

Millersneuk Primary School

Gold Award

Evidence Pack



STRAND A – Outcome 1

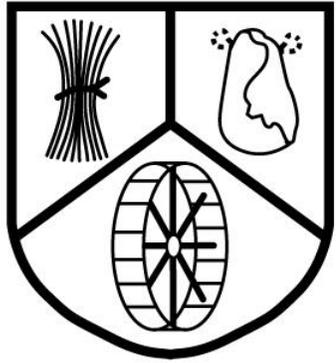
1. Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.

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.

Contents:

- ✓ Millersneuk Improvement Officers (MIOs) – Steering Group
- ✓ Forms Pupil Survey – Children’s Knowledge of Rights
 - A to E of Rights
 - Concept of ‘Rights Holders’ & ‘Duty Bearers’
- ✓ Child-Friendly Leaflet
- ✓ Supporting All Our Pupils to Know Their Rights
- ✓ School Assembly Programme (& Songs)
- ✓ Parent Information Leaflet
- ✓ Parent Council & Staff Meeting Agendas and SIP
- ✓ Rights Board (Linking Rights across the Curriculum) & School Policies
- ✓ Paddington Campaign
- ✓ Can You Find Rights All Around You?
- ✓ Human Rights





Millersneuk Improvement Officers (MIOs) Steering Group



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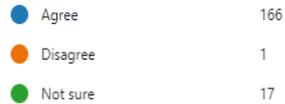
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Survey of Pupils

| Statements | Agree | Disagree | Not Sure |
|--|-------|----------|----------|
| I understand the role of 'Rights Holders' | 179 | 2 | 3 |
| I understand the role of 'Duty Bearers' | 170 | 4 | 10 |
| I can identify 'Duty Bearers' inside and outside of school | 173 | 5 | 6 |
| Rights are UNIVERSAL and apply to ALL children | 164 | 13 | 7 |
| Rights are INHERENT, they are there from BIRTH | 161 | 10 | 13 |
| Rights are INALIENABLE, they CANNOT be taken away | 158 | 8 | 18 |
| Rights are UNCONDITIONAL, they DO NOT have to be earned | 162 | 9 | 13 |
| Rights are INDIVISIBLE, they are all EQUALLY important | 160 | 11 | 13 |

Are you familiar with a number of the Articles from the UNCRC

[More Details](#)



Can you talk about any rights you enjoy?

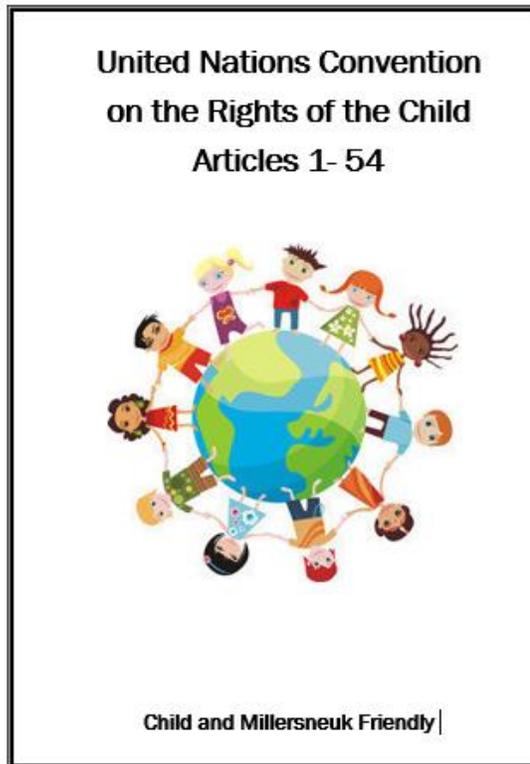
[More Details](#)

[Insights](#)



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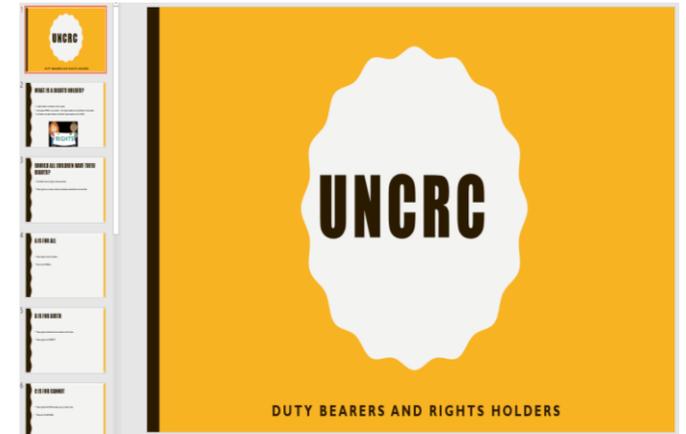
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United Nations Convention on the Rights of the Child: Articles 1- 8

| | | | |
|---|--|---|--|
| <p>1 A child is anyone aged under 18</p> | <p>Article 1 Everyone under 18 has these rights.</p> | <p>2 All children have these rights</p> | <p>Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p> |
| <p>3 Adults should do what is best for you</p> | <p>Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p> | <p>4 Your rights must be protected</p> | <p>Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.</p> |
| <p>5 Family help you to know your rights</p> | <p>Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p> | <p>6 You have the right to be alive</p> | <p>Article 6 You have the right to be alive.</p> |
| <p>7 You have the right to a name</p> | <p>Article 7 You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).</p> | <p>8 An identity that nobody should take away from you</p> | <p>Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.</p> |

UNCRC at Forefront of Our Assemblies



ABCDE of Your Rights

- A. UNIVERSAL** Rights are for **ALL** children.
- B. INHERENT** Rights are there at **BIRTH**.
- C. INALIENABLE** Rights **CANNOT** be taken away.
- D. UNCONDITIONAL** Rights **DO NOT** have to be earned.
- E. INDIVISIBLE** All rights are **EQUALLY** important.

Right Holders and Duty Bearers

A duty bearer is responsible for ensuring that the rights holders are getting their rights.

In our school, the duty bearers are the staff.

At home, the duty bearers are the parents or carers of the children.

There are external duty bearers such as the establishment, the council, the government...

All children have all rights on the convention.

These rights are **universal, inherent, inalienable, unconditional and indivisible.**

A rights holder is someone who has rights.

In our school, the rights holders are the children in the school.

Duty Bearers (green arrow) → **Rights Holders** (black box) → **Fulfill their obligations** (red arrow) → **Duty Bearers**

What does a rights holder need to do to get their rights?
NOTHING.

But. Rights holders should respect the rights of others.

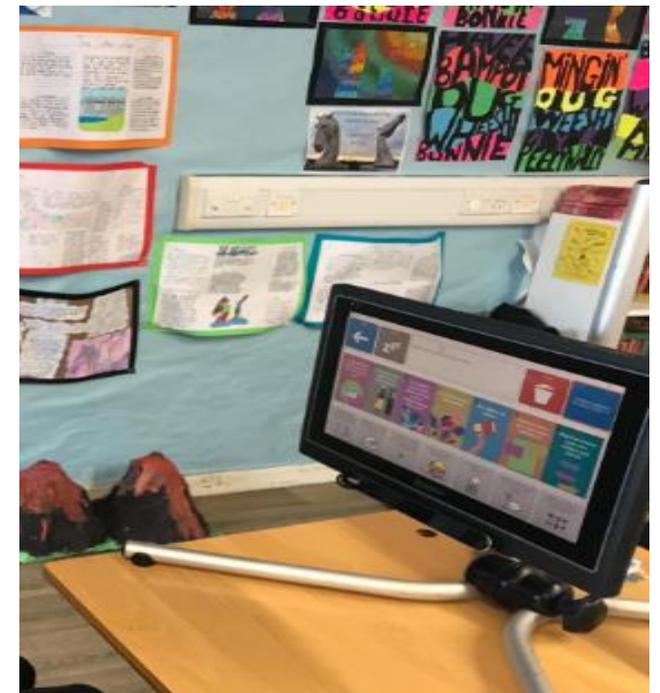
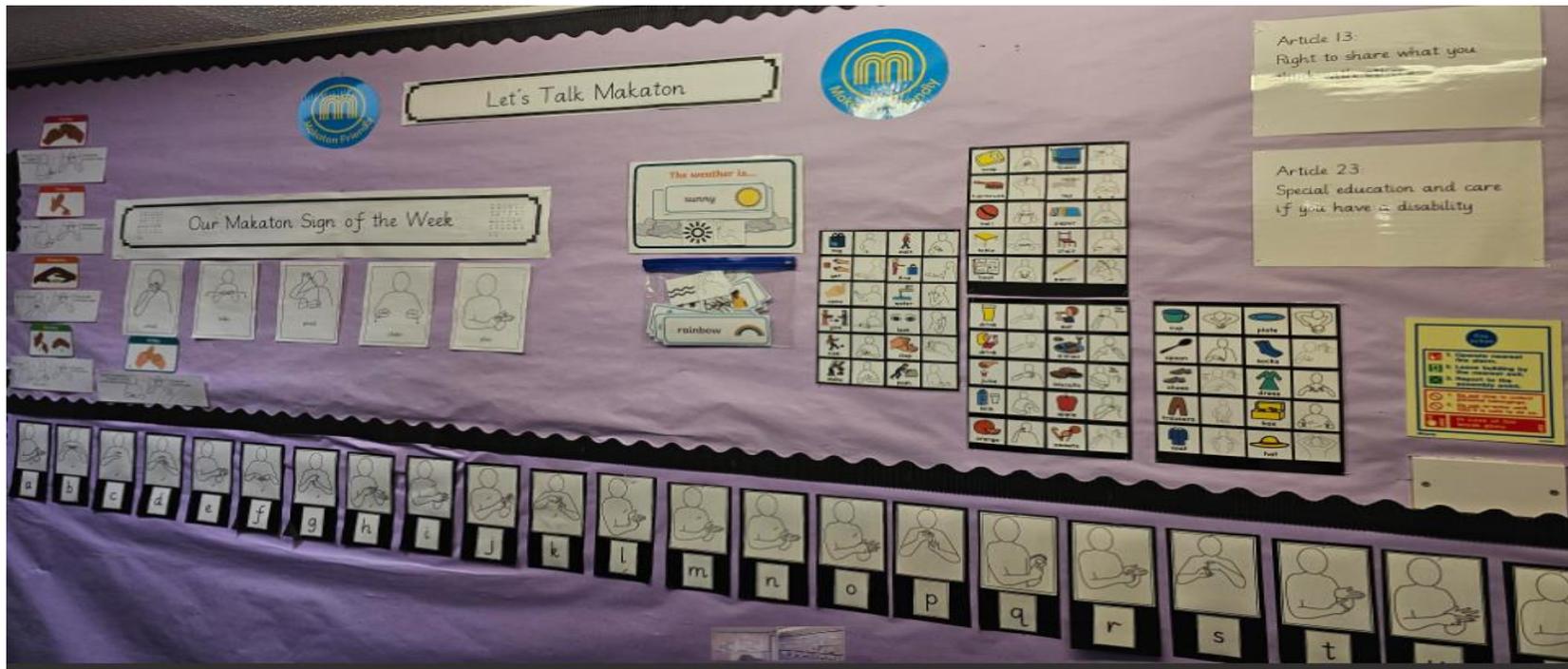
All children are rights holders of children's rights based on the UNCRC.

Child-Friendly Leaflet

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Article 23 – Supporting all our pupils to know their rights!



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Global Goals and UNCRC Events Calendar 2024-25



Millersneuk Primary School



Senior Choir – Our School ‘Rights Songs’

Power in Me

<https://www.youtube.com/watch?v=5KtuFrdz4ec>

We Stand Together

<https://www.youtube.com/watch?v=bDG56ZQA95U>

We stand together

We stand as one

2 billion children

Beneath one sun

We have the rights to

Be free and play,

To be sheltered come what may

| September | | | | |
|---|------------------------------------|---|--|---|
| Date | Event | Global Goal Links | UNCRC Article(s) | Resource Ideas |
| September - Look out for exact dates | Scottish Food and Drink Fortnight | Global Goal 2: Zero Hunger Global Goal 3: Good Health and Well-being Global Goal 12: Responsible Consumption and Production Global Goal 14: Life Below Water Global Goal 15: Life on Land | Article 24 (health and health services) | Scottish Food and Drink PowerPoint Scottish Food and Drink Fortnight Resource Pack |
| 9 th - 24 th September | Fairtrade Fortnight | Global Goal 1: No Poverty Global Goal 8: Decent Work and Economic Growth Global Goal 10: Reduced Inequalities | Article 17 (access to information from the media) Every child has the Article 27 (adequate standard of living) Article 32 (child labour) | Fairtrade PowerPoint Fairtrade Second Level CfE Interdisciplinary Topic Web |
| 15 th September | International Day of Democracy | Global Goal 16: Peace, Justice and Strong institutions | Article 12 (respect the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion) | Scottish Parliament Second Level CfE Interdisciplinary Topic Web What is Democracy PowerPoint What is Democracy Interactive PowerPoint Quiz |
| 21 st September | International Day of Peace | Global Goal 16: Peace, Justice and Strong institutions | Article 36 (other forms of exploitation) Article 37 (inhumane treatment and detention) Article 38 (war and armed conflicts) Article 39 (recovery from trauma and reintegration) | International Day of Peace Wordsearch Dove Mindfulness Colouring What Can You Do for Peace Activity Sheet |
| 23 rd September – 29 th September | Maths Week Scotland | Global Goal 4: Quality Education Global Goal 5: Gender Equality | Article 28 (right to education) Article 29 (goals of education) | Fraction Faeries Maths Tale PowerPoint No Time to Clip Maths Tale PowerPoint Maths Week Scotland Resources |
| 30 th September - 6 th October | Dyslexia Awareness Week (Scotland) | Global Goal 4: Quality Education Global Goal 10: Reduced Inequalities | Article 28 (right to education) Article 29 (goals of education) | Understanding Dyslexia PowerPoint Signs and Symptoms of Dyslexia Adult Guidance |

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Millersneuk Primary School



**Let's Focus on ...
Rights Based Learning**



We are becoming a Unicef UK Rights Respecting School!

Millersneuk Primary aims to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talents and abilities to their full potential. As part of this plan we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of Unicef UK. We have just achieved our Silver Award and are now going for GOLD!

Unicef is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children should have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. On 16 March 2021, MSPs voted unanimously for the UNCRC Bill to become law in Scotland, meaning public authorities must comply with the UNCRC.

Millersneuk pupils will learn about their rights by putting them into practice every day. A Rights Respecting School models rights and respect in all its relationships.

We really hope that you will support our school on our journey towards becoming a Unicef UK Rights Respecting School. It would be great if you could spend a few minutes reading through this booklet, and also find out a bit more about the Convention on the Rights of the Child by visiting unicef.org.uk/crc.

What is a Unicef UK Rights Respecting School?

Children and adults will learn about the United Nations Convention on the Rights of the Child (UNCRC) which outlines what children need to survive and thrive, becoming the best they can be and achieving their potential. When schools get involved, the children learn about their rights by putting them into practice every day.

For further information about Rights Respecting Schools please visit: www.unicef.org.uk/rmsa

Why is this happening?

On 16 March 2021, MSPs voted unanimously for the UNCRC Bill to become law in Scotland and is now a focus of our School Improvement Planning. A Unicef UK Rights Respecting School models rights and respect in all its relationships, whether between adults and pupils, between pupils or between adults. It is proven to benefit everyone in the school community to grow and learn together.

How will becoming a Rights Respecting School benefit my child(ren)?

Why do we want to be a Rights Respecting School?

- A Rights Respecting School means better relationships. In a Rights Respecting School, relationships are based on mutual respect, everyone is valued, and everyone's opinion is valued.
- A Rights Respecting School means happier children. By actively practicing the values of respect, rights and non-discrimination, that are at the heart of the UNCRC, Unicef UK's self-esteem and wellbeing is strengthened.
- A Rights Respecting School means children feel safe. Through knowing about the UNCRC, children are able to think about how they and others are treated and challenge what they see on a daily basis.
- A Rights Respecting School means children play an active part in school life. Throughout the reward journey, children and young people are involved in decision making about their learning and their well-being.
- A Rights Respecting School means promoting global citizenship. Through the award journey, children and young people are motivated to taking awareness about social justice issues, at home and abroad. They become ambassadors for equity and rights and take part in campaigns and activities to help to bring about change.

This approach works in many schools across the country to improve well-being and develop every child's talents and abilities to reach their full potential. Head Teachers from schools involved in the Award say it has improved children's and young people's respect for themselves and others and contributed to children and young people being more engaged in their learning.

Over 1.6 million children in the UK go to a Rights Respecting School and around 5,000 schools in England, Northern Ireland, Scotland and Wales are working through the Award. As a result of participation in the Rights Respecting Schools Award, children at schools who have progressed through the Award:

- ✓ know about rights
- ✓ can exercise their rights
- ✓ feel valued
- ✓ can recognise the rights of others



What is the Convention on the Rights of the Child?

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. The Convention recognised that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. The rights in the Convention describe what a child needs to survive, grow, and live up to their potential in the world. They apply equally to every child, no matter who they are or where they come from.

The Convention changed the way children are viewed and treated - in other words, as human beings with a distinct set of rights instead of as passive objects of care and charity. It is the most widely ratified human rights treaty - only the United States has not ratified it. The UK signed up to it in 1991.

You can read more about it at www.unicef.org.uk/crc

How can I get involved?

There are so many great reasons for us to become a Rights Respecting School! Please support us in our journey to becoming a Rights Respecting School!

Talk to your children about what they know and are learning about the UNCRC.

Ask how you can help and be part of our school community as we work together to achieve our Silver Rights Respecting Award!

We hope you will support the school's journey to become a Unicef UK Rights Respecting School. Please read about the Convention and Unicef's work to see what it's all about! Watch out for information coming from the Millersneuk Improvement Officers (A pupil steering group comprising of pupils from P4-7)

Further information can be found on UNICEF UK's website:



www.unicef.org.uk/rights-respecting-schools



Updated Parent Information Leaflet

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MILLERSNEUK PRIMARY SCHOOL

Location – **Lenzie Academy**

Thursday 1st May 2025



1. **Sedecunt**
2. Apologies
3. Minute of Last Meeting on Thursday 13th March 2024- agreed
4. Chairperson's Report
 - ☑ Meet the Teacher (For New Session)
 - ☑ Nature Garden
 - ☑ New Council Members
5. Head Teacher's Report:
 - ☑ School Improvement Plan (Standing Items)
 - UNCR - Rights Respecting Schools Gold Award
 - STEM
 - ☑ PEF Spend
 - ☑ PI Induction
 - ☑ Feedback from Neurodiversity Parent Information Evening
 - ☑ Classes for 2025/26
 - ☑ Staffing
 - ☑ P7 Residential Trip
6. Dates of last meeting for this session – 12/6/25 (Millersneuk Primary)
7. AOB

| Self-Evaluation (Our Capacity for Improvement) | | |
|---|---|--|
| LEADERSHIP & MANAGEMENT | Learning Provision | Successes and Achievements |
| How good is our leadership and approach to improvement? | How good is the quality of the care and education we offer? | How good are we at ensuring the best possible outcomes for all our learners? |
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Improving wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.3 Increasing creativity and employability |
| 1.4 Leadership and management of staff | 2.4 Personalised support | |
| 1.5 Management of resources to promote equity | 2.5 Family Learning | |

Parent Council Agenda

School Improvement Plan Priorities & Other Ways to Make Millersneuk Primary School Even Better

1 STEM (Science, Technology, Engineering & Maths) approach in Social Studies, Science & Developing the Young Workforce.

To challenge you more in your learning using a STEM approach:

- * Teachers will introduce the Learning & Teaching of 'engineering' across various areas of the curriculum e.g. Sciences, Social Subjects etc.
- * You will learn new skills & strategies to help with your learning, with a focus on 'outdoor learning'.
- * You will use a range of new resources to help with learning.
- * You will be given opportunities to use these new skills in real life situations.



Health & Wellbeing

We will build our 'positive relationships' in school.

We will follow our school values:

- * Be ready
- * Be respectful
- * Be safe

You will get the support you need.



As pupils of Millersneuk Primary School your classroom environment is so important - the people around you, how you feel about yourselves and your interest in the tasks you have been asked to do.

The Circle is a document which is going to be used by your teacher to make sure you have an 'inclusive classroom', where you feel supported, whatever your needs, making you feel more motivated and engaged in your learning.

2 Rights Based Learning (Achieve Gold Rights Respecting Schools Award)

To develop your knowledge of the 'Rights of the Child' where 'children's rights' are learned, understood and lived in the school.



Pupil Voice

- * We will give you an opportunity to share your views.
- * We will involve you in decisions about what you learn and what happens in our school.



Millersneuk Improvement Officers (MIOs)

- Pupil Council
- Eco Committee
- HWB Champions
- House Captains
- Digital Leaders
- Sports Council



Celebrating Achievements

- * We will celebrate your achievements.
- * We will display your achievements for all to see.

School Improvement Plan

| Staff Meeting Tuesday 10 th September Agenda / Minutes | |
|--|--|
| Agenda Item: | Agreements / Actions |
| 1. Business Items: - Health & Safety - Repairs & Maintenance | |
| 2. Learning & Teaching Policy | Teaching, Learning & Plenary (Including pupils as 'leaders of own learning') |
| 3. HWB Survey | Mrs Hynes explained the process by which staff could carry out the HWB surveys with their classes. Mr Boyle is going to pilot this first. |
| 4. SIP Update - RRS (Consistencies & Duty Bearers) - The Circle (Social Environment) | Mrs Tierney discussed with staff about RRS consistencies in classroom practice and the addition of the role of 'Duty Bearers' to the Class Charters. Staff to update practice & charters. Staff were introduced to 'Social Environment' audit by Mr Hynes. Staff to use collegiate hours to complete this audit. |
| 5. EVI Forms (School trips Parts 1-3) | Mr Goldox explained to staff that if they were planning a trip could they complete Parts 1-3 of the EVI Form (EVI form in folder in All Staff) |
| 5. AOB (Operation Outdoor Play) | Staff agreed that Parents' Association money should be used to buy the Operation Outdoor Play Hub - €7600 |
| 6. Date of Next Meeting | Thursday 26 th September - staff agreed to change this to Tuesday 24 th September |

| Self-Evaluation (Our Capacity for Improvement) | | |
|---|---|--|
| LEADERSHIP & MANAGEMENT | Learning Provision | Successes and Achievements |
| How good is our leadership and approach to improvement? | How good is the quality of the care and education we offer? | How good are we at ensuring the best possible outcomes for all our learners? |
| 1.1 Self-evaluation for self-improvement | 2.1 Safeguarding and child protection | 3.1 Improving wellbeing, equality and inclusion |
| 1.2 Leadership of learning | 2.2 Curriculum | 3.2 Raising attainment and achievement |
| 1.3 Leadership of change | 2.3 Learning, teaching and assessment | 3.3 Increasing creativity and employability |
| 1.4 Leadership and management of staff | 2.4 Personalised support | |
| 1.5 Management of resources to promote equity | 2.5 Family Learning | |



What is the UNCRC?

The United Nations Convention on the Rights of the Child (UNCRC) is a global agreement that protects the rights of children under 18. It sets rules or articles to ensure children are safe, healthy and able to learn and grow. The UNCRC says that children should get special care, have their voices heard and be treated fairly in all decisions that affect them. It includes rights like the right to go to school, be protected from harm and participate in activities.

Why is it important?

Teaching learners about their rights is crucial because it empowers them to understand and advocate for themselves. It gives them knowledge that fosters self-confidence, helping them to grow into informed, responsible adults. Moreover, educating children about their rights promotes a culture of respect, empathy and justice, encouraging them to respect the rights of others. By understanding their rights, children are more likely to participate actively in their communities and contribute positively to society.

Learning About Rights

At Twinkl we understand the importance of children's rights and have created a variety of resources to support teachers in helping learners to understand more about the UNCRC and their rights.

This All About the UNCRC PowerPoint provides an excellent introduction to the UNCRC for First Level learners.

These Children's Rights Child Friendly Flash Cards are brilliant for helping learners to understand the articles in the UNCRC and know more about their rights.

Staff Meeting Agenda

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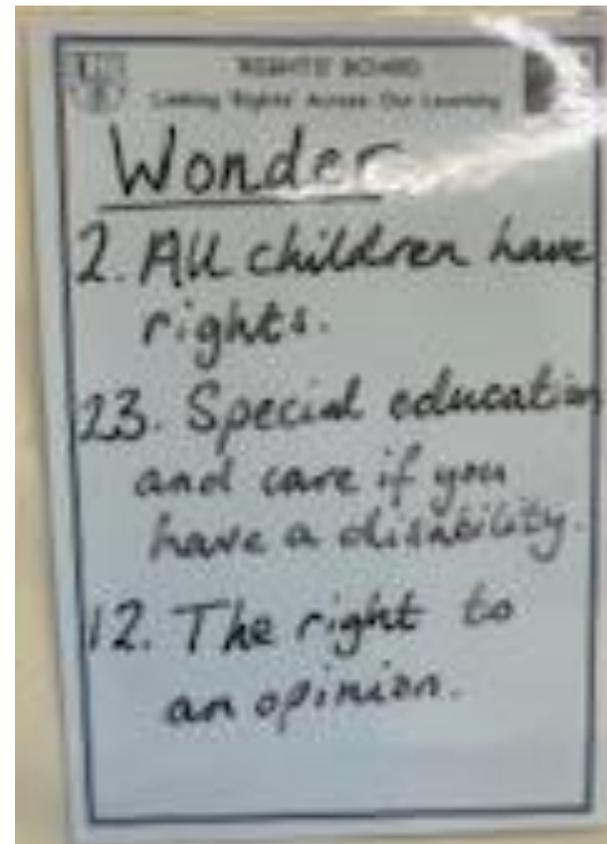
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Rights Board (in each class) – linking rights across the curriculum



Millersneuk Primary
Literacy Policy

UNCR article links
Article 12 (respect for the views of the child), Article 13 (freedom of expression), Article 14 (freedom of thought, belief and religion), Article 28 (right to education), Article 29 (goals of education), Article 42 (knowledge of rights).



Linking Rights to our School Policies

| Classroom Observation Feedback | |
|---------------------------------|---|
| Date | Curricular Area |
| Time of Visit | Class |
| Class Teacher | |
| Learning Intention | |
| Success Criteria | |
| Overview of Lesson: | |
| Links to UNCR | Pupils were able to confidently discuss links to the UNCR, linking this back to previous and new learning. Rights of the Child were embedded on classroom practice and were referred to during the lesson (good use of Linking Rights Across the Curriculum Classboard) |
| Features of Very Good Practice: | |
| Areas to Consider: | |
| Class Teacher Reflection: | |

Robust Quality Assurance

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| Paddington Visit - Information for Parents and Carers | |
|--|--|
|  | <p>Millersneuk Primary has a mascot to support the work we are undertaking as part of being a Rights Respecting School. Our mascot is Paddington Bear and he will be visiting all the pupils in primary one very soon.</p> <p>Each pupil will have the opportunity to take Paddington home for an overnight visit and let him experience some of the Rights that our pupils can experience at home.</p> <p>We appreciate your support with this and know that you will help your child enjoy the visit from Paddington. We also ask that you complete a short form to share Paddington's experiences with us at Millersneuk.</p> |
| About the Form | |
| <p>The form requires you to tick the articles from the UNCRC that Paddington experienced when he visited your home. We have provided some examples below to give you some ideas.</p> <p>There is also space on the form for you to add a short description to let us know what Paddington did when he visited your home. This is an optional section.</p> <p>We would also appreciate it if you could take a photo and share it on Seesaw so we can all see what Paddington did when he visited your home.</p> <p>The form will come home at the same time as Paddington and we ask that you return it with Paddington on the next school day.</p> | |
| UNCRC - Articles | Examples |
| 9. The right to live with a family that cares for you | Spending time with your family experiencing a variety of activities e.g. Going a walk, reading, watching TV, chatting together. |
| 15. Right to set up groups and choose your friends | Having a teddy bears picnic with other soft toys |
| 17. The right to information | Reading the newspaper, Spending time on the I-pad or computer. |
| 24. A right to the things that will keep you safe, clean and well. | Brushing his teeth, getting his jacket washed! |
| 27. The right to food, clothing and a safe place to live | Sitting with the family for dinner, tucked up in bed, dressing up. |
| 28. Right to a good quality education | Helping with homework e.g. reading, spelling. |
| 29. Education that develops your talent and teaches you respect for others | Going along to a club. |
| 30. Practice your own culture, language and religion | A special meal, visiting church, chatting with family |
| 31. Right to play and rest | Visiting the park, on the swings, resting watching a favourite film. |
| 39. Right to help if you have been hurt, neglected or badly treated | Being cleaned after a fall, injuries mended with a plaster or bandage. |



| A Visit From Paddington | | |
|---|---|---|
|  | <p>Paddington is looking forward to visiting your home, we look forward to hearing all about his visit. Please bring Paddington and this completed form back to school on your next school day.</p> <p>Enjoy spending time with your special guest and let us know what Paddington got up to when he visited you and your family.</p> <p>Tick the article below to show what Articles from the UNCRC Paddington experienced when he visited your home.</p> <p>If you wish you can add a short description to let us know what Paddington did when he visited your home.</p> <p>Please send a photo on Seesaw to your class so we can all see what Paddington did when he visited you.</p> | |
| UNCRC - Articles | Tick the articles experienced by Paddington | Short Description of Paddington's Activities (optional) |
| 9. The right to live with a family that cares for you | <input checked="" type="checkbox"/> | paddington enjoyed |
| 15. Right to set up groups and choose your friends | <input checked="" type="checkbox"/> | Spending time with |
| 17. The right to information | | our family. He joined |
| 24. A right to the things that will keep you safe, clean and well. | | Aden and his brother |
| 27. The right to food, clothing and a safe place to live | <input checked="" type="checkbox"/> | at aftercare club |
| 28. Right to a good quality education | <input checked="" type="checkbox"/> | where he had a |
| 29. Education that develops your talent and teaches you respect for others | <input checked="" type="checkbox"/> | snack and joined in with |
| 30. Practice your own culture, language and religion | | games. He then came |
| 31. Right to play and rest | <input checked="" type="checkbox"/> | home and played |
| 39. Right to help if you have been hurt, neglected or badly treated | | football with the boys |
| | | and Aden read |
| | | the paddington book |
| | | with him. He joined |
| | | the family for dinner |
| | | and slept next to |
| | | Aden at bed time. |

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| UNCRC - "Our Rights" | |
|---|--|
| Our MACE International Expressions of Faith are in a mission to ensure that our pupils and parents are aware of the UNCRC. Our Rights are all around us! The MACE needs to be fair where you can identify rights all over, at club and in your local community. | |
| Have a read through the following rights, can you identify where we can find them around 'at home and in the local community'? | |
| UNCRC - RIGHTS | Where are the rights to be seen? |
| 1. Adults should do what is best for you | *Home: Parents making sure that you keep safe & healthy. *Teacher: ensuring a safe learning environment. |
| 2. Your rights must be protected | *Home: Various Rights you see. *Club: protecting you. |
| 3. Family help you to know your rights | *School: Teachers educating students. *Students: about rights. *Home: Time. |
| 4. The right to a name | *Home: That name being used in the family. *School: Being used in registers and yearbooks. |
| 5. You have the right to be alive | *Home: Parents, grandparents, school & health care. *Community: Shops, clubs, doctors. |
| 6. The right to an opinion | *School: Student council allowing pupils to voice their ideas. *Home: Parents listening to your thoughts. |
| 7. The right to share what you think with others | *School: Discussions where pupils can share ideas. *Home: Conversations where you can share your thoughts. |
| 8. Right to choose your own religion and beliefs | *School: Teaching about different religions and beliefs. *Community: Church, mosques etc. *Home: Family religious beliefs. |
| 9. Right to set up groups and choose your friends | *Club: activities to make friends. *Home: Parents allowing you to make groups. *School: Clubs where you can join groups. |
| 10. The right to privacy | *Home: Having your own space and privacy. *School: Having your privacy. *School: Keeping your information private. |
| 11. The right to information | *Home: Books, TV, internet etc. *School: Library, lessons etc. |

| | |
|--|--|
| 12. Special education and care if you have a disability | *Home: Parents ensuring accessibility. *School: Special school, programs, extra facilities. |
| 13. The right to the things that will keep you safe, clean and well | *Home: Parents providing clean clothes, good diet. *Community: Hospitals, safety focus, safe water, streets. |
| 14. The right to help if you are in need | *Home: Family members providing support. *School: Teachers and teachers. *Community: Charities. |
| 15. The right to food, clothing and a safe place to live | *Home: Parents providing food, clothes, shelter. *Community: Food banks, charities, and a safe place to live. *School: Uniforms. |
| 16. Right to a good quality education | *Home: Parents helping and encouraging homework and learning. *School: Lessons. |
| 17. Education that develops your talent and teaches you respect for others | *Home: Encouragement from family. *Community: Volunteering, youth activities etc. |
| 18. Practice your own culture, language and religion | *Home: Family celebrating traditions. *School: Learning about different cultures, beliefs etc. |
| 19. Right to play and rest | *Home: Having time to play or play games. *School: Break, lunch after school, clubs. |
| Any other rights that you have identified: @ | |
| 1. Resignation of a child | 2. No Discrimination |
| 11. Protection from Kidnapping 40 Children who break the law | |

Can You Find 'Rights' All Around You?

In Your House?



At a Club?





In Your Street or Local Community?

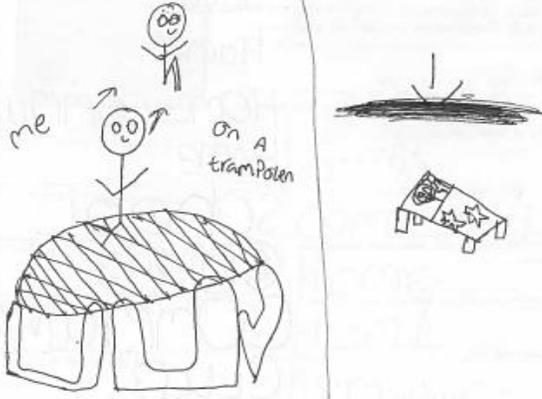


Out Shopping or a Drive?



| | |
|-------|--|
| Name | |
| Class | |

The most important right to me is... *the right to play & rest*



It is important to me because:

I Love to PLAY & sleep out there



STRAND A – Outcome 1

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.

Our P7s did a project on ‘Human Rights’ and led an assembly for the rest of the school



STRAND B – Outcome 2

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

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.

Contents:

- ✓ Vision Values & Aims (linked to School Charter)
- ✓ School Improvement Plan
- ✓ School Handbook
- ✓ Rights Respecting School Policy
- ✓ Equality, Equity, Fairness & Justice
- ✓ School Charter
- ✓ Pupil Committee Charters
- ✓ Rights Respecting Week



STRAND B – Outcome 2

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.

The infographic is a grid of 10 numbered cards, each with an illustration and text. The cards are arranged in two rows of five. The top row contains cards 3, 12, 13, 19, and 23. The bottom row contains cards 24, 26, 28, 42, and 29. In the center of the grid is the school's vision and values section, which includes a crest, the school name, a vision statement, and three core values: READY, RESPECTFUL, and SAFE. To the right of the values is a circular logo for 'RIGHTS RESPECTING SCHOOL' with 'UNICEF' at the bottom.

3 Adults should do what is best for you

12 The right to an opinion

13 Right to share what you think with others

19 To be protected from harm in mind and body

23 Special education and care if you have a disability

24 A right to the things that will keep you safe, clean and well

26 The right to help if you are in need

28 Right to a good quality education

42 You have the right to know your rights

29 Education that develops your talents and teaches you respect for others

Millersneuk Primary School - Vision, Values & Aims
All pupils are supported to reach their full potential

READY
Motivate
Prepare
Succeed

RESPECTFUL

SAFE

RIGHTS RESPECTING SCHOOL
UNICEF

Click on headings below to see documents

School Handbook

[School Improvement Plan](#)



STRAND B – Outcome 2

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.



Rationale

The UNICEF UK Rights Respecting Schools Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. At Millersneuk, we put the UN Convention on the Rights of the Child at the heart of our school's ethos and culture to continually improve wellbeing and develop every child's talents and abilities to their full potential. We ensure that children's rights are promoted and realised, with all pupils and staff committed to this goal. This is driven forward by pupils, staff and parents and is specifically the responsibility of the MIOs (Millersneuk Improvement Officers).

We work hard to ensure that Millersneuk is a place where everyone can feel valued and confident in themselves and furthermore ensure that everyone is encouraged to use their voice. Rights are universal and cannot be taken away. The main responsibility for ensuring that all children enjoy their rights lies with adults, who are referred to as the duty bearers.

UNCRC and UNICEF

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. The convention sets out the rights of children in 54 articles. These basic rights encompass survival, protection, development and participation. In March 2021, MSPs voted unanimously for the UNCRC Bill to become law in Scotland, meaning public authorities must comply with the UNCRC.

Aims

In Millersneuk Primary we aim to:

- have a school ethos that puts the wellbeing of children at its centre.
- equip teachers with the knowledge, skills and confidence to deliver UNCRC learning experiences.
- provide a wide variety of high quality opportunities for learning about Rights to stimulate an interest and enthusiasm in this topic for all.
- ensure that the UNCRC is made known to children and adults and use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.
- provide opportunities for actions and decisions affecting young people to be rooted in, reviewed and resolved through rights.
- collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation.
- learn and teach in a way that respects the rights of both learners and educators, and promotes wellbeing for all.
- empower children to enjoy and exercise their rights and to promote the rights of others locally and globally.
- ensure that duty bearers are accountable for ensuring that children experience their rights.
- facilitate leadership opportunities for pupils to lead in rights-based learning.
- work in partnership with key stakeholders to enhance rights-based learning opportunities and learner experiences.
- make rights-based learning a part of everyday learning through the use of interdisciplinary contexts.

March 2023

The Scottish government states that:

'Learning about children's rights can empower children and young people to be active citizens in their school, local community and across the world. Knowing and understanding children's rights is not enough; children and young people also need to be supported to develop skills of talking, listening, empathy, research, debate and negotiation so that they can claim their entitlement to dignity, or share their learning in a rights-based manner with others. All children have the same rights and may need support to develop the skills that will allow them to respect everyone's rights.'

<https://education.gov.scot/parentzone/my-child/what-is-my-child-entitled-to/children-s-rights>

Charters

Charters are created at the beginning of each year for the following reasons:

- to support a positive learning environment for children.
- to help to make the United Nations Convention on the Rights of the Child (UNCRC) clearer to both adults and pupils and how this links to school.
- to establish and build shared values and relationships for creating a rights respecting ethos in the classroom.

A whole school charter is created and displayed in the hall, with a focus on our school articles which have been decided through consultation with all stakeholders (pupils, staff and care).



School Charter



Class Charters & Pupil Committee Charters are created by each individual class/committee at the beginning of each year. These incorporate elements from our whole school charter, but also allow for further adaptation to particular classes/year groups & committees to ensure that the UNCRC is embedded in pupil voice at every stage of the school.



All charters should have:

- Child friendly description of rights (linked to specific articles from the UNCRC).
- Actions for children to respect the rights of others and themselves.

March 2023

Whole School Community

- Explicit links are made to our Vision, Values and Aims with the UNCRC.
- All staff wear 'rights lanyards' to act as visuals during learning and teaching, as well as restorative conversations.
- Displays are explicitly linked to the UNCRC.
- Staff planning reflects links to the UNCRC, with links being made to lessons across the curriculum
- Conflicts are resolved using restorative approaches where children are empowered to seek solutions to problems, with reference to UNCRC.
- All members of the community are encouraged to be ambassadors for children's rights, and a 'Let's Focus on Rights' leaflet has been shared with all stakeholders.
- Pupils opinions are sought, encouraged and respected in all areas of the school's work.
- Pupil leadership is an integral part of the school's approach. Children are given opportunities to lead aspects of school life through a wide range of committees and groups, each with their own charter



Pupil Voice

Article 12 of the UNCRC (respect for children's views) is not only a part of our whole-school, class and committee charters, but is supported through all work in the school. Pupils are involved in making decisions at all levels and through this are able to have a positive impact on the way in which we learn in Mosshead. There are a wide range of committees and pupils are involved in self-evaluation using HGIOUR School. They are also given choice in their learning through pupil-enquiry and play approaches:.

Useful links

- Booklet for parents, carers and family members: <https://education.gov.scot/parentzone/news-and-events/uk-uncrc-convention-on-the-rights-of-the-child-uncrc-booklet-for-parents-carers-and-family-members/>
- Summary of UNCRC articles: <https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>
- UNICEF: <https://www.unicef.org.uk/rights-respecting-schools/about-us-new>

March 2023

STRAND B – Outcome 2

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.

Primary 1-3 Aim:

- To understand what equality means.
- To know that there is a difference between being treated equally and being treated fairly.

Equality

The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity

Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice

All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.

Primary 4-7 Equality and Equity

What does being fair mean to you?

How many times have you said, "But that's not fair!"?

When we talk about fairness and giving everyone the same chance, we often use two words:

equality and equity

5. All staff treat me fairly and with respect



12. I use information and data effectively to identify and reduce inequalities in children and young people's outcomes



Daily Citizen

I Value Social Justice, Equality and Human Rights

"Pink is for girls."
"Boys can't play with dolls."

What do you think about these statements?

22. Staff treat pupils equally



26. Staff treat all children fairly and with respect



STRAND B – Outcome 2

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School Charter



ABCDE of Rights

Articles Chosen by Pupils

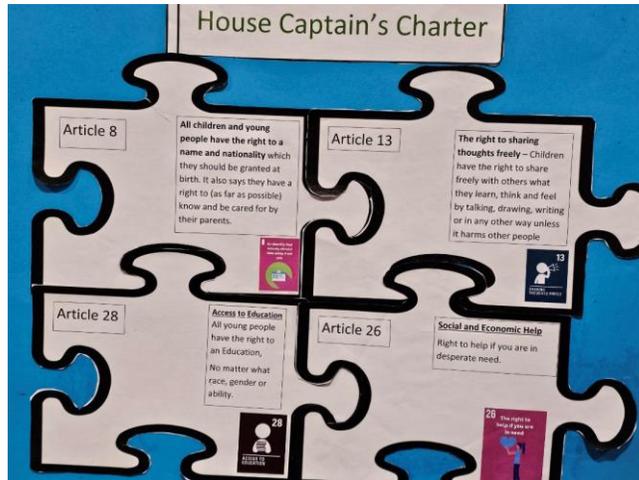
Each Figure Represents a Class or Committee

Articles Chosen by Pupils

Rights Holders & Duty Bearers

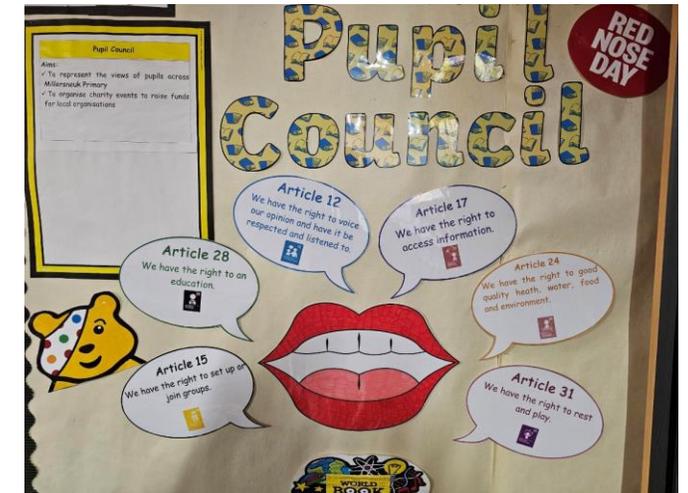
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Examples of Pupil Committee Charters

Committee Members = Rights Holders
Adult Committee Leaders = Duty Bearers



STRAND B – Outcome 2

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Rights Respecting Week Monday 3rd February - Friday 7th February

At Millersnook we think a lot about our "Rights". We achieved our Rights Respecting School Silver Award last year and we are now working towards our Gold Award.

As part of this our MIOs, along with our Wellbeing Champions and our Digital leaders, have worked together to plan a Rights Respecting Week. The timetable below shows what a fantastic week they have organised.



| Date | Activity | Focussed Articles during the week | Notes for Parents |
|---------------------|--|---|---|
| Monday 3.2.25 | Assembly led by Wellbeing Champions as part of Mental Health Week | | |
| Tuesday 4.2.25 | Safer Internet Day Assembly led by Digital Leaders | Article 12- the right to an opinion Article 13 - the right to find out things and share what you think with others Article 17 - the right to information Article 19 - to be protected from harm in mind and body | Whole week - Pupils should come to school dressed in sports clothes suitable for the activities that they will be participating in (this does not need to be the school PE kit). |
| Wednesday 5.2.25 | Sports Squad | Article 29 - the right to an education that develops your talent and teaches you respect for others. | |
| Thursday 6.2.25 | Dance | Article 29 - the right to an education that develops your talent and teaches you respect for others. | |
| Friday 7.2.25 | Rights Respecting Day Assembly and activities organised by MIOs e.g. Outdoor Learning Activities, Orienteering and Rights Hunt. "Let's Have Fun with Article 31" At points during the day the bell will ring and pupils may play a game. | Article 31 - the right to play and rest | On Friday pupils may bring a board game or card game (no electronic devices please) to school with them. |



Dance



Rights Hunt



"Article 31"



Safer Internet Day



Assemblies



Outdoor Learning



Orienteering



Sports Squad

Rights Respecting Week



The right to shelter as part of UNCRRC Rights week!



"We have the right to play"



Rights Respecting Week Video
<https://youtu.be/Z1R8LC71-UM>

STRAND B – Outcome 3

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

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.

Contents:

- ✓ Promoting Positive Relationships – Policy & Blueprint
- ✓ Dignity (including Young Carers Action Day)
- ✓ Forms Pupil Survey – Relationships
- ✓ Staff CLPL & Survey Results
- ✓ Class Charters
- ✓ Celebrating Achievements – OSCARS

STRAND B – Outcome 3

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Promoting Positive Behaviour & Relationships Policy

[Click to view](#)



Millersneuk Primary School



Promoting Positive Behaviour and Relationships Policy

Millersneuk Primary School - Behaviour Blueprint

| Visible Adult Consistencies | Rules | Over & Above Behaviours |
|-----------------------------|-------------------------|-------------------------|
| 1. Lines & Transitions | 1. Be READY | 1. Recognition Boards |
| 2. Manners | 2. Be RESPECTFUL | 2. Positive Postcards |
| 3. Greetings | 3. Be SAFE | 3. Head Teacher Award |
| 4. HWB Check-ins | | |

| Vision, Values & Aims | | |
|---|-----------------|------|
| <i>All pupils are supported to reach their full potential</i> | | |
| READY | RESPECTFUL | SAFE |
| | <i>Motivate</i> | |
| | <i>Prepare</i> | |
| | <i>Succeed</i> | |

| Stepped Sanctions | | Restorative Questions (Relate to UNCRC Rights) |
|---|---|---|
| The teacher's health & wellbeing is important. There may be occasions where you need support at any stage - do not hesitate to ask a member of the SMT. | | <ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected by the actions? 6. How have they been affected? 7. What needs to be done to make things right? 8. How can we do things differently in the future? |
| Reminder | A reminder of the three simple rules/values - READY/RESPECTFUL /SAFE delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. |  <p>30 Second Script Aids</p> <ul style="list-style-type: none"> - I notice you are ... - It was the rule about ... that you broke - You have chosen to... - Do you remember last week when you...? - That's who I need to see today - Thank you for listening <p>You need to understand that every choice has a consequence. If you choose not to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision. Do you remember yesterday when you helped me to tidy up? That is the I need to see today, that is the ... you can be all the time.</p> <p>Watch out for:</p> <ul style="list-style-type: none"> - Madness of chasing secondary behaviours - Becoming emotional |
| Caution | A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase - "Think carefully about your next step" | |
| Last Chance | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (Use 30 second interventions). | |
| Consequence e.g. Time-out / 2 Min Meeting | Time out might be a short time outside the room, on the thinking spot or at the side of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. | |
| Repair e.g. Restorative Practice | This might be a quick chat at break-time in the playground or a more formal meeting (Restorative Practice) | |
| There are circumstances where the above solutions may not be appropriate or where you require SMT support: | | |
| <ul style="list-style-type: none"> - If there is a serious incident, please ask for SMT assistance immediately. - If you have tried the 5 Step Solutions at least twice with no success, then: <ul style="list-style-type: none"> - A member of SMT can work in partnership with you for reinforcement - Reinforcement from SMT - Working in partnership with parents | | |

STRAND B – Outcome 3

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.

Dignity

Understanding Dignity: Respect, Kindness, and Our Worth

What Is Dignity?

- Dignity is a special value that every person has from birth
- It means knowing that you matter and are important
- It's like having an invisible crown that shows your worth
- When we understand dignity, we treat everyone with respect
- Think of dignity as a special light inside each person

How We Show Dignity

- Using kind words when speaking to others
- Listening when others are talking
- Respecting different opinions and beliefs
- Including everyone in activities
- Standing up for those being treated unfairly
- Helping others when they need it

Young Carers Action Day

WEDNESDAY 12 MARCH 2025

Give Me A Break!

Are you under 18 and looking after a family member because of illness, disability or addiction? Or does this sound like one of your friends?

Young carers have so much responsibility on their shoulders. They need a break from caring to have time for themselves - maybe for a hobby, or just hanging out with friends.

Help us give young carers a break.

Download our social media assets to get involved:
carers.org/ycad
 #YoungCarersActionDay

© Carers Trust 2024 - Carers Trust is a registered charity in England and Wales (1140191)

Our Rights and Dignity

Everyone has the right to:

- Be themselves and grow into their best self
- Get an education and stay healthy
- Feel safe at home, school, and everywhere
- Have their beliefs respected
- Live freely and peacefully

These rights help protect our dignity

Taking Action for Dignity

Ways we can protect dignity:

- Speak up when someone is being bullied
- Include others who feel left out
- Help friends who are struggling
- Learn about different cultures and beliefs
- Share what we learn about dignity with others

Remember: When we protect others' dignity, we strengthen our own!

Our School Dignity Pledge

- I will treat everyone with respect
- I will stand up for what's right
- I will help others feel valued
- I will celebrate our differences
- I will make our world better through kindness

Let's make dignity our superpower!

STRAND B – Outcome 3

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.

Forms Pupil Survey - Relationships

7. Please respond to the statements below by choosing one of the 3 headings. If you are unsure, you can select "Don't know".

[More Details](#)

■ Agree ■ Disagree ■ Don't know

I have someone in my school I can speak to if I am upset or worried.

My school is helping me to become more confident

My school offers me opportunities to take part in lunchtime and after-school clubs

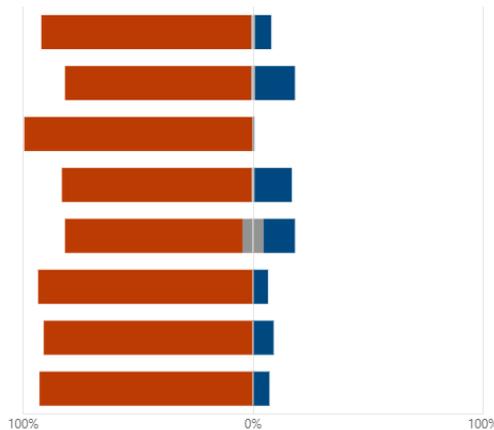
My school listen to my views

I feel comfortable approaching staff with questions or suggestions

Staff treat me fairly and with respect

My school teaches me to lead a healthy lifestyle

I have an opportunity to share my achievements outside of school



11. I am proud to be a pupil at Millersneuk Primary School

[More Details](#)

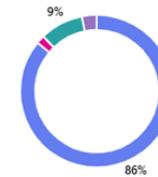
[Insights](#)

● Yes 105
● No 2
● Not sure 9



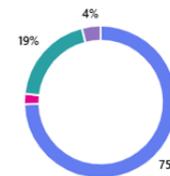
5. All staff treat me fairly and with respect

● Agree 196
● Disagree 4
● Don't Know 21
● I don't want to answer 7



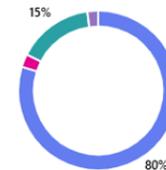
6. My school listens to my views

● Agree 170
● Disagree 5
● Don't Know 44
● I don't want to answer 9



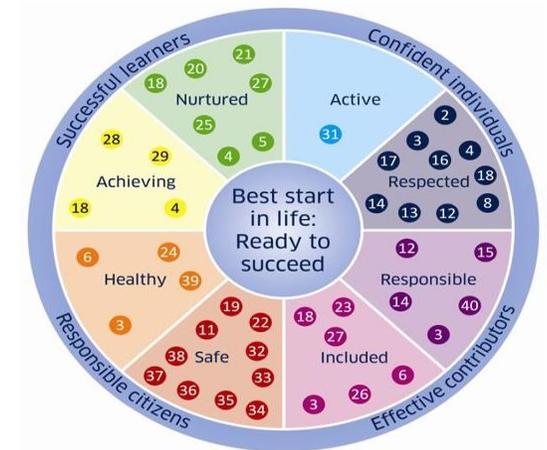
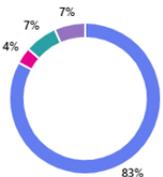
9. My school helps me to be confident

● Agree 182
● Disagree 6
● Don't Know 35
● I don't want to answer 5



23. My school makes sure bullying behaviour is dealt with

● Agree 189
● Disagree 8
● Don't Know 16
● I don't want to answer 15



STRAND B – Outcome 3

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.

Staff CLPL & Survey Results – Including Duty Bearer Training



Global Citizenship in Scotland
DEVELOPMENT EDUCATION CENTRES SCOTLAND

Rights across the curriculum: teaching about, through and for rights

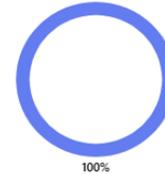
Professional learning for GTCs registered teachers from Scotland's Development Education Centres

Part 1: Monday 5 September 2022 • 4.30pm - 6pm
Part 2: Monday 12 September 2022 • 4.30pm - 6pm



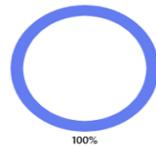
1. I am proud to be a member of staff at this school

- Agree 19
- Disagree 0
- Don't know 0
- I don't want to answer 0



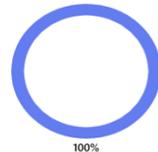
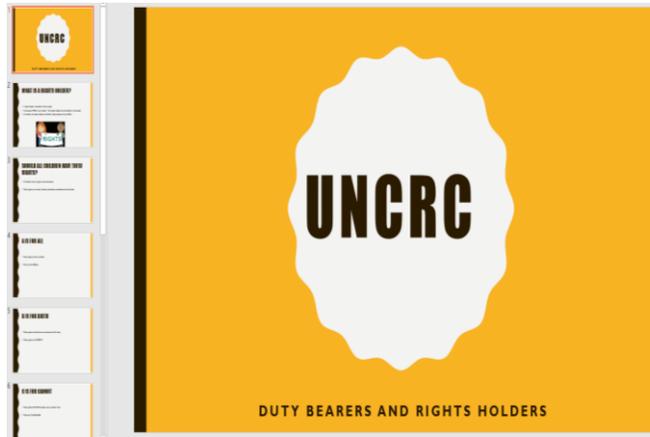
26. Staff treat all children fairly and with respect

- Agree 19
- Disagree 0
- Don't Know 0
- I don't want to answer 0



27. Colleagues treat each other with respect

- Agree 19
- Disagree 0
- Don't Know 0
- I don't want to answer 0

UNCRC

DUTY BEARERS AND RIGHTS HOLDERS

Right Holders and Duty Bearers

A duty bearer is responsible for ensuring that the rights holders are getting their rights.

In our school, the duty bearers are the staff.

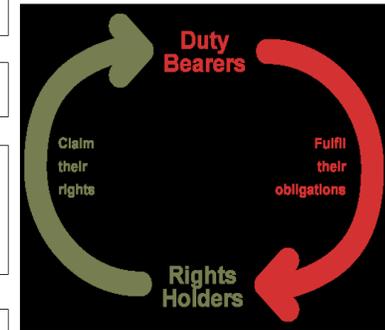
At home, the duty bearers are the parents or carers of the children.

There are external duty bearers such as the establishment, the council, the government...

All children have all rights on the convention.

These rights are universal, inherent, inalienable, unconditional and indivisible.

A rights holder is someone who has rights.



What does a rights holder need to do to get their rights?

NOTHING.

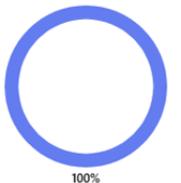
But... Rights holders should respect the rights of others.

All children are rights holders of children's rights based on the UNCRC.

In our school, the rights holders are the children in the school.

28. Children are supported and encouraged to treat others with respect

- Agree 19
- Disagree 0
- Don't Know 0
- I don't want to answer 0




RIGHTS RESPECTING SCHOOLS | unicef UNITED KINGDOM

STRAND B – Outcome 3

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.

Class Charters



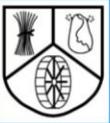
We will respect these rights by



Adults respect these rights by

STRAND B – Outcome 3

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.



Millersneuk Primary School



OSCARS
(Outside of School Certificate of Achievement & Recognition)



Millersneuk Primary School



OSCARS
(Outside of School Certificate of Achievement & Recognition)

Riley P2AW
Achievement



Riley did really well at football and was made Captain for the week. Well done Riley, you must have played brilliantly!



Millersneuk Primary School



Bonnie (P4K)



Bonnie donated 8 inches of her hair to the 'Little Princess Trust' who make wigs for people who lose their hair due to different illnesses. She also managed to raise over £550 which covered the cost of a wig being made. Bonnie still can't believe the generosity of all the people who sponsored her! What an amazing achievement Bonnie - well done!



OSCARS
(Outside of School Certificate of Achievement & Recognition)

STRAND B – Outcomes 4 & 5

- 4. Children and young people are safe and protected and know what to do if they need support.**
- 5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.**

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.

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

Contents:

- ✓ SHINE Survey
- ✓ Pupil Forms Survey
- ✓ Lifelink
- ✓ HWB Check-ins / I Wish My Teacher Knew / Talking Mats
- ✓ Rights Respecting School Week
 - Mental Health Week (Wellbeing Champions)
 - Safer Internet Safety (Digital Leaders)
- ✓ Community Police Officer:
 - Internet Safety
 - Hate crimes
- ✓ Playground Charter – introduced by Wellbeing Champions
- ✓ Wellbeing Support



STRAND B – Outcomes 4 & 5

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.

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

7. Please respond to the statements below by choosing one of the 3 headings. If you are unsure, you can select "Don't know".

[More Details](#)

■ Agree ■ Disagree ■ Don't know

I have someone in my school I can speak to if I am upset or worried.

My school is helping me to become more confident

My school offers me opportunities to take part in lunchtime and after-school clubs

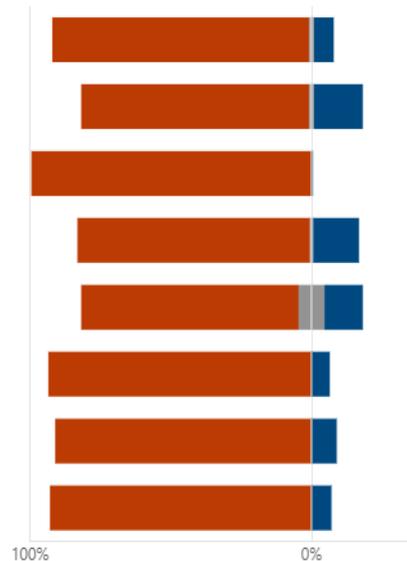
My school listen to my views

I feel comfortable approaching staff with questions or suggestions

Staff treat me fairly and with respect

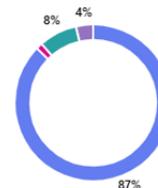
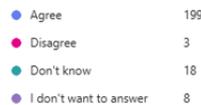
My school teaches me to lead a healthy lifestyle

I have an opportunity to share my achievements outside of school



Results from our Yearly Health and wellbeing surveys for every member of the school, highlight that in their opinion, most of our pupils feel safe at school and know who to go for help if they don't feel safe. These surveys are completed each year, and these form the basis of teacher discussions, curriculum content and learning input.

3. I feel safe in school



Primary 6 and 7 pupils complete the SHINE Mental Health and Wellbeing survey from The University of Glasgow. These results are then analysed and form the basis of HWB teaching and learning input – with results monitored and impact examined.

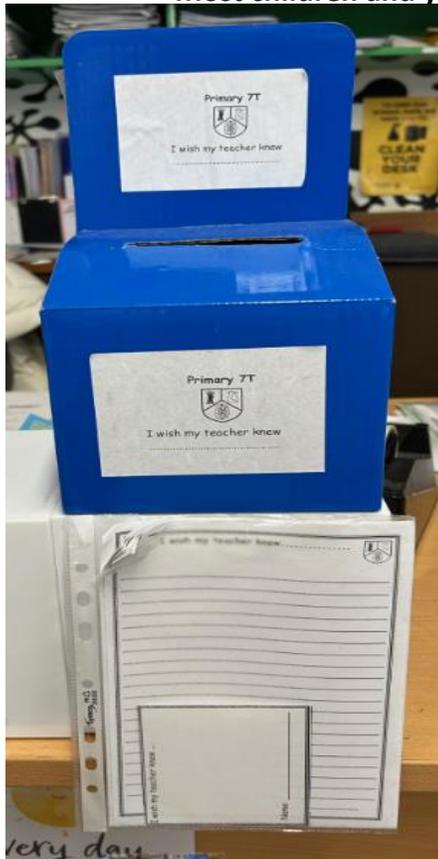


STRAND B – Outcomes 4 & 5

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.

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

HWB Check-ins (Including Plickers) / I Wish My Teacher Knew / Talking Mats



STRAND B – Outcomes 4 & 5

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.

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

Rights Respecting School Week

- Mental Health Week (Led by Wellbeing Champions)
- Safer Internet Day (Led by Digital Leaders)

Safer
Internet
Day 2025 | Tuesday
11 February

Coordinated by the UK Safer Internet Centre

saferinternetday.org.uk



Internet Safety

Campus Liaison's
PC Mackinnon-Reid

SHOW
RACISM
THE
RED
CARD



Hate Crime

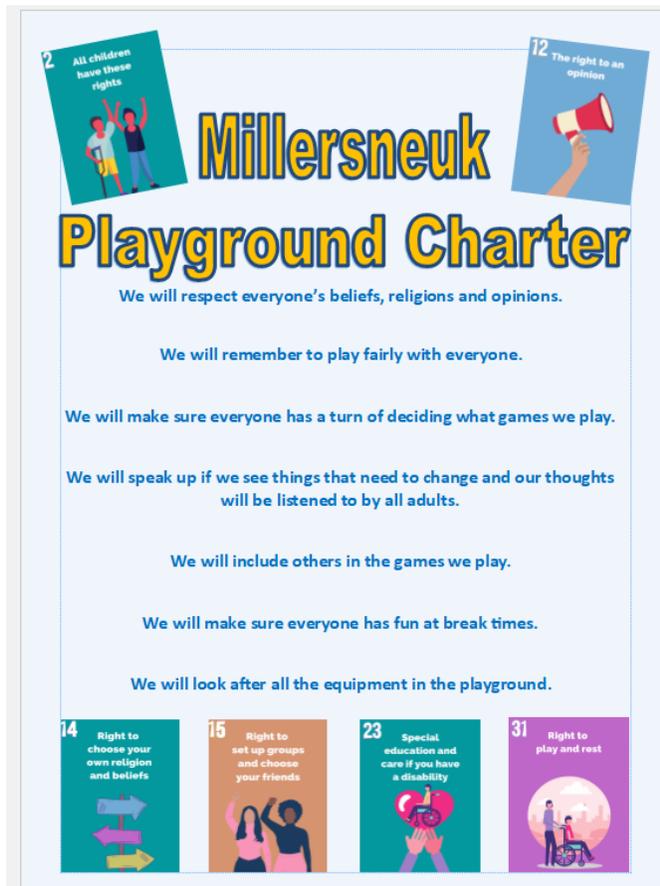
Campus Liaison's
PC Mackinnon-Reid, PC Todd & PC Toner

STRAND B – Outcomes 4 & 5

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.

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

Playground Charter introduced by Wellbeing Champions



2 All children have those rights

12 The right to an opinion

Millersneuk Playground Charter

We will respect everyone's beliefs, religions and opinions.

We will remember to play fairly with everyone.

We will make sure everyone has a turn of deciding what games we play.

We will speak up if we see things that need to change and our thoughts will be listened to by all adults.

We will include others in the games we play.

We will make sure everyone has fun at break times.

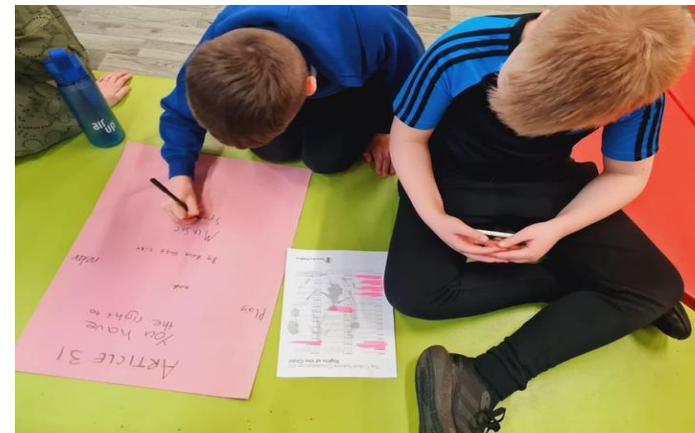
We will look after all the equipment in the playground.

14 Right to choose your own religion and beliefs

15 Right to set up groups and choose your friends

23 Special education and care if you have a disability

31 Right to play and rest



STRAND B – Outcomes 4 & 5

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.

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



Wellbeing Support

We support events such as the 'Big Walk and Wheel' & 'BetterPoints'



Dear Parents,

We have some exciting news for you! We are taking part in Sustrans Big Walk and Wheel, the UK's largest inter-school cycling, walking, wheeling and scooting challenge. The challenge runs from 24 March- 4 April 2025. It's free to take part and we would love everyone to be involved.

What do you need to do?

Encourage your child(ren) to walk, use a wheelchair, scoot or cycle to school on as many days as possible during the event.

Why we are taking part

Sustrans Big Walk and Wheel is a great way to build physical activity in children's daily routine which is important for their physical health and mental wellbeing.

Active school runs also help to reduce congestion and air pollution outside the school gate. A 2021 YouGov study showed nearly half of UK children worry about air pollution near their school. And that children thought active travel was the best way to bring down these pollution levels.

Plus, there are some great prizes to be won every day if we get enough children taking part!

For more information about the event go to www.bigwalkandwheel.org.uk. Enjoy the challenge!

Best wishes,

Millersneuk Eco Committee

BetterPoints East Dunbartonshire – Travel to School Spring Challenge

BetterPoints East Dunbartonshire helps you earn rewards for walking, wheeling, cycling and taking public transport. Download the BetterPoints app at eastdun.betterpoints.uk or using the QR code below to get started.

Earn a share of £100 for yourself, plus a matched £100 for your school by travelling sustainably.

Spring has sprung and it's the perfect time to begin a new routine. Make the most of the longer days by travelling into school sustainably this year. Each time you travel to school by walking, wheeling, cycling or using public transport you'll earn a ticket into a weekly prize draw for a total of £20 per week (20,000 BetterPoints).

As well as this, each journey you make to your school will contribute to its total and, at the end of the challenge, £100 will also be donated to one winning school for resources. The winning school will be selected based on the number of sustainable journeys made compared to the number of pupils who attend the school.

The competition will run from Tuesday 22 April – Friday 23 May 2025, with the following schools in with a chance of winning:

- Claber Primary School
- Craigdhu Primary School
- Holy Family Primary School
- Holy Trinity Primary School
- Killermont Primary School
- Lennoxtown Primary School
- Millersneuk Primary School
- Thomas Muir Primary School
- Wester Primary School
- Wester Cleddens Primary School
- Westerton Primary School

Scan to download BetterPoints:



Funded by



Our 'Nurture Space'



STRAND B – Outcome 6

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

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.

Contents:

- ✓ Pupil Committees (Pupil Voice)
- ✓ Including Every Learner in Millersneuk
- ✓ Learning Targets co-constructed with pupils and shared with parents using Seesaw
- ✓ After-School Clubs / Active Schools Report
- ✓ Celebrating Achievements

STRAND B – Outcome 6

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.

| Millersneuk Primary School Pupil Voice | | |
|--|---|---|
| <p>Pupil Voice is extremely important in Millersneuk Primary. There are many ways in which pupils have a say in the running of the School. Pupils play an integral part in our continuous self-evaluation process and are regularly asked to take part in consultations and pupil focus groups to:</p> <ul style="list-style-type: none"> ✓ evaluate the quality of Learning & Teaching they are receiving; ✓ assess the impact of change; ✓ and highlight areas for improvement. <p>Other ways pupils have a voice are through various councils and committees.</p> | | |
| Millersneuk Improvement Officers (MIOs) | Pupil Council | Eco Committee |
| <p>Aims:</p> <ul style="list-style-type: none"> ✓ To have a say in how well Millersneuk is doing and how it can be improved. ✓ To be involved in the heart of self-evaluation in Millersneuk and help decide what is going well and what could be better. ✓ To identify the actions Millersneuk Primary needs to take to keep improving | <p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across Millersneuk Primary ✓ To organise charity events to raise funds for local organisations | <p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across the school ✓ To develop an 'Eco School Charter' ✓ To encourage recycling, energy saving and make the school a 'greener' space |
| House Captains & Vice Captains | Sports Council | Digital Leaders |
| <p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across Millersneuk Primary ✓ To be a role model to younger pupils and promote school values ✓ To organise charity events to raise funds for international organisations | <p>Aims:</p> <ul style="list-style-type: none"> ✓ To be involved in the decision making and planning of PE and sport in Millersneuk Primary ✓ To increase opportunities and engagement in PE & school sport ✓ To put PE & school sport at the heart of Millersneuk Primary School's planning, practice and ethos | <p>Aims:</p> <ul style="list-style-type: none"> ✓ To discuss and plan improvements in the use of digital technology around the school ✓ To help promote and inspire ICT and computing in our school by: <ul style="list-style-type: none"> o teaching groups of children o reviewing technologies and encouraging others to use ICT more effectively o leading assemblies on Internet Safety o leading 'Share the Learning' events for parents/carers |
| | Health & Wellbeing Champions | |
| | <p>Aims:</p> <ul style="list-style-type: none"> ✓ To assist in the improvement of the school environment to support the promotion of wellbeing ✓ To support peers during breaks and lunches ✓ To promote special events by either leading assemblies or doing classroom visit e.g. Mental Health Day, Anti-Bullying Week, Neurodiverse Awareness etc. ✓ To contribute towards a wellbeing section in the school newsletter ✓ To create wellbeing wall displays to enhance a positive school ethos | |

Including Every Learner

CHILD INCLUSION RESEARCH INTO CURRICULUM LEARNING EDUCATION

The Circle – Consistencies

| Physical Environment |
|--|
| 1. Visual Timetables |
| 2. Consistent font use (UTTC/Gematria) |
| 3. Resources labelled around classroom |
| 4. Teaching 'table' framed teaching table (construction station) |
| 5. Calm/sensory space (soft furnishing, soft lighting etc.) |
| 6. Universal Support base in every classroom |

| Social Environment |
|---|
| 1. Child Friendly class charter |
| 2. Clearly labelled visual resources for children to access |
| 3. Focus on celebrating key cultural dates/festivals etc. |
| 4. Digital-friendly font on worksheets (Clearspace etc) and handbooks; legible for visually |
| 5. Consistent approach to sharing targets with children |

| Structures and Routines |
|--|
| 1. Consistent format for the start of the day (Lunch, register, possible starter/holding task) |
| 2. Consistent allocated seating plan for home seat and for groups |
| 3. Consistent language used for LI and SC in Formative Assessment (Edment) |
| 4. Targets to be on the inside of jotters and referred to / taken off as complete |
| 5. School values, norms and aims referred to for expectation of pupil behaviour |

Makaton
AMBASSADOR
Millersneuk

Communication Friendly Environments

help learners develop.

Relationships

Dyslexia
AMBASSADOR

STRAND B – Outcome 6

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.

7. Please respond to the statements below by choosing one of the 3 headings. If you are unsure, you can select "Don't know".

[More Details](#)

■ Agree ■ Disagree ■ Don't know

I have someone in my school I can speak to if I am upset or worried.

My school is helping me to become more confident

My school offers me opportunities to take part in lunchtime and after-school clubs

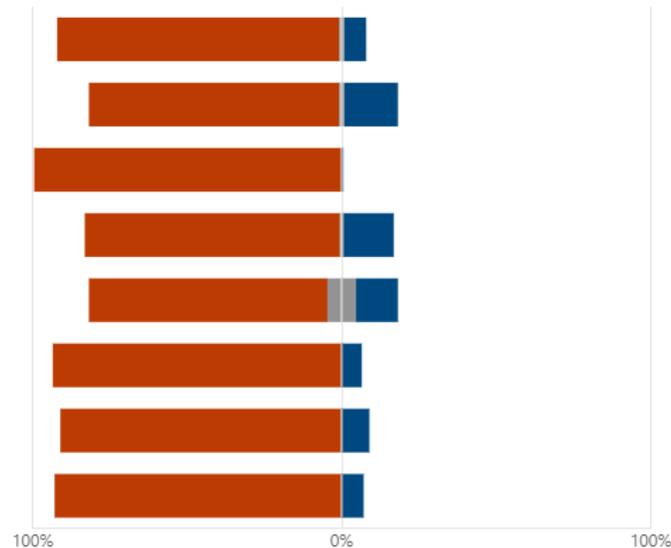
My school listen to my views

I feel comfortable approaching staff with questions or suggestions

Staff treat me fairly and with respect

My school teaches me to lead a healthy lifestyle

I have an opportunity to share my achievements outside of school



9. In Millersneuk Primary School, how do you feel included and that your views are listened to?

[More Details](#)

| | |
|--------------------------------|-----|
| School Committees | 112 |
| I wish my teacher knew? | 79 |
| HWB check-ins | 80 |
| OSCARS or sharing achievements | 122 |
| Other | 25 |

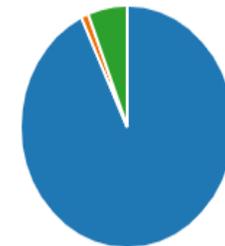


11. I am proud to be a pupil at Millersneuk Primary School

[More Details](#)

[Insights](#)

| | |
|----------|-----|
| Yes | 171 |
| No | 2 |
| Not sure | 11 |



STRAND B – Outcome 6

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.



Writing Targets - Term 2

Group: Authors



| Target Number | Targets |
|---------------|--|
| 1 | I can use paragraphs appropriately. |
| 2 | On the whole I can use sentence punctuation accurately: full stops, question marks and exclamation marks (pupils may be experimenting with other punctuation, although use may not be accurate). |
| 3 | I can attempt to use a variety of openers including 1 or 2 more interesting example (e.g. words ending in eng, ed, ly and connectives as openers. For example, 'Smiling, she embraced me'. 'Amazed, I shrieked in delight'. 'With ridiculous expression on his face, he ...'). |
| 4 | I can use a variety of connectives including 1 or 2 more sophisticated examples (e.g., although however, nevertheless, since, in order to, whilst, lastly, as well as, then) to create flow. |
| 5 | Functional Report: I can mark my writing into sections appropriately to separate ideas / events including a title and headings. |
| 6 | Functional Report: I can use my own notes to write a report. |
| 7 | Writers Craft: I can continue the characters, setting and events of the original story. |
| 8 | Personal - Account/Letter/Report: I can write an account that has an overall shape and coherence and is finished with a suitable and interesting/effect conclusion. |
| 9 | Functional - Newspaper: I can adopt a style which clearly takes the format of a newspaper article and includes a suitable headline. |
| 10 | Functional - Newspaper: I can include sufficient information to enable the reader to establish clearly where and when the events took place with some attempt to explain why. |



Numeracy & Mathematics Targets



Maths Group: Pyramids

January 2025

| Target Number | Targets |
|---------------|---|
| 1 | I can use the appropriate calculations to solve written problems in a variety of contexts. |
| 2 | I can apply my knowledge of factors and multiples when solving problems related to fractions (linked with 2-07). |
| 3 | I can carry out practical tasks and investigations involving times events and can explain which unit of time would be most appropriate to use e.g. time activities using a stop watch to 100th of a second. |
| 4 | I can convert between the related units of volume e.g. ml-litres using decimals to 3 decimal places as appropriate. |
| 5 | I can plan and carry out a suitable investigation involving chance and make, justify and explain my predictions using the terms certain, highly likely, likely, unlikely, highly unlikely, and impossible. |
| 6 | I can convert between the related units of length e.g. mm-cm-m-km, using decimals to 3 decimal places as appropriate. |
| 7 | I can add/subtract numbers up to 2 decimal places. |
| 8 | I can complete arithmetic sequences when decimals(hundredths) increase/decrease by the same amount by identifying the rule connecting consecutive numbers e.g. 0.02, 0.04, __, 0.08, 0.10, __, 6.75, 6.60, __, 6.30, 6.15, __. |
| 9 | I can complete more complex 2 step function machines. |
| 10 | I can explain the relationship between compass points and angles e.g. 45 degrees between compass points N and NE. |
| 11 | I can mentally multiply decimals to 1 decimal place e.g. $0.8 \times 3 = 2.4$ / $1.5 \times 3 = 4.5$ |
| 12 | I can find the perimeter and area of composite shapes. |
| 13 | I can use my knowledge of co-ordinates to complete a symmetrical picture or pattern |
| 14 | I can identify nets and the number of faces. Vertices and edges for a range of 3D shapes |
| 15 | I can use scale to calculate actual sizes e.g. garden/ bedroom/etc. |

STRAND B – Outcome 6

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.

Huge Range of After-School Clubs

Chess P6-7

Spanish Club P4

EUROQUIZ P6

Mini Fit P3

STEM P5

K'nex P5 and P6

LEGO P5

Athletics P2,3

Girls Football P4-7

P7 Football

Dance P6

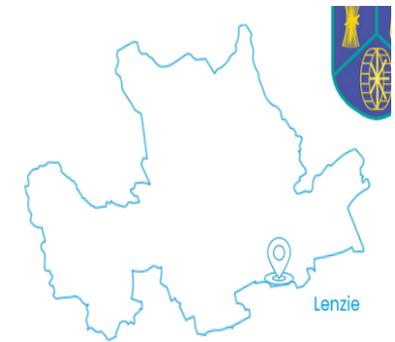
NETBALL P6-7

KIDS YOGA P1 and P2

Pupils in Millersneuk have lots of opportunities to attend a lunchtime or after school club. They are run by pupils, Lenzie Academy young leaders, staff and parents.



Millersneuk Monitoring Data 23-24



76% of pupils within Millersneuk PS attended extra curricular sessions

65% of club visits were female

STRAND B – Outcome 6

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.

Celebrating Achievements



YSLP
Delivering Centre

YOUNG STEM LEADER

YSLP
Tutor Assessor

Millersneuk has been a Delivering Centre for over 2 years

Over 50 pupils have become Young STEM Leaders

10 members of staff are Tutor Assessors

| | | |
|---|----------|--|
| Is there clear evidence of consistency across the delivery of the award by this centre? | Yes | Yes, clear consistent evidence throughout the award. The additional evidence presented really allows the external verifier to build a picture and gain an understanding of activities completed and how the award was delivered. The pictures provided really allowed the award to be brought to life. All of the young people involved were engaged throughout the process of this award. |
| Is the centre using the correct documentation, policies and support notes? | Yes | Correct documentation used. Clear to see the young people understood the logs and what they needed to do to complete YSL2. |
| Has the IV process been completed effectively? | Yes | IV process completed correctly. We recommend leaving comment within the matters arising box. This again allows us insight into what went well and what may have challenged you as a Tutor assessor. |
| EV Result | Accepted | Comments Well done to everyone involved. A great example of YSL2. There was clear evidence throughout the logs that the young people understood each part of the award. A pleasure to read and clear to see the young people have worked hard to complete their award. Congratulations! |
| Supporting notes | | Really good example of how the award can be delivered. Fantastic effort! Sharing of pictures really helped the bring award to life and it was great to see the Young STEM leaders in action. Well done. |

Comments from External Verifier of Millersneuk's delivery of the YSL Programme for pupils

Congratulations on your recent Gold School Sport Award, the panel at [Sportscotland](#) loved your submission and I was wondering if it was possible for us to share the cartoon strip you created on our website and social media channels? We thought it was so original and creative!

Also for information, when a school is awarded a Gold School Sport Award we contact local MSPs to let them know of your success. Rona McKay's (MSP for Strathkelvin and Bearsden) has been in touch with us and is looking to lodge a parliamentary motion to congratulate the school.

A really positive opportunity to showcase the work the school is doing around school sport!

STRAND B – Outcome 7

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

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.

Contents:

- ✓ Curriculum Rationale
- ✓ Child Friendly School Improvement Plan
- ✓ Family Learning Assemblies
- ✓ Parental Views



RIGHTS
RESPECTING
SCHOOLS

unicef
UNITED KINGDOM



STRAND B – Outcome 7

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.

Millersneuk Primary School
The Rationale for Our Curriculum
All pupils are supported to reach their full potential

READY Motivate
RESPECTFUL Prepare
SAFE Succeed

unicef UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

We love the strength & diversity of our school:

- Welcoming friends and families from over 10 countries
- Celebrating special occasions e.g. Chinese New Year, Christmas, Diwali, Easter, Ramadan
- Very supportive Parent Council who represent the views of our parents
- Very active Parents' Association who plan a wide range of activities for children and families

We love an initiative:

- Play Pedagogy
- Sports Council (SportScotland Award)
- Eco Committee (Fair Active School)
- Millersneuk Improvement Officers (Rights Respecting Schools)
- Pupil Council
- Young STEM Leaders (STEM Nation Award)
- Health & Wellbeing Champions
- Digital Leaders
- School Captains (Charity Events)
- Junior Road Safety Officers (School Travel Guide)
- Euro Quiz
- Developing the young workforce & enterprise
- Bikeability
- Dynamic Youth Awards
- Dandelion Project
- Ardayn (P7 Residential Trips)
- Parental Volunteer Programme

We value celebrating achievements:

- OSCARS (Outside of School Certificate of Achievement & Recognition)
- Achievement Assemblies
- Certificates
- Positive postcards
- Class Achievement Walls
- Seesaw Announcements
- Newsletters
- After School Clubs
- School Shows
- Charity Events
- Sporting Events

We love learning about Lenzie, Glasgow & Scotland:

- History & Geography of Lenzie, Glasgow & Scotland
- The Moss
- Thomas Muir
- Robert Burns and other Scottish Poets
- St Andrew
- Famous Scots e.g. William Wallace, William Morris, Charles Rennie Mackintosh
- The Scottish Parliament

We love keeping in touch through:

- Seesaw
- Family Learning Assemblies
- Groupcall
- Parent Council & Parents' Association
- Newsletters
- Open Door Policy

We have relationships with local businesses & organisations (for example):

- DeafBlind Scotland
- Local Businesses E.g. Co-op; Billingtons etc
- Clyde River Foundation

We make the most of what our local area has to offer (for example):

- The Moss
- William Patrick Library
- Kirkintilloch Leisure Centre
- DeafBlind Scotland
- Lenzie Academy

Staff are committed to school improvement:

- Raising attainment in Literacy & Numeracy
- Putting Health & Wellbeing at the heart of Learning & Teaching
- Fostering nurture, wellbeing & resilience
- Promoting positive relationships
- Challenging pupils through STEM activities
- Supporting pupils with additional needs
- Working in partnership with parents
- Developing valuable partnerships with other agencies
- Taking learning outdoors
- Engaging in Important Career Long Professional Development

What is unique/special about Millersneuk Primary School?

| | | | | | | | | | | | | | | | |
|--|--|--|---|--|---|---|--|--------------------------------------|----------------------------------|--|---|--|---|---|---|
| Great family spirit, everyone is so welcoming from the staff to the children. | The caring, family feel | Staff dedication, community feeling, safe and friendly environment | It is a great community and each child is valued | community spirit | feels like family, where everybody knows your name. | very friendly | Small, intimate school with family values. Staff always know everyone and feel like they always have their interests at heart. | Size | Positive ethos and relationships | Caring | The wonderful community here at Millersneuk makes it unique. The children are always encouraged to be successful in both the school and each other. | mr caldow | Caring | Very special school because it's community orientated and warm environment that makes the children love the school. | It is the school that I went to and now my children go there too! |
| Love Millersneuk! Staff are so welcoming and friendly and nurturing. | Child centric teaching and learning, a school full of love, respect and empathy - truly special place! | Its a nice welcoming place, pupils achievements are celebrated | warm welcoming inclusive environment | this school is unique because of the amazing children! | active interest in communicating throughout the year | I think that what makes Millersneuk unique is the dedication of all the staff and the feeling of community. Family you have in the school. It is a safe and | The school has a strong emphasis on involving the children in the running of the school. Staff always know everyone and feel like they always have their interests at heart. | Friendly staff | Great lunch menu | Family | It is special because it works with our communities well | friendly and supportive | Outdoor play equipment | Small town feel in a big town location | Friendly, welcoming, caring |
| Everyone is very welcoming and know all the children by name straight from it. | The excellent opportunities for pupils to take on leading roles | Community feel, Warm and welcoming. | Great sense of community, love all the events and staff are fab | Community | Great community spirit at school where most people know each other. Staff are very approachable and supportive. | Close knit school, with a nice family feel that shows so much care towards each and every individual pupil | Fun, family feel and heard | Ethos. | Leadership team | Staff know the children and families really well | a very low entry point which the non-regulars know every child's name | sense of community | Friendly & inclusive | The relationship all the teachers have with the kids - they all know everyone's name even if they are not in their class. | Amazing teachers who really care |
| A lovely friendly school, and Mr Caldwell! | Small class sizes | Supportive, caring staff and management team | Millersneuk is special because they value all of the children first special and unique. | Community feel to the school where everyone feels welcome and they all get opportunities to be what the children want to be. It is a very caring school. | Caring, emotional intelligence, management, lots of fun with visits | Millersneuk Primary is like a big, happy family. Very supportive and also friendly and fun. We are being part of it and the community | Millersneuk provides a family like environment for all children to thrive in. | It has a great football pitch | Good academic achievements | Nurturing | the size of the classes | family community feel and completely inclusive and welcoming | friendly, approachable and supportive staff | The school has a strong sense of community | It's a community and feels close knit |

What is unique/special about Millersneuk Primary School?

| | | | | | | | | | |
|---------------------------------------|---|--|--|---|---|---|---|---|----------------------------|
| Caring | Kind | Respectful | The support and encouragement is excellent | I like that it is a small school and everyone is inclusive, regardless of age groups and abilities. It seems to be friends and team to help each other. | size of the classes' community | very friendly school! | Millersneuk is a small community focused school and communication is good between the school and parents. | supportive and very focused on the best for the kids... great school! | Staff are excellent |
| Caring | I think Millersneuk primary school feels like a family. | smaller school and great family environment | The friendliness and willingness of staff to support the students and the school. I always feel so welcoming | millersneuk, the name | Sense of community, friendly and welcoming staff and S.L. Lots of activities for the whole school community to get involved in. | Close knit community where all pupils feel safe and developing good relationships with peers and staff alike. | wonderful staff (and kids!) | friendly | |
| inspiring | the pupils | I love Millersneuk because there is a family atmosphere here, everyone cares about everyone | One big family! | Sense of family and belonging | Lots of different extracurricular activities such as after school clubs like gymnastics and netball. | Sense of community. Teaching staff who know and care about their network. | Fantastic communication and brilliant staff | I love the family atmosphere and the way the children are so well known by all staff! It's an amazing school. | |
| Great community spirit and inclusion. | It is such a welcoming school, teachers really care. | Supportive in all areas, with a friendly welcoming team from all staff. Communication through seesaw and class work for regular feedback is great. | Very community driven and inclusive | Every pupil is supported and encouraged depending on what their needs may be. | It's a great school because it's inclusive for parents and pupils | Millersneuk is unique and special in lots of ways. The staff and pupils are so fantastic. The teachers and staff are so warm and friendly and we have the best deputy and head teacher. | Family fun with lots of engagement children and adults | Everyone knows each other and are so friendly and supportive | |

What is unique/special about Millersneuk Primary School?

| | | | | | | |
|---|--|---|---------------------|-----------------------------------|---|--|
| It is a friendly school where all teachers know all the pupils | Friendly family atmosphere | Responsive | It's a family | Family orientated fun environment | Mr Caldwell and Mrs Hynes greeting parents and children at the gate | Friendly staff and pupils, with a close knit community spirit. |
| A very special school with fantastic community spirit | Friendly & Community Spirit | Cosy | Supportive | Welcoming and friendly staff | Friendly family | The atmosphere, it's so warm and friendly |
| There is a very strong hearing aid, which has created a good culture within the school itself and the wider school community. | A friendly school where the teachers know the families well. | I think the most unique thing about the school is that it's a family small community with the other local areas and everyone is very friendly and kind. | Very friendly staff | Great teachers | The friendly staff | Super school with very caring staff |
| The amazing staff, especially the management team - everyone is the best of you! | The way everyone knows each other very close knit. | Family friendly | Friendly and open! | Friendly | I think the staff are great and excellent communication with parents! | One big family |

What is unique/special about Millersneuk Primary School?

| | | | | | | | | | |
|---------------------------------------|---|--|--|---|---|---|---|---|----------------------------|
| Caring | Kind | Respectful | The support and encouragement is excellent | I like that it is a small school and everyone is inclusive, regardless of age groups and abilities. It seems to be friends and team to help each other. | size of the classes' community | very friendly school! | Millersneuk is a small community focused school and communication is good between the school and parents. | supportive and very focused on the best for the kids... great school! | Staff are excellent |
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STRAND B – Outcome 7

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.

School Improvement Plan Priorities & Other Ways to Make Millersneuk Primary School Even Better

1 STEM (Science, Technology, Engineering & Maths) approach in Social Studies, Science & Developing the Young Workforce.

- To challenge you more in your learning using a STEM approach:
- * Teachers will introduce the Learning & Teaching of 'engineering' across various areas of the curriculum e.g. Sciences, Social Subjects etc.
- * You will learn new skills & strategies to help with your learning, with a focus on 'outdoor learning'.
- * You will use a range of new resources to help with learning.
- * You will be given opportunities to use these new skills in real life situations.



Health & Wellbeing

- ✓ We will build our 'positive relationships' in school.
- ✓ We will follow our school values:
 - * Be ready
 - * Be respectful
 - * Be safe
- ✓ You will get the support you need.



As pupils of Millersneuk Primary School your classroom environment is so important - the people around you, how you feel about yourselves and your interest in the tasks you have been asked to do.

The Circle is a document which is going to be used by your teacher to make sure you have an 'inclusive classroom', where you feel supported, whatever your needs, making you feel more motivated and engaged in your learning.

2 Rights Based Learning (Achieve Gold Rights Respecting Schools Award)



- ✓ To develop your knowledge of the 'Rights of the Child' where 'children's rights' are learned, understood and lived in the school.



Pupil Voice

- ✓ We will give you an opportunity to share your views.
- ✓ We will involve you in decisions about what you learn and what happens in our school.

Millersneuk Improvement Officers (MIOs)

- Pupil Council
- HWB Champions
- Digital Leaders
- Eco Committee
- House Captains
- Sports Council



Celebrating Achievements OSCARS

Outside of School Certificate of Achievement & Recognition

- ★ We will celebrate your achievements.
- ★ We will display your achievements for all to see.

As a result of our Family Learning Assemblies linking to UNCRC, over 90% of parents have increased awareness of Children's Rights



Family Learning Assembly Programme



Dear Parent

Once again we are organising 'Family Learning Assemblies' this session. This is an opportunity for you to come into the school to see a short performance from classes in the hall then work with your child in the classroom afterwards. The focus this year will be on UNCRC (United Nations Convention on the Rights of the Child) as this is one of our School Improvement Plan priorities (Going for Gold @).

The format will be as follows:

- Short performance / Display of knowledge in hall (15 -20mins)
- Coffee/Tea in hall for parents
- Working with your child in classes on activities based on the assembly topic UNCRC and other areas of the curriculum

The table below shows the dates for the Family Learning Assemblies. A letter will come out nearer the time of each assembly.

| Classes (Stages) | Topic | Date & Time |
|------------------|-------------------------------|---|
| Primary 1s | A Year in Primary 1 | Wednesday 21 st May 1.30pm |
| Primary 2s | Play Through the Years | Wednesday 26 th March 1.30pm |
| Primary 3s | The Senses | Wednesday 19 th March 1.30pm |
| Primary 4s | Youth Music Initiative | Tuesday 1 st April 10.45am |
| Primary 5s | Clyde in the Classroom | Thursday 27 th February 1.30pm |
| Primary 6s | Victorians / Modern Languages | Tuesday 13 th May 1.30pm |
| Primary 7s | World War II | Monday 11 th November 11.00am |

Kind regards
Greg Caldwell
Head Teacher

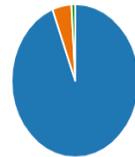
STRAND B – Outcome 7

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.

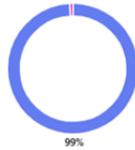
Parental Support for Millersneuk becoming a Rights Respecting School being part of School Improvement Plan & Parental Views

Do you agree with Rights Respecting Schools journey towards 'Gold Award - Rights Respecting' being a priority on next year's SIP?

[More Details](#) [Insights](#)



Do you feel it is important for children to learn about their rights?



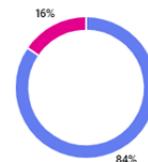
Did you know that your child was learning about their rights in school?



Did you know Millersneuk is a Rights Respecting School?



Are you aware of any of the rights your child has?



My Child has spoken to me about their Rights



If you answered yes to the above question what are they? (109 responses.)



Millersneuk Primary implements UNCRC in lots of amazing ways, displaying on walls, by making sure it treats children fairly and equally. I enjoyed working with my child on the Paddington Campaign, when Paddington came home and we discussed all the rights he experienced with us as a family.
P1 Parent

MPS is very active at engaging the children in the understanding of their rights. They have the UNCRC articles displayed in a child-friendly way throughout the school, allowing for open discussion with their teachers and peers. I was amazed at the vocabulary my child was using – 'inherent & indivisible' and very impressed they understood it too
P3 Parent

Millersneuk Primary School displays the UNCRC articles in a child friendly way. The children are able to understand their rights of their education for example regardless of race, gender or disability. MPS include the children in making their own class charters enabling a deeper understanding of their rights. I really enjoyed learning that I was a 'Duty bearer' and my child a 'Rights Holder'. The school also makes parents aware of their children's rights by asking the children to work collaboratively with their parents. Booklets sent home etc. MPS has an open door policy if there were any concerns or parents wanting more information.
MPS has a Pupil Council Committee and other committees in place which promotes the children's voice.
P5 Parent

STRAND C – Outcome 8

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

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

Contents:

- ✓ Pupil Forms Survey
- ✓ Advocacy Toolkit:
 - Eco Committee
 - Pupil Council
- ✓ Pupil Voice in Millersneuk / Including Every Learner
- ✓ My Voice, My Choice – EDC Pupil Forum

STRAND C – Outcome 8

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

7. Please respond to the statements below by choosing one of the 3 headings. If you are unsure, you can select "Don't know".

[More Details](#)

■ Agree ■ Disagree ■ Don't know

I have someone in my school I can speak to if I am upset or worried.

My school is helping me to become more confident

My school offers me opportunities to take part in lunchtime and after-school clubs

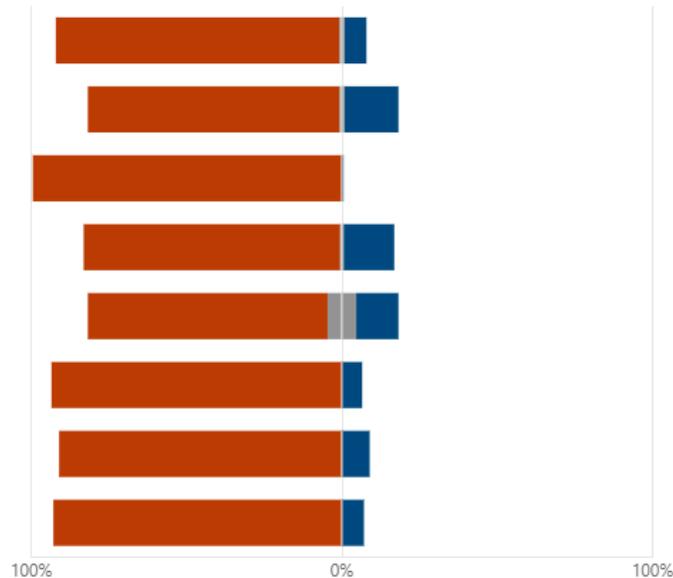
My school listen to my views

I feel comfortable approaching staff with questions or suggestions

Staff treat me fairly and with respect

My school teaches me to lead a healthy lifestyle

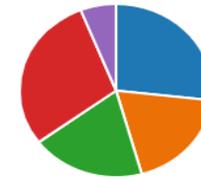
I have an opportunity to share my achievements outside of school



9. In Millersneuk Primary School, how do you feel included and that your views are listened to?

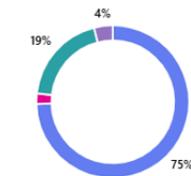
[More Details](#)

| | |
|--------------------------------|-----|
| School Committees | 112 |
| I wish my teacher knew? | 79 |
| HWB check-ins | 80 |
| OSCARS or sharing achievements | 122 |
| Other | 25 |



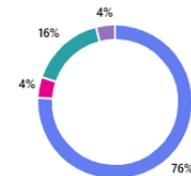
6. My school listens to my views

| | |
|------------------------|-----|
| Agree | 170 |
| Disagree | 5 |
| Don't Know | 44 |
| I don't want to answer | 9 |



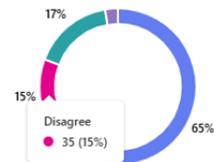
8. I feel comfortable giving my teacher suggestions

| | |
|------------------------|-----|
| Agree | 173 |
| Disagree | 10 |
| Don't Know | 36 |
| I don't want to answer | 9 |



21. My teachers ask me about what I would like to learn about

| | |
|------------------------|-----|
| Agree | 149 |
| Disagree | 35 |
| Don't Know | 38 |
| I don't want to answer | 6 |



STRAND C – Outcome 8

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

Eco Committee 2025

Advocacy Plan

The Problem:

- Litter
- Climate Change
- Recycling
- Lack of animals/natural spaces

Our Vision:

Our vision is to reduce the greenhouse gas emission from our school, support biodiversity within our school grounds, reduce litter and promote recycling.

Objectives/targets:

- Every child in the school can breathe fresh air
- To raise awareness of climate change and pollution
- To reduce the litter in the playground
- Teach pupils/families the importance of recycling and what can be recycled
- To encourage pupils to recycle and reuse
- Provide opportunities for pupils/families to recycle/reuse materials
- Encourage animals into our nature garden by providing shelter and food
- Each class to cultivate their own food
- Provide opportunities for pupils to safely explore and record the wildlife found within our playground.
- Reduce food waste within the lunch hall

Challenges:

- Recycling takes time
- Recycling some objects can be easier than others
- Reducing the cars outside the school will be difficult if families live further away
- Weather (too cold to grow certain food, wind blowing litter out of bins)
- Public have access to school grounds therefore things may get broken or damaged accidentally

General Key messages:

- Make the planet a better place
- Slow down climate change
- Make our school a beautiful place



Pupil Council Advocacy Toolkit Outline 2024-2025

Staff Involved: Mr G Caldwell, Miss K Aitken and Miss S Holland.

Pupils Involved: One child per stage (1-7), 14 pupils total.

The problem identified:

- Lack of awareness surrounding Fairtrade and what the charity does.
- Lack of Fairtrade products being used in school and at home.
- Unfair treatment of farmers around the globe, especially in developing countries.

Our Vision:

- Our schools vision is to make our pupils and staff be 'Fair-aware' and provide them with the knowledge to make more sustainable choices where they can.
- We would love to see more Fairtrade products in schools.

Objectives/Targets:

- Raise awareness of the work Fairtrade charities do to support farmers in developing countries and why it is important to choose these products.
- We want to make Fairtrade products more readily available in school and encourage children to recognise and opt for these products out with school if possible.

How will we do this?

- Conduct an audit of staff and pupils to gain an insight into general understanding and awareness of Fairtrade.
- Conduct an audit of school products to establish current usage of Fairtrade products within our school.
- Create posters to display around the school to raise awareness.
- Fundraise by run a Fairtrade product stall at our school fair.
- Create and lead a Fairtrade focused assembly.
- Contact local councillors to ask if Fairtrade products can be supplied to schools.
- Monthly Fairtrade Tuck Shop within school hours?

Challenges:

- Fairtrade products are expensive to buy.
- Councillors are very busy – hard to get in contact with.

How does this issue link to the UNCRC Children's Rights Articles?



Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.



Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.



Article 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

STRAND C – Outcome 8

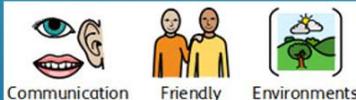
Most children and young people describe how their participation has a significant impact on school improvement.

| Millersneuk Primary School Pupil Voice | | |
|--|--|---|
| <p>Pupil Voice is extremely important in Millersneuk Primary. There are many ways in which pupils have a say in the running of the School. Pupils play an integral part in our continuous self-evaluation process and are regularly asked to take part in consultations and pupil focus groups to:</p> <ul style="list-style-type: none"> ✓ evaluate the quality of Learning & Teaching they are receiving; ✓ assess the impact of change; ✓ and highlight areas for improvement. <p>Other ways pupils have a voice are through various councils and committees.</p> | | |
| <p>Millersneuk Improvement Officers (MIOs)</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To have a say in how well Millersneuk is doing and how it can be improved. ✓ To be involved in the heart of self-evaluation in Millersneuk and help decide what is going well and what could be better. ✓ To identify the actions Millersneuk Primary needs to take to keep improving | <p>Pupil Council</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across Millersneuk Primary ✓ To organise charity events to raise funds for local organisations | <p>Eco Committee</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across the school ✓ To develop an 'Eco School Charter' ✓ To encourage recycling, energy saving and make the school a 'greener' space |
| <p>House Captains & Vice Captains</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To represent the views of pupils across Millersneuk Primary ✓ To be a role model to younger pupils and promote school values ✓ To organise charity events to raise funds for international organisations | <p>Sports Council</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To be involved in the decision making and planning of PE and sport in Millersneuk Primary ✓ To increase opportunities and engagement in PE & school sport ✓ To put PE & school sport at the heart of Millersneuk Primary School's planning, practice and ethos | <p>Digital Leaders</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To discuss and plan improvements in the use of digital technology around the school ✓ To help promote and inspire ICT and computing in our school by: <ul style="list-style-type: none"> o teaching groups of children o reviewing technologies and encouraging others to use ICT more effectively o leading assemblies on Internet Safety o leading 'Share the Learning' events for parents/carers |
| <p>FAIR ACTIVE SCHOOL</p> <p>RIGHTS RESPECTING SCHOOLS</p> <p>unicef UNITED KINGDOM</p> <p>BRONZE – RIGHTS COMMITTED</p> | <p>Health & Wellbeing Champions</p> <p>Aims:</p> <ul style="list-style-type: none"> ✓ To assist in the improvement of the school environment to support the promotion of wellbeing ✓ To support peers during breaks and lunches ✓ To promote special events by either leading assemblies or doing classroom visit e.g. Mental Health Day, Anti-Bullying Week, Neurodiverse Awareness etc. ✓ To contribute towards a wellbeing section in the school newsletter ✓ To create wellbeing wall displays to enhance a positive school ethos | <p>sportscotland</p> <p>GOLD SCHOOL SPORT AWARDS</p> |

Including Every Learner







Communication Friendly Environments



help learners develop.



The Circle – Consistencies

Physical Environment

- Visual Timetables
- Consistent font use (TimesNewRoman)
- Resources labelled around classroom
- Teaching table framed teaching table (construction station)
- Calm/quiet space (soft furnishing, soft lighting etc.)
- Universal Support base in every classroom

Social Environment

- Child Friendly class charter
- Clearly labelled visual resources for children to access
- Focus on celebrating key cultural dates/festivals etc.
- Digital friendly font on worksheets/Powerpoint etc and handbooks; legible for visually
- Consistent approach to sharing targets with children

Structures and Routines

- Consistent format for the start of the day (lunch, register, possible starter/holding task)
- Consistent allocated seating plan for home seat and for groups
- Consistent language used for LI and SC in Formative Assessment (Edment)
- Targets to be on the inside of jotters and referred to / taken off as complete
- School values, names and aims referred to for expectation of pupil behaviour



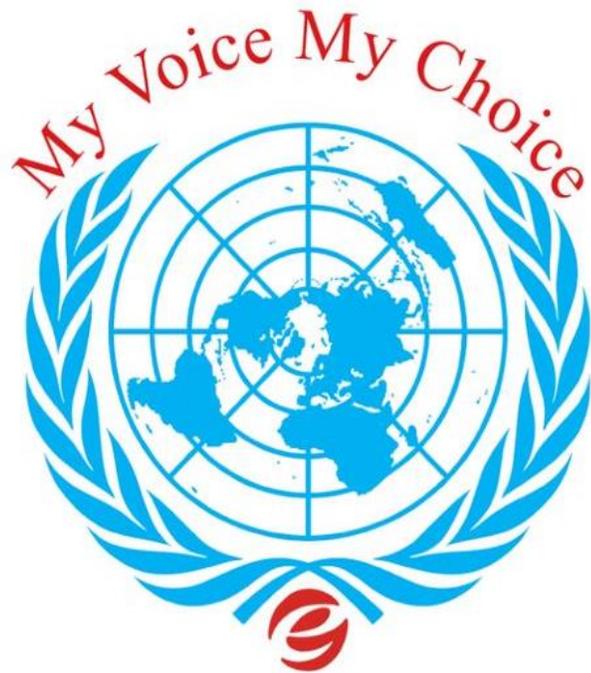
Relationships



Pupil Voice

STRAND C – Outcome 8

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



Two of our pupils are members of the East Dunbartonshire Council Pupil Forum 'My Voice My Choice'. They attended a workshop looking at the cost of the school day. This was very interesting and made them more aware of how some invisible costs are part of the day. On returning to school they spoke to School Leadership Team about this and it now informs part of practice when considering trips, discos, charity days.

STRAND C – Outcome 9

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

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.

Contents:

- ✓ Assembly Programme
- ✓ Rights Respecting Week
- ✓ Campaigns & Charity Events (Eco Committee & Pupil Council):
 - Fair Trade Campaign
 - Sustrans: Air Pollution
 - Coat Appeal
 - Children in Need
 - World Book Day
- ✓ Charity Day organised by House Captains
- ✓ Charity Campaign organised by House Captains
- ✓ Ukraine Day – Supporting the children of Ukraine



STRAND C – Outcome 9

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.

| September | | | | |
|--|-----------------------------------|---|--|---|
| Date | Event | Global Goal Links | UNCRC Article(s) | Resource Ideas |
| 2 nd - 16 th September | Scottish Food and Drink Fortnight | Global Goal 2: Zero Hunger Global Goal 3: Good Health and Well-being Global Goal 12: Responsible Consumption and Production Global Goal 14: Life Below Water Global Goal 15: Life on Land | Article 24 (health and health services) | Scottish Food and Drink PowerPoint Scottish Food and Drink Fortnight Resource Pack |
| 15 th September | International Day of Democracy | Global Goal 16: Peace, Justice and Strong institutions | Article 12 (respect the views of the child) Article 13 (freedom of expression) Article 14 (freedom of thought, belief and religion) | Scottish Parliament Second Level CfE Interdisciplinary Topic Web What is Democracy PowerPoint What is Democracy Interactive PowerPoint Quiz |
| 21 st September | International Day of Peace | Global Goal 16: Peace, Justice and Strong institutions | Article 36 (other forms of exploitation) Article 37 (inhumane treatment and detention) Article 38 (war and armed conflicts) Article 39 (recovery from trauma and reintegration) | International Day of Peace PowerPoint International Day of Peace Wordsearch Dove Mindfulness Colouring What Can You Do for Peace Activity Sheet |
| 25 th September – 1 st October | Maths Week Scotland | Global Goal 4: Quality Education Global Goal 5: Gender Equality | Article 28 (right to education) Article 29 (goals of education) | Maths Week Second Level CfE Homework Grid Maths in Real Life CfE First Level Blether Stations Maths Week Scotland Creating Curves Using Straight Lines Activity Sheet |

Global Goals and UNCRC Events Calendar 2024-25

STRAND C – Outcome 9

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.



Rights Respecting Week



Monday 3rd February - Friday 7th February

At Millersneuk we think a lot about our "Rights". We achieved our Rights Respecting School Silver Award last year and we are now working towards our Gold Award.

As part of this our MIOs, along with our Wellbeing Champions and our Digital leaders, have worked together to plan a Rights Respecting Week. The timetable below shows what a fantastic week they have organised.





| Date | Activity | Focussed Articles during the week | Notes for Parents |
|---------------------|--|--|---|
| Monday 3.2.25 | Assembly led by Wellbeing Champions as part of Mental Health Week | Article 12- the right to an opinion Article 13 - the right to find out things and share what you think with others Article 17 - the right to information Article 19 - to be protected from harm in mind and body Article 29 - the right to an education that develops your talent and teaches you respect for others. Article 31 - the right to play and rest | Whole week - Pupils should come to school dressed in sports clothes suitable for the activities that they will be participating in (this does not need to be the school PE kit). On Friday pupils may bring a board game or card game (no electronic devices please) to school with them. |
| Tuesday 4.2.25 | Safer Internet Day Assembly led by Digital Leaders | | |
| Wednesday 5.2.25 | Sports Squad | | |
| Thursday 6.2.25 | Dance | | |
| Friday 7.2.25 | Rights Respecting Day Assembly and activities organised by MIOs e.g. Outdoor Learning Activities, Orienteering and Rights Hunt. "Let's Have Fun with Article 31" At points during the day the bell will ring and pupils may play a game. | | |



Dance





CHILDREN'S MENTAL HEALTH WEEK
3-9 FEB 2025



Safer Internet Day



Outdoor Learning





Rights Hunt





"Article 31"





Sports Squad





STRAND C – Outcome 9

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Evidence for Pupil Council/Eco Committee School Advocacy Kit

Members of the pupil council and eco committee successfully organised and ran a Fairtrade stall at our schools Christmas Fair:



We Believe Every Child Should Feel Valued



Our work is based upon a really simple concept...

The cost of living can be a huge challenge for many families and the price of a suitable coat can cause unnecessary strain.



So, here at **Coats for Kids Appeal**, we ask people to pass on outgrown children's coats and jackets to us, so we can help children who would benefit most.

It's practical. Non judgemental. And promotes sustainable fashion.

How can you help?



If you have a preloved coat which is in a good, clean condition, we would love to hear from you. We accept donations for ages 0-16 years.

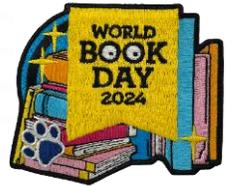


Get in touch:

07554 426751

Winter Coats for Kids Appeal

coatsforkidsappeal@gmail.com



Headline sponsor:
SCHWALBE

Air quality newsflash

Change your journey, change your country

Objectives

To learn how active travel can have a positive impact on the country.
To write a report/ newsflash script on why active travel is important.



P6s Created a Video to Promote Walking to School to Reduce Pollution

<https://youtu.be/7z85WrhjgYY>

193 coats or jackets collected

STRAND C – Outcome 9

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Charity Fun Day
House Captains and Primary 7
working well together

£1107 RAISED
FOR 3 CHARITIES



STRAND C – Outcome 9

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ROCK PROJECTS UGANDA



Dear Parents

As P7 'House Captains' we are leading the 'International Charity' work this year in Mullersnuck Primary School. We are focusing on helping a charity called 'Rock Projects UGANDA'.

Rock Projects originated just 7 miles outside of Uganda's capital city, Kampala, in a village called Kitebika, they now have a Primary School, High School, church, and both girls & boys dormitories all located there.

In 2014 work started developing a site in Busijika, where they now have Sunbeams Nursery, their Primary School, provision for 51-53 pupils & both girls & boys' dormitories.

All of these different facilities are focused on the care of under-privileged children, some of whom are orphans. They believe each and every child is precious and it is their privilege to care for their needs, not only by providing them with education, hot meals and shelter, but an environment which gives them the confidence that they are loved and cared for. Rock Projects Uganda is continuing to grow, slowly spreading out into surrounding towns and communities.

We have decided to support this very worthwhile charity in 3 phases:

| | | |
|---------|---------------------------|---|
| Phase 1 | Now - February Weekend | Boxes are positioned in the hall to collect(second-hand): <ul style="list-style-type: none"> ☒ Crocs or similar shoes ☒ Football Strips and football boots |
| Phase 2 | February Weekend - Easter | Children to bring in simple pencil cases filled with 'tools for school' e.g. pencils, rulers etc. |
| Phase 3 | On-Going Till Summer | Raise money to purchase: <ul style="list-style-type: none"> ☒ School Football Strips ☒ School Netball Strips |

We hope to make a huge difference to the children over in Uganda! You can help by supporting our campaigns to make sure the Ugandan children have the same rights as us ☺

24 A right to the things that will keep you safe, clean and well

27 The right to food, clothing and a safe place to live

28 Right to a good quality education

31 Right to play and rest



STRAND C – Outcome 9

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Millersneuk pupils showed their support for the children of Ukraine

