar Primary

Outcome 1

Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.

Our aim in Arrochar Primary (to achieve our Gold Award):

Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC.

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Outcome 2

In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

Our aim in Arrochar Primary (to achieve our Gold Award):

Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights. They 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 about their rights not being met.

Outcome 3

Relationships are positive and founded on dignity and a mutual respect for rights.

Our aim in Arrochar Primary:

Relationships are identified by most children, young people and adults as mutually respectful. 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

Outcome 4

Children and young people are safe and protected and know what to do if they need support.

Our aim in Arrochar Primary:

Nearly all children and young people say they feel safe at school and can describe how becoming rights respecting contributes to this. The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining). Most children and young people have trust in the school systems that enable them to report any sense of not feeling safe both within and beyond school.

Outcome 5

Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.

Our aim:

Most children and young people describe how the school provides information and support for a range of physical, mental, social and emotional needs.

Outcome 6

Children and young people are included and are valued as individuals.

Our aim:

Nearly all children and young people interviewed describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this. 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

Outcome 7

Children and young people value education and are involved in making decisions about their learning.

Our aim:

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. Nearly all children and young people explain how they play an active role in their learning.

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Outcome 8

Children and young people know that their views are taken seriously.

Our aim:

Most children and young people describe how their participation has a significant impact on school improvement.

Outcome 9

Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.

Our aim:

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.