



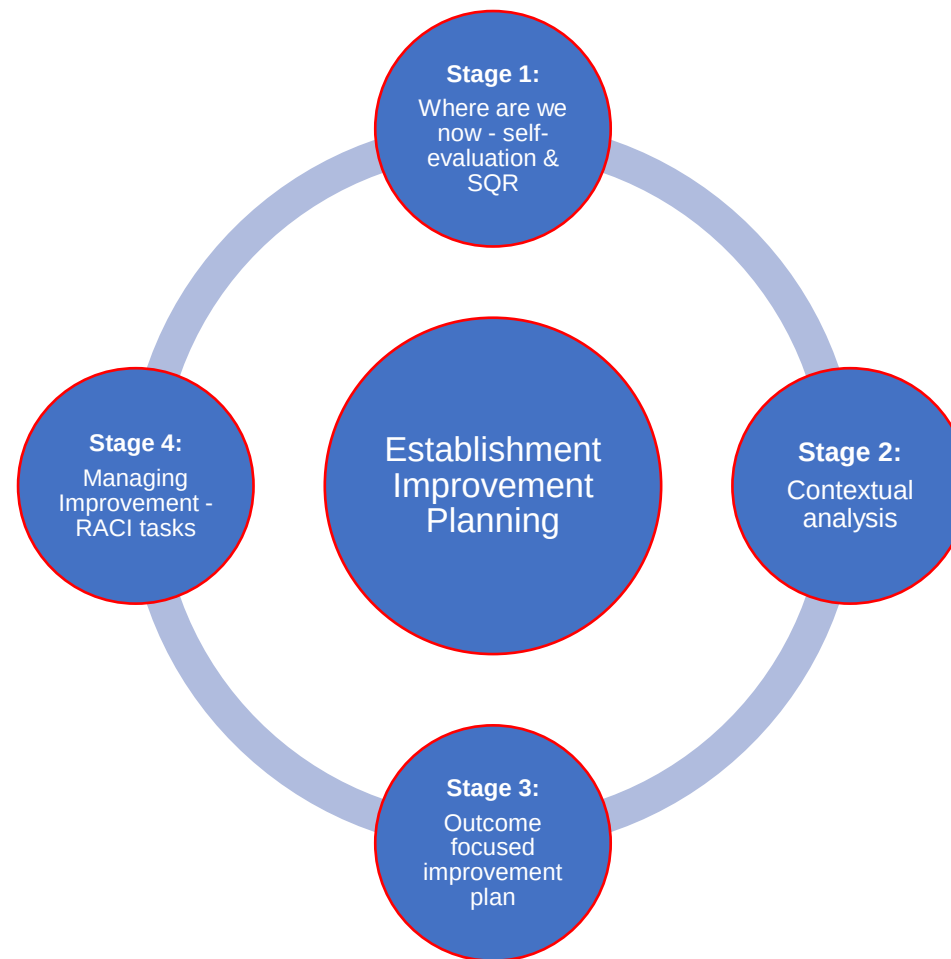
Falkirk Council
Children's Services

Establishment Name: Comely Park Primary and ELC



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

Comely Park Primary School is situated in the heart of Falkirk. The school has existed on the site since 1878.

We receive a significant number of placing requests into the school each year.

59% of our pupils live in housing within SIMD 8, 9 and 10. 13% of

Attendance and Exclusion

session	Average attendance (%)
2018/19	96.7%
2019/20	95.3%
2020/21	97.3%
2021/22	95.4%
2022/23	95%
2023/24	94.3%

Progress and Attainment

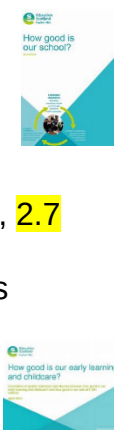
Attainment 23-24	Reading	Writing	Talk & List	Numeracy
P1	75%	79%	92%	85%
P4	81%	77%	88%	79%
P7	82%	80%	96%	86%

Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions. In session 2023/24 tracking meetings focused on the children identified as being at risk of falling below expected levels. Adaptations have been made to our

our pupils live in housing within SIMD 1, 2 and 3. Many of our parents make use of our position in the central belt and commute to Glasgow and Edinburgh. We are in a busy town centre area which allows us to enjoy close links with many of the businesses and facilities in our locality. We are frequent visitors to Callendar Park where we can access outdoor learning in a more natural environment. We benefit from effective partnership working with both our Parent Council and our Parent Teacher Association (PTA). The Parent Council, in partnership with Falkirk Football Foundation, have created Woodlands Community Sports (WCS) a social enterprise group which operates Woodlands Games Hall and sports pitch for the benefit of the whole community. As a result pupils	The figure for session 2023/24 would seem to indicate a declining trend in attendance. We work hard to ensure all pupils attend school fully, identifying individual families who may require support. We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families’ context and any barriers to attendance. Our Senior Leadership Team follow up where any issues are unresolved. Comely Park Primary sits within neighbourhood group 1 <table><tr><td>Total Roll:</td><td colspan="6">428 present roll (388 mainstream)</td></tr><tr><td>FME</td><td>2019</td><td>2020</td><td>2021</td><td>2022 P6/7 only</td><td>2023 P6/7 only</td><td>2024</td></tr><tr><td></td><td>5%</td><td>6%</td><td>Data not collected</td><td>9%</td><td>3.4%</td><td>6%</td></tr></table> ASN pupil census <table><tr><td>ASN pupil census</td><td>CPS</td><td>LA</td><td>NAT</td></tr><tr><td>Number of pupils</td><td>116</td><td>-</td><td>-</td></tr><tr><td>% of pupils</td><td>27%</td><td>32.4%</td><td>-</td></tr></table>	Total Roll:	428 present roll (388 mainstream)						FME	2019	2020	2021	2022 P6/7 only	2023 P6/7 only	2024		5%	6%	Data not collected	9%	3.4%	6%	ASN pupil census	CPS	LA	NAT	Number of pupils	116	-	-	% of pupils	27%	32.4%	-	tracking through Progress and Impact meetings between SLT and teachers. Children were identified across P1-P3 to engage with Early Intervention measures. This intervention had a positive impact. Review of the ASN process confirms that the needs of all identified children are being addressed. Adherence to staged intervention provides support for all who require it. Staff are more confident at identifying individual learning needs and as a result are supporting an additional significant number pupils this session. This is in addition to the 27% of pupils who already have an identified learning differences. Our Children’s Action Plans also include the UNCRC articles which reflect their rights. A number of our pupils were supported with health and wellbeing through participation in bespoke nurture and resilience groups in order to increase confidence within the classroom. A number of children in P5 and P7 benefitted from participation in ‘Circle of Friends’ groups. For the majority of children this was a positive experience. Some of our pupils benefitted from attending ‘Seasons for Growth’ groups. This is a programme which supports pupils who have experienced bereavement or loss.
Total Roll:	428 present roll (388 mainstream)																																		
FME	2019	2020	2021	2022 P6/7 only	2023 P6/7 only	2024																													
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ASN pupil census	CPS	LA	NAT																																
Number of pupils	116	-	-																																
% of pupils	27%	32.4%	-																																

have access to outstanding sports facilities. A key asset in the school community is the number of parents who can enrich the curriculum particularly in connecting with the World of Work. Historically we have involved such parents regularly. Another key asset to the school is the number of parents volunteering both within the school and in community based events. We benefit from great diversity within our school. There are 26 languages spoken by the 18.5% of pupils who are bilingual. We regularly have pupils who arrive with no English. Gender: we have slightly more females. The school roll is 388 in mainstream, 190 Male and 198 Female	<u>Exclusion:</u> There were no exclusions in session 2023/24. <u>Attendance:</u> An overall attendance rate for session 2023/24 was 94.5%. Pupils living in our most deprived areas had an average attendance of 93.5%. Pupils living in our least deprived areas had an average attendance of 94.9%.	
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Stage 3

Priority Area 1: Improving learning, teaching and assessment in literacy.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

- Following the success of the writing targets, develop progressive targets for the teaching and assessment of reading.
- Following the success in achieving Bronze Level in the Reading School Award, attain Silver Level.
- The National Literacy Trust's annual survey found that young people who enjoy reading are three times more likely to read above the level expected for their age than children who don't enjoy reading; young people who read daily in their free time are twice as likely to read above the level expected for their age than children who don't read daily.
- Staff questionnaires from the Reading Schools Core submission indicate a need for more staff awareness of modern children's literature and encouragement to develop and share their expertise in this area.
- Learners' questionnaires from the Reading Schools Core submission indicate children are not reading for pleasure regularly at home and have limited access to good quality texts.
- Following the improvement priority on phonological awareness create videos to raise awareness with parents of the importance of these key skills.
- Feedback from our Curricular Evening in February 2024 identified the demand from parents for further advice and information to support their child's learning.
- The success of our test of change in writing indicated this methodology should be further developed across the school to ensure sustained improvement in writing for all learners.

- Feedback from Learning, Teaching and Assessment visits carried out across our Neighbourhood schools, identified opportunities to work with colleagues to enhance differentiation and challenge.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
- Develop a whole school approach to the assessment of reading. - Achieve Reading School Silver Level.	- Create progressive reading targets across the school. - Create summative assessments to track progress in reading within each level. - Embed Reading for Pleasure through whole school strategies - Foster a positive reading ethos within our school community - Ensure regular time in the school day for teachers to read to their class - Encourage reading at home and parental/carer involvement as part of home learning - Provide opportunities for parents/carers to come in to school to share books and stories	- Staff improvement group will create reading targets and summative assessments showing progression across all levels. - Staff improvement group to lead and direct on all aspects of the Reading School Award to ensure a whole school approach is embedded. - Miss Lucas to provide opportunities to engage parents and carers in reading for enjoyment for their children. - Miss Lucas to link with outside agencies to support reading eg. local library, LRS and authors.	- Reading progress is tracked across school through the use of agreed reading targets and assessments. - Reading attainment will be positively impacted. - School is awarded Reading School Silver Accreditation. - Feedback indicates higher levels of parental engagement with reading. - Positive relationships are developed with external agencies who support reading.

	• Develop Staff knowledge of and engagement with a wide variety of modern children's literature • Create a staff box of modern children's literature. Include teacher reviews of these texts as part of staff meetings • Provide opportunities for all learners and their families to become members of their local library • Provide additional opportunities to broaden our learners' experiences, such as engaging with authors (in person or online through Authors Live events), local libraries, Falkirk LRS and other outside expertise • Ensure all learners have access to good quality books which they can identify with • Include books and reading as part of celebrations and cultural events like Eid and Christmas • Provide learners with opportunities to reflect on their reading and share their experiences with others • Encourage learners to become reading role models (e.g. Dyslexia Champions, Reading Buddies)		
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• Using the improvement cycle methodology create a sustained improvement in writing. • Enhance differentiation and challenge opportunities for all learners.	• Create opportunities for reading outside of the classroom (e.g. in the playground, in the courtyard, as part of outdoor learning) • Undertake two cycles on improving writing focussing on vocabulary, punctuation, openers and connectives linked to core targets. • Utilise FV RIC Interactive Learning, Teaching and Assessment Guide (Thinglink) to enhance knowledge and understanding of differentiation and challenge. • Staff to evidence a wider range of approaches for differentiation and challenge to meet the needs of all learners. • Work with neighbourhood colleagues to develop high quality challenge opportunities to stretch more able pupils.	• SLT to support staff in undertaking a test of change for writing in September 2024 and January 2025. • Staff to present and share their results with colleagues. • SLT to support staff professional development with differentiation and challenge. • Staff to undertake CLPL to support this development. • Mrs Gentles to support the set up of a play based approach to high quality challenges for P4 pupils.	• Writing is improved through participation in the improvement cycle. Staff confidence is raised in assessment of writing. • Pupil confidence in their improvement targets is increased. • Staff confidence is increased in providing a wider range of opportunities to support differentiation and challenge. • Higher quality of challenge activities provided to pupils working beyond the expected level. • Pupils accessing challenge activities through play in P4.
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	• A play based approach developed to challenging pupils at all levels from Primary 1 to 4.		
Ongoing evaluation/actual impact:			

Priority Area 2: Embed inclusion and equality strategies to improve outcomes for all learners.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

- ✓ As a result of the Scottish Government Race Equality Framework racial literacy is a key driver in our School Improvement Plan 2024/25.
- ✓ Further develop staff knowledge and understanding of racial literacy through professional learning.
- ✓ Use Children's Action plans to inform a contextual analysis of additional support needs across the Falkirk Cluster schools.
- ✓ Feedback from staff and pupils on our Sustainable Hero groups identified the need for everyone to remain in their current SH group to fully achieve action plan targets.
- ✓ Staff tracking reported high levels of pupil participation in staff, pupil and outside agency lead clubs. This should be continued.
- ✓ Having achieved Silver Level, create an action plan to attain a Gold Level Rights Respecting School Award.
- ✓ In response to our work on UNCRC, Rights Respecting School and racial literacy, review our school Vision and Values and Curriculum Rationale. Create a Relationships Policy.
- ✓ Feedback from our School Improvement Planning Parent Focus Group suggests a need for increased parental engagement in the form of learning cafes.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
Inclusive learning environments will be created where the values of inclusion and respect are uniformly applied to all learners and their families. All Teachers are familiar with the expectations around equality and inclusion. Pupils participate in decision making that supports their wellbeing, equality, inclusion and learning.	• Develop staff racial literacy in conjunction with CLPL activities on Education Scotland's professional learning programmes. • Raise awareness of: Falkirk's 'Learning to Achieve' 2023 policy; What Equality and Inclusion Look Like in Falkirk' and the National Equity Toolkit. • Establish a staff wakelet of resources to support and develop racial literacy. • Join the Anti Racist RIC network. • Create and facilitate an anti racist club in school in collaboration with pupils, staff and families. • 'Diversity Warriors' to organise a cultural diversity focus week and support awareness raising of events such as Show Racism the Red Card, Black History Month, International Women's Day and cultural festivals.	• Expand the use of the Ladybird Room to support pupils with social, emotional and mental health needs. • All staff to participate in professional development on racial literacy. • All staff to participate in professional reading: Raise awareness of Learning In 2+ Languages. • SLT to create a staff wakelet which provides access resources which support and develop staff understanding of racial literacy. • SLT to join Anti Racist RIC network to ensure we are at the forefront of current practice. • Create an Anti Racist club. • Key staff to work with learners, colleagues and families to lead a cultural awareness fayre. • Staff to provide learning experiences which challenge attitudes and develop skills,	• Timetabled use of the Ladybird Room. • Identified pupils are supported to ensure their continued wellbeing and progression in learning. • Pupils will function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds. • Achievement of Rights Respecting School Gold Award. • Forward planning and learner experiences reflect a shared understanding of equality and inclusion and will evidence diversity through IDL. • Staff confidence in delivering inclusive education will increase. This will be visible through quality assurance processes. • All staff to actively participate in inclusive classroom practice.

	• Decolonising the curriculum – conduct reviews of IDL contexts and reading books. • Building intercultural competencies eg. attitudes, skills, knowledge and understanding through approaches to interdisciplinary learning experience (critical literacy). • Reducing racism, prejudice and discrimination with reference to Sustainable Development Goals and UNCRC Rights Respecting Schools. • Create a whole school Relationship policy. • Review our Vision, Values and Curriculum Rationale to reflect UNCRC articles and Sustainable Development Goals (SDGs). • Create a proforma for families to enhance their experience at Comely Park PS. • Host regular Learning Cafes to support parents and carers.	knowledge and understanding of different cultures. (Focus Week) • All staff to support the decolonisation of our IDL contexts and resources • RRS group will create a Relationship Policy. • SLT and pupil focus group to update School Vision and Values and Curriculum Rational to incorporate UNCRC articles and SDGs. • SLT to create a proforma for new families. • SLT to facilitate monthly learning cafes. Teachers to present where appropriate. • SLT to raise awareness with staff of: Falkirk's 'Learning to Achieve' 2023 policy; What Equality and Inclusion Look Like in Falkirk' and the National Equity Toolkit.	• All staff to participate in professional learning on racial literacy. • Self evaluation of QI 3.1 • Through participation in events pupil knowledge and understanding of anti racism will deepen. • Relationship Policy shared with pupils and families. • School Vision and Values and Curriculum Rational shared with parents and families. • All new families will meet with SLT to complete a proforma on their child. • Parent engagement with Learning Cafes. •
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Ongoing evaluation/actual impact:	
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Priority Area: ELC Priority 1: Enhance Literacy experiences for children, including developing phonological awareness, language and communication skills within the ELC environment.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
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What informs this priority?

“Language is crucial to all learning. Young children cannot function effectively until they can listen to, understand and use simple language” (Care Inspectorate). Our Early Years practitioners have noted over the last 3 years an increasing number of children are entering ELC with reduced and impaired language skills. Some children have a small vocabulary, are only beginning to join words together, find it hard to listen and attend to others when they are speaking. As a setting, we are aware of a trend in “language poverty” (a lack of vocabulary and poor skills at structuring sentences) and how this can lead to behavioural, social and emotional difficulties as well as educational difficulties if not addressed. This year, Falkirk Council’s Early Years Theory of Change is focused on ensuring all children in an ELC experience language rich environments daily which improve their talking and listening. A focus on enhancing Literacy experiences for children, including developing phonological awareness, language and communication skills within the ELC environment will provide learning opportunities in and out with our ELC to support and encourage children in their development.

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)
To enrich and enhance children's knowledge and enjoyment of nursery rhymes, stories and songs to develop phonological awareness.	- Create a holistic approach to learning the song/rhyme of the moment by offering related activities and experiences to deepen and strengthen knowledge. - Share rhyme/song of the moment weekly with parents/carers through displays and social media. - Provide monthly camp fire experiences focusing on song/rhyme of the moment for parents to attend with their child. - Word of the week to be embedded weekly. - Nursery Narrative to continue to be embedded within the ELC.	- All staff will provide experiences to enrich children's knowledge and enjoyment of nursery rhymes and songs - SIP Task group members will have the opportunity to lead a Camp fire rhyme/song session. - SEYO to share rhyme/song of the moment visually within in the ELC and through social media to parents/carers. - Word of the week to be displayed throughout the ELC and shared weekly with parents/carers. - BookBug and Helicopter stories sessions to continue to be delivered. - SIP Task group to demonstrate the benefits of song/rhyme of the moment to parents/carers in workshops.	- Weekly focus on word of the week, Makaton sign of the week – evidenced in floor book and wall display. - Fortnightly focus on song/rhyme of the week – evidenced in floor book, children's learning journals and wall display. - Rhyme library available to children within the ELC. - Written feedback from parents following attendance at an event i.e. workshops. - Feedback from parents using Microsoft Forms. - Rhyme/Literacy wall display - Evaluated SIP Task Brief. - Evaluations from CLPL sessions

• To achieve our silver environment award.	• Helicopter story sessions to continue to be run weekly. • Bookbug sessions for parents and siblings. • Communication Workshop, including Song/rhyme of the Moment, rhyme and communication (Makaton) for parents/carers. • High school and senior pupils lead reading sessions in the ELC. • Create a rhyme library. • Staff to be trained in the Communication Champions programme. • Environment audit to be carried out to identify areas for improvement. • Staff to address identified areas of improvement from environment audit.	• SIP Task staff to plan and carry out communication workshop for parents/carers. • SIP Task group to liaise with P.6/7 staff and FHS to plan a story telling timetable. • SIP Task group to create a rhyme library for pupils to access in ELC. • Staff to attend appropriate CLPL run by SALT and the local authority. • All staff to attend training provided by SALT. • Mrs Dennistoun to undertake training to become a Communication Champion. • All staff to undertake training to develop the visual communication environment within the ELC.	• High school and senior pupils visit school monthly. • Silver Visual environment award accreditation. • Silver visual environment award paperwork completed. • SIP Task group will complete action plan for silver visual environment award. • Communication champion identified within the ELC.
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	• SALT drop-in sessions for parents/carers. • Makaton refresh for staff • Colour coded phonics training for staff.	• Mrs Dennistoun to carry out baseline audit of the visual environment. • SIP Task group to create an action plan using identified actions areas from the audit. • Isla Morrison to provide monthly SALT drop-in support sessions or parents. • Isla Morrison to continue to work with identified children on a 1:1 basis weekly. • All staff to attend Makaton refresh training. • All staff to attend Colour coded phonics training. • Develop the use of Makaton as whole ELC approach. • SEYO to share weekly Makaton sign on social media to share with families. • SEYO post about SLT interventions and information on social media.	• Staff confidence increased in creating a visual communication environment. • Parents/carers engage in monthly drop-in sessions provided by SALT. • All staff use Makaton within the ELC. • Staff challenge children using colour-coded phonics. • Weekly social media posts update parents on word of the week and Makaton sign of the week.
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Ongoing evaluation/actual impact:	
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Priority Area: ELC Priority 2: Embed a rights based approach within the Early Years to ensure pupils experience their UNCRC rights through meaningful, everyday experiences.	School and ELC leadership Teacher and practitioner professionalism Parental/Carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Curriculum Learning and Teaching Inclusion and Equality Assessment 
What informs this priority? Releasing the ambition states “Quality settings have ...a skilled workforce who engage in continuous learning and development to better understand and meet the needs and rights of young children” The Care Inspectorate states “Rights are not an add on, they are woven through every aspect of the ethos and provision of the service. Staff interactions with children are loving and caring and support children to understand their rights, not as an activity to be planned but as an everyday experience”. Our school achieved silver status in the Rights Respecting Schools programme, and are working to achieve Gold accreditation in Session 24/25. We will continue to work with parents to raise awareness of SHANARRI wellbeing indicators showing the link between these and UNCRC articles. Our new updated Focus Child paperwork reflects SHANARRI however; we recognise the need to ensure UNCRC articles are reflected in this also. Parents will have many opportunities to engage in the life of our setting, including joining our staff and children for focused stay and play sessions based on UNCRC and SHANARRI.			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)

• Staff to provide meaningful, everyday experiences reflecting UNCRC rights through	• Link SHANARRI indicators to UNCRC articles. • Staff to plan focus weeks to introduce children to identified rights. • Staff to talk about rights during daily experiences. • Purchase 'Children's rights through picture books' to create a rights library for pupils to access within the ELC. • Staff to provide continuous provision opportunities reflecting children's rights. • UNCRC articles and SHANARRI indicators to be displayed throughout the ELC. • Rosie Rights the Mascot stickers to be displayed around the ELC to enable pupils to independently identify rights. • Regular Stay and Play sessions for parents/carers focusing on UNCRC and SHANARRI.	• UNCRC RACI group to link SHANARRI indicators with UNCRC articles. • All staff to take part in the planning and implementing of focus weeks. • All staff will contribute to Floorbook and Special Interests folders. • SEYO to purchase 'children's rights' picture books. • SEYO to display Rosie Rights the Mascot stickers around the ELC. • SIP Task group to take responsibility for planning focused stay and play sessions for parents. • SIP Task staff to liaise with school plans to identify SHANARRI indicators of the month and plan experiences relating to each one. • All staff to take responsibility for providing continuous provision opportunities reflecting children's rights.	• UNCRC/ SHANARRI yearly overview to be used to support short, medium and long term planning. • Observations of children experiencing rights (recorded in Learning Profiles or within Floor book). • Record of Special Interests. • Focus weeks throughout the year. • Monthly focus on SHANARRI indicator – evidence in floorbook. • UNCRC/SHANARRI library available to children within the ELC. • Written feedback from parents following attendance at an event i.e. Stay and Play, workshops. • Feedback from children. • Quality Assurance by DHT. • Feedback from parents using Microsoft Forms.
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• Update ELC paperwork to reflect UNCRC and SHANARRI.	• Parents and carers to be given the opportunity each term to engage in a Family Learning Workshop based on UNCRC/SHANARRI. • Create a UNCRC wall display using pictures to display pupils demonstrating their rights within the ELC. • SHANARRI indicator of the month to be HWB focus in line with school. • Review and re-write our ELC rationale to reflect UNCRC articles and SHANARRI indicators. • Create an ELC charter reflecting UNCRC and SHANARRI indicators. • Incorporate UNCRC/SHANARRI Focus into 24/25 Long Term Planning document. • Create overview to match UNCRC rights with everyday experiences and SHANARRI indicators.	• SEYO to use social media to inform parents of focus article/SHANARRI indicator. • All staff to contribute to UNCRC /SHANARRI wall display. • All staff to attend relevant CLPL opportunities. • SIP Task Group to create a yearly overview incorporating UNCRC articles and SHANARRI wellbeing indicators. • All Staff observe and record experiences using new yearly overview incorporating UNCRC articles and SHANARRI wellbeing indicators. • All Staff to write an updated ELC rationale incorporating UNCRC	• UNCRC/SHANARRI wall display • Evaluated RACI Task Brief. • Evaluations from CLPL sessions • Observations of children experiencing rights (recorded in Learning Profiles or within Floor book). • ELC rationale reflects UNCRC/SHANARRI indicators. Shared with families. • All staff contribute to UNCRC wall display. • Positive behaviour policy
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	• Update learning journals and focus child paperwork to reflect UNCRC articles. • Update floor book paperwork to include UNCRC articles and SHANARRI indicators. • Staff observe and record when pupils experience rights in learning journals and focus child paperwork. • Create a positive behaviour policy that reflects UNCRC articles and SHANARRI. • Create a leaflet for parent/carers which highlights the positive behaviours promoted in nursery.	articles and SHANARRI indicators. • SIP Task group to create a positive behaviour policy. • Key workers to share positive behaviour leaflets with families during parent/child consultations.	• Positive behaviour leaflet shared with all families. • Evaluated SIP Task Brief. • Rights Respecting School Gold accreditation. • Updated learning journal and focus child paperwork reflect UNCRC articles.
Ongoing evaluation/actual impact:			