



# Kyle Academy

Silver Accreditation  
Evidence Pack

unicef   
UNITED KINGDOM



RIGHTS  
RESPECTING  
SCHOOLS

Our learning

Our future

Our responsibility



# STRAND A – Teaching and Learning about Rights

## Where do we learn about our Rights?

- Assemblies
- Daily Personal Support Profiles
- Across our curriculum

We enjoy our rights and don't have to fight for them.

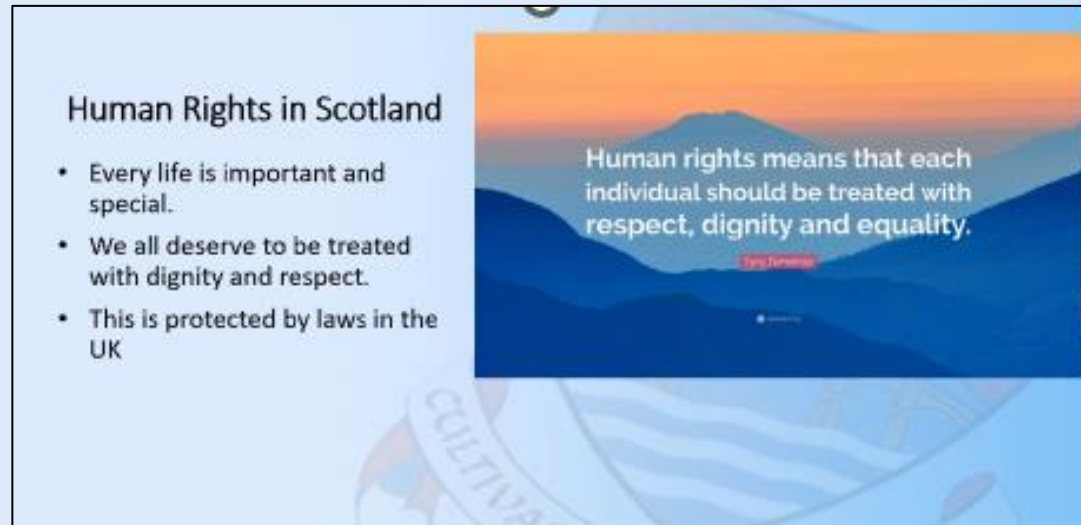




# OUTCOME 1

Young people and the wider school community

- know about and understand the United Nations Convention on the Rights of the Child
- can describe how it impacts on their lives and on the lives of children everywhere.



Example of pupil-led assembly  
Theme of the Month – Rights and Inclusion

## Assemblies and Daily Personal Support

- Values-led
- Themes of the Month
- Aligned to articles of UNCRC

Learning about Rights is embedded in the Life and Ethos of the School as well as the curriculum.

## OUTCOME 1 – Examples from Daily Personal Support Profiles



## Theme of the Month - October

### Our Values in Focus - DIVERSITY

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Different individuals  
valuing each other  
regardless of  
kin intellect  
talents or  
years.

Diversity and inclusion  
are about giving value  
to every human being,  
no matter our  
differences.

“Invite people into your  
life who don't look or  
act like you. You might  
find they challenge  
your assumptions and  
make you grow.”


- MELLISSY HOBSON

### DIVERSITY

**Definition**  
The practice of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations.

**In what ways is our school community diverse?**

**Why do you think our school community chose diversity as one of our values?**



A group of diverse hands of various skin tones and wearing different colored gloves (yellow, blue, red, green) are raised in the air, symbolizing unity and diversity.


### Respect


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## What is the UNCRRC Rights of the Child?

The United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the rights of every child. Many of the rights relate to respecting diversity and ensuring that all children are treated equally regardless of their race, religion or abilities.

Let's start with one that underpins all the rest.



**2**  


### Article 2 – Non-discrimination

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

### PRE-JUDICE

**Definition** - Prejudice is having a biased or unfair opinion about a group of people which isn't based on fact. Prejudice could be against a certain ethnicity, young or old people, men, women, people with religious beliefs, people who don't have a religion, or people with a disability.


### STEREOTYPES

**Definition** - Stereotypes assume everyone in a certain group is the same or acts the same way. Being treated differently because of a stereotype, like someone assuming your sexuality based on the clothes you wear, is a type of discrimination. Even when the assumption isn't true it's still discrimination.


**Watch the video clip Unicef in Georgia – Why are people prejudiced against the little girl and how does it make her feel?**

Our school community aims to respect everyone's right to non-discrimination. That is why our pupils choose DIVERSITY as a school value.


**Look at the images below. Which image is fairest and why? Discuss.**



**DIVERSITY**




**EQUALITY**



**EQUITY**

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**14**

**Article 14 – Freedom of thought, belief and religion**



Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Every child grows up with their own thoughts and beliefs about the world.

Now state below, who or what do you think influences children and young people's thoughts and beliefs about how to live?



Now you understand the rights better, note down how well you think our school is doing

	How well do we protect this right in Kyle?		
<p><b>Article 2 Non-Discrimination</b></p> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #f08080; color: white; padding: 5px; margin-right: 10px; text-align: center;">  <p><b>2</b></p> </div> <div> <p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p> </div> </div> </div>	Very well		What's working or how could we improve?
	Quite well		
	Need to do better		
<p><b>Article 14 – Freedom of thought, belief and religion</b></p> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #90ee90; color: white; padding: 5px; margin-right: 10px; text-align: center;">  <p><b>14</b></p> </div> <div> <p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p> </div> </div> </div>	Very well		What's working or how could we improve?
	Quite well		
	Need to do better		

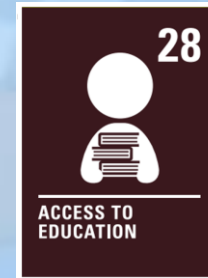
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# OUTCOME 2

At Kyle young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.

- *Education*
- *Music, sports, clubs and activities*
- *Trips and cultural activities*
- *Pupil Voice Committees*
- *Access to books, internet, library*
- *School nurse, counsellors, immunisations*
- *Partnership working to support families*







## OUTCOME 2 - Education



## LUNCHTIME CLUBS

Volleyball	S1	Games Hall	Lunchtime	All PE Staff
Volleyball	S2	Games Hall	Lunchtime	All PE Staff
Volleyball	S3 – S4	Games Hall	Lunchtime	All PE Staff
Badminton	S1 – S2	Games Hall	Lunchtime	All PE Staff

## AFTER SCHOOL CLUBS

Volleyball	S3 – S6	Games Hall	Monday 3.40 – 4.45pm	Mr McElnea & Mr Morris
Netball	S1 – S2	Games Hall	Tuesday 3.40 – 4.45pm	Miss Wilson, Mrs Blackadder & Miss Holmes
Rugby*	S1 – S3	Outside	Tuesday 3.40 – 4.45pm	Ayr RFC Coaches
Basketball	S1 – S3	Games Hall	Wednesday 2.50 – 3.45pm	Mrs Blackadder
Football*	S1-S3 Girls	Outside	Wednesday 2.50 – 3.45pm	Mr Morris
Netball	S3 – S6	Games Hall	Thursday 2.50 – 3.45pm	Miss Wilson, Mrs Blackadder & Miss Holmes
Cheer	S1 – S6	Gym Hall	Thursday 2.50 – 3.45pm	Miss Bowers
Fun Fitness	S1 – S6	Fitness Suite	Thursday 2.50 – 3.45pm	Mr Davidson

CLUB	WHO'S IT FOR?	WHERE DOES IS RUN?	WHEN DOES IT RUN?	TEACHER RESPONSIBLE
Crochet Club	S1 – S6	Sewing Room	Thursday Lunchtime	Ms Byrne
Craft Club	S1	WS1	Wednesday lunch	Mrs Hunter (design & tech)
Eco Group	S1 – S6	RE Classroom (SS7)	Monday lunchtime	Mrs Rankin
Film Club	S1 – S3	RE Classroom (SS7)	Wednesday lunchtime	Mrs Rankin
Fairtrade Group	S1 – S6	RE Classroom (SS7)	Friday lunchtime	Mrs Rankin
Board Games Club	S1 – S6	BS1	Wednesday after school 3 – 4.45pm	Mr Gill & Mr Little
Youth Speaks Debate Club	Juniors (S1/2) Seniors (S3 – S6)	English 1	September – April	Miss Gillies



CLUB	WHO'S IT FOR?	WHERE DOES IS RUN?	WHEN DOES IT RUN?	TEACHER RESPONSIBLE
Junior Choir	S1 – 3	Music 1	Monday lunch	Miss Lawrie
String Orchestra	All string players	Assembly Hall	Monday 3:45 – 4:30pm	Miss MacKail
Symphony Orchestra	All instrumentalists	Assembly Hall	Tuesday 8am	Mrs Williamson
Senior Choir	S3 – 6	Music 2	Tuesday lunch	Mrs Robertson
Musical Theatre	Everyone	Assembly Hall	Wednesday 3 – 4pm	Mrs Williamson & Mrs Robertson
S1 Jam Hub	All S1	Music 1 and 2	Thursday lunch	Mrs Williamson & Mrs Robertson
Wind Ensemble	All woodwind and brass players	Music 1	Thursday 3 – 4pm	Mrs Brill
Percussion Ensemble	Percussionists	Practise room 3	Friday lunch	Miss Lawrie & Mr Welsh

<https://sway.cloud.microsoft/ZfFM3gKDQrePNytv?ref=Link>



## OUTCOME 2 – Trips and Cultural Activities



 **Kyle Academy Modern Studies** @KyleAcadMods · 2 Oct  
@KyleAcad History and Modern Studies students enjoying day 2 of a jam packed London trip with a visit to Parliament 🇬🇧🏰



 **Kyle Academy Modern Studies** @KyleAcadMods · 16 Nov  
Tremendous effort from the @KyleAcad Mock Trial team today who were outstanding in the prosecution and defence of two cases at Glasgow High Court. Very proud of them all 💙



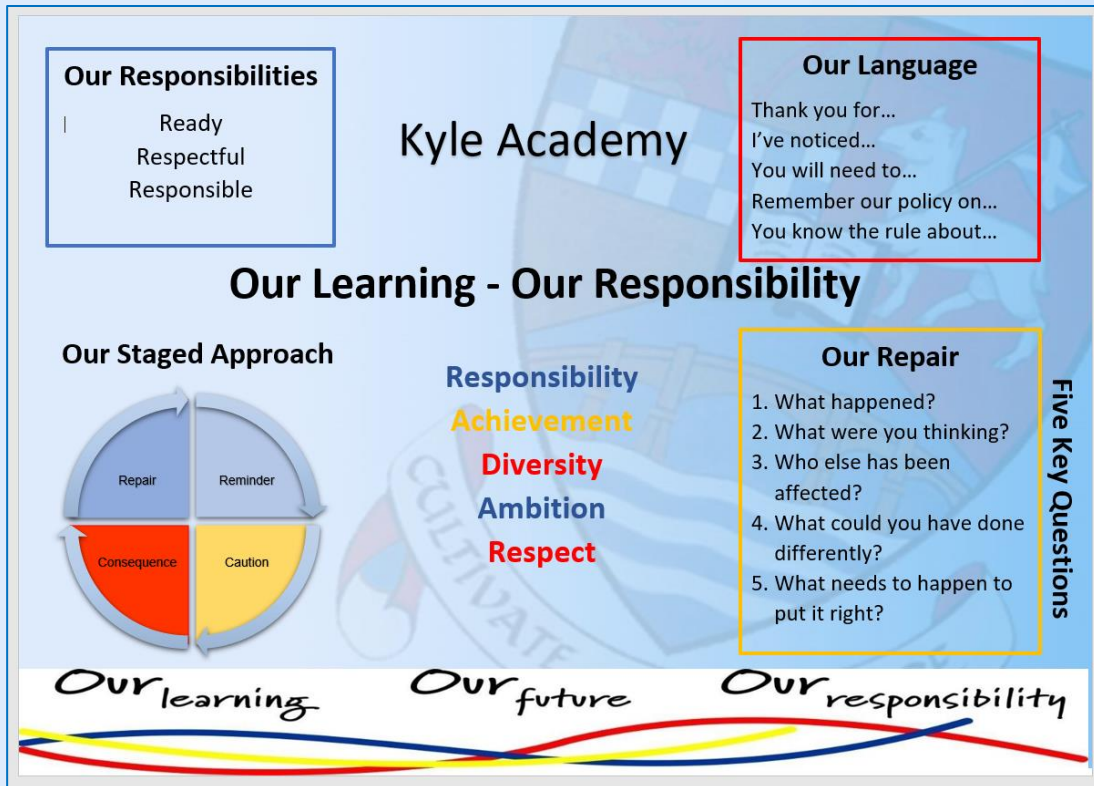
 **Kyle Academy** @KyleAcad · 29 Nov  
Well done to our winning debate teams who are going through to the regional final of the Rotary Club's Youth Speaks Competition in January. 🌟🌟





# OUTCOME 3

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



## Kyle Academy – Positive Behaviour and Relationships Policy

### Our Vision and Values

Kyle Academy is a community of young people, staff, parents and partners. We believe that good relationships underpin the positive, caring ethos at the heart of our school. We have high expectations of all our young people and strive to provide an inclusive learning environment that supports attainment and achievement for all.

Our vision statement, '**Our learning, our future, our responsibility**', underpins our aspirations for our school community. In Kyle Academy, we are all lifelong learners working together to embrace the challenges learning brings. We understand our responsibility to engage fully in learning to achieve as highly as possible and make a positive contribution to our school and our community.

**Our core values** form the basis of all our relationships.

- **Responsibility** - always doing our best in class; developing self-discipline and a sense of personal and social responsibility
- **Achievement** - working hard in class; reaching our full potential in classwork, homework, assessments and in personal achievements
- **Respect** - being pleasant and polite and always treating others as we would like to be treated; respecting the school, the local community and our environment
- **Diversity** - respecting the fact that we are all different and understanding that this makes our community a better place
- **Ambition** – being ambitious for ourselves and our community; working hard to achieve success

### Our Aims

The aim of this policy is to establish and maintain a school climate that is based on positive relationships and mutual respect. We are committed to developing the best possible relationships between:

- Young people and one another
- Young people and school staff
- Parents and school staff
- School staff and one another
- School staff and other partners

As a Rights Respecting School, we promote the values and principles of The United Nations Convention on the Rights of the Child (UNCRC), and support an ethos of meaningful pupil participation, respect and positive relationships. Our approaches respect young people's dignity and their rights, as well as ensuring that our pupils have equal respect for each other and staff.

## Responsibility

Our Positive Behaviour and Relationships Policy clearly sets out the responsibilities of pupils and staff to create a positive atmosphere so that everyone can learn and achieve their best.

This is what it says about the responsibilities of pupils

1. Arrive at class on time
2. Follow instructions and always do your best in classwork, homework and assessments
3. Stay focused on tasks and allow or encourage others to do the same
4. Work through a task independently or have a go, before asking for support
5. Be pleasant and polite and always treat others with respect

Pick one of the expectations above and explain why it is necessary so that everyone can learn and achieve their best.

### Rights and Responsibilities – An Introduction to Restorative Conversations

Every person should feel valued. We all deserve to be treated with dignity and respect. This means treating others with courtesy, kindness, and respecting their rights.

We should always take responsibility for our choices or actions and learn from our mistakes. That is why we use Restorative Conversations if pupils have fallen out with each other, hurt someone else, or done something in class that has disrupted learning.

What are the benefits of taking time to talk about the impact of our actions on other people and their rights?



## Outcome 3: Positive Relationships and Restorative Approaches

Think about the following situations and discuss how the actions have affected the rights of others.

Here's a reminder of some of the rights we have covered so far this year to help.



Situation	Who has been affected?	Which right has been affected?
Two pupils repeatedly talk and carry on during a lesson. The teacher has to keep stopping to ask them to pay attention. Finally, she asks the pupils to stand outside the door and then leaves the class to go and talk to them.		
During a lesson, Pupil A shouts out an inappropriate comment directed at Pupil B which makes a fool of the way they speak. Pupil A claims it was just 'a laugh' but Pupil B is self-conscious about a slight speech impediment they have.		

### Anti-Bullying Week – November 14 to 18 November

Note down how these UNCRC Articles relate to bullying.

	Article 2 – Non-discrimination
	Article 19 – Protection from abuse and violence



### Restorative Conversations – Rights and Responsibilities



	Article 12 – Respect for children's views
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Children have the right to give their views, feelings and wishes on issues that affect them. Adults should listen and take children seriously.

We use Restorative Conversations to give young people the chance to have their say when there has been an incident involving them. This includes both the person who was harmed and the person who displayed the harmful behaviour.

How do restorative conversations support some of the UNCRC Rights of the Child we have been looking at?



# OUTCOME 3 – An ethos that promotes positive relationships, respect and diversity

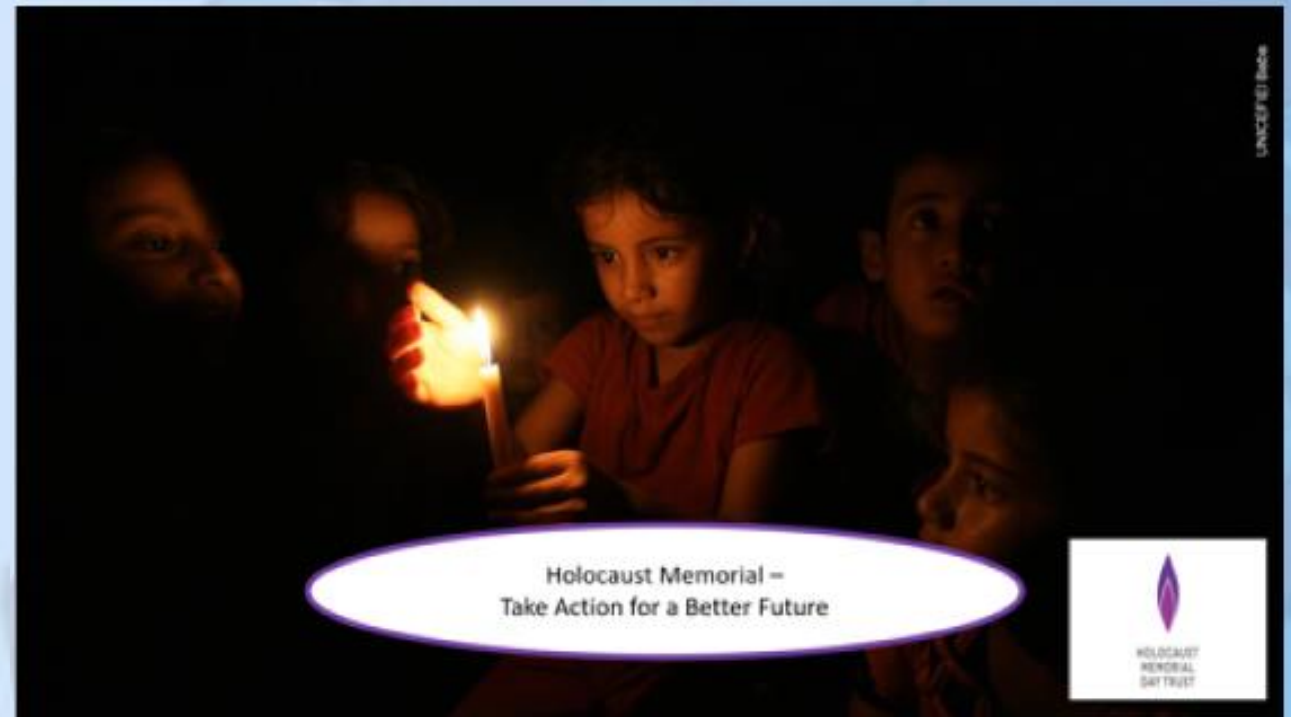
## School Values Linked to Actions



## Themes of the Month to reinforce Values

### Examples

Feb 2023	Equalities
Mar 2023	Take a Stand
Sep 2023	Our Values in Action – Respect
Feb2024	Freedom (Holocaust Memorial)
Mar 2024	Zero-Discrimination
Sep 2024	Our Diverse School Community
Jan 2025	Take Action for a Better Future



Holocaust Memorial –  
Take Action for a Better Future

As a Vision School that supports Holocaust Education, we are committed to making sure that everyone is treated equally and feels valued and included at Kyle. Remembering the Holocaust can help us understand why this is so important.

SUPPORTING HOLOCAUST EDUCATION  
**VISION SCHOOLS** SCOTLAND



### That's Not Okay!

How often do we hear people calling others names or see them treat others badly?

In this situation, we always have a choice.

- a) Do nothing
- b) Laugh
- c) Join in
- d) Take a stand and say that's not okay

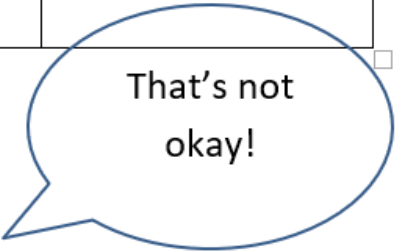
As a Rights Respecting School we need to stand up and say that's not okay. Discuss each of the scenarios below and decide what should happen next.

	Who has been affected?	Which rights have been affected?
Someone in your class calls another pupil stupid when they voice an opinion they don't agree with. The teacher and the whole class clearly heard it.		
You are standing with a group of friends when one of them hits the other on the head with an empty bottle and uses a homophobic slur as part of a carry on.		
A pupil in your class has started to dress differently. Another pupil laughs at them and encourages others to look and laugh too.		

**REMEMBER**

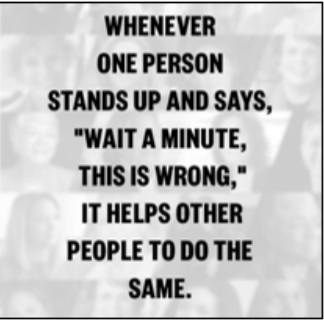
Every person should feel valued. We all deserve to be treated with dignity and respect. This means treating others with courtesy, kindness, and respecting their rights.

**If something is not okay – point it out.**



Discuss

What can we do to create a school community where no one (pupils, teachers, other staff) accepts comments and actions that are not okay?



# Respect and Diversity

## Celebrating our Diverse School Community

September 2024  
Theme of the Month



Representatives of our  
Year Group Committees  
developed our Kyle  
Academy Rights Charter

# Kyle Academy Charter

## KYLE ACADEMY Rights Charter

### Actions by **Rights Holders**

We will take small actions to improve our world like showing respect to others, reducing litter and plastic waste.

We will try to be ready, respectful and responsible to make our school a safe and welcoming place to be.

We will treat everyone as we would like to be treated ourselves. We will join in the school events that celebrate diversity.

We will contribute our views by completing surveys, taking part in the pupil voice committees and suggesting and implementing change.

We will do our best in class to participate in clubs, activities and trips planned so that we get the best out of our education.



27

### Ambition

We are ambitious for our school community and our world and what it could be like - respect, equality and peace.

### Respect

Our school is happy, safe and supportive - everyone is welcome and treated with respect.



14

FREEDOM OF  
THOUGHT AND  
RELIGION



2

NO DISCRIMINATION



23

CHILDREN WITH  
DISABILITIES

### Diversity

We are an inclusive school community that celebrates diversity.

### Responsibility

Our young people are active contributors who help lead and shape our school.



12

RESPECT FOR  
CHILDREN'S VIEWS



13

SHARING  
THOUGHTS FREELY



28

### Achievement

All young people participate fully in the planned learning and experiences that happen in and outside the classroom.



31

REST, PLAY,  
CULTURE, ARTS

### Actions by **Duty Bearers**

We will use our school curriculum to teach about our world, the environment and the positive actions we can take to make it a better place.

We will continue to promote positive relationships and respect across our school community through modelling behaviours and following our Positive Relationships Policy.

We will support staff to undertake further training on equalities such as LGBT awareness training and professional learning on dyslexia and neurodiversity.

We will ensure our Year Group Committees and Pupil Council have increased opportunities to lead and contribute to change.

We will continue to deliver a full curriculum of learning and wider achievements that meets the needs and interests of all our young people.

# Outcome 4 - Shared understanding of wellbeing which is at the centre of our School Improvement Plan

## Our Shared Understanding of Wellbeing

At Kyle Academy, we define wellbeing as the feeling of being safe, nurtured, respected and valued for who we are. This comes from being included, feeling part of a community and supported by that community. It also comes from feeling in control; being heard and having a voice in things that affect us. Wellbeing also comes from being healthy and active, from a sense of achievement and self-worth that makes us feel positive about ourselves and what we can achieve.

Improve the wellbeing of our young people through an inclusive community where all young people are supported to participate and achieve



Improve equality and inclusion to allow all young people to flourish



Improve our young people’s sense of self-esteem and ambition by increasing participation and achievement



Improve attendance



Wellbeing Library

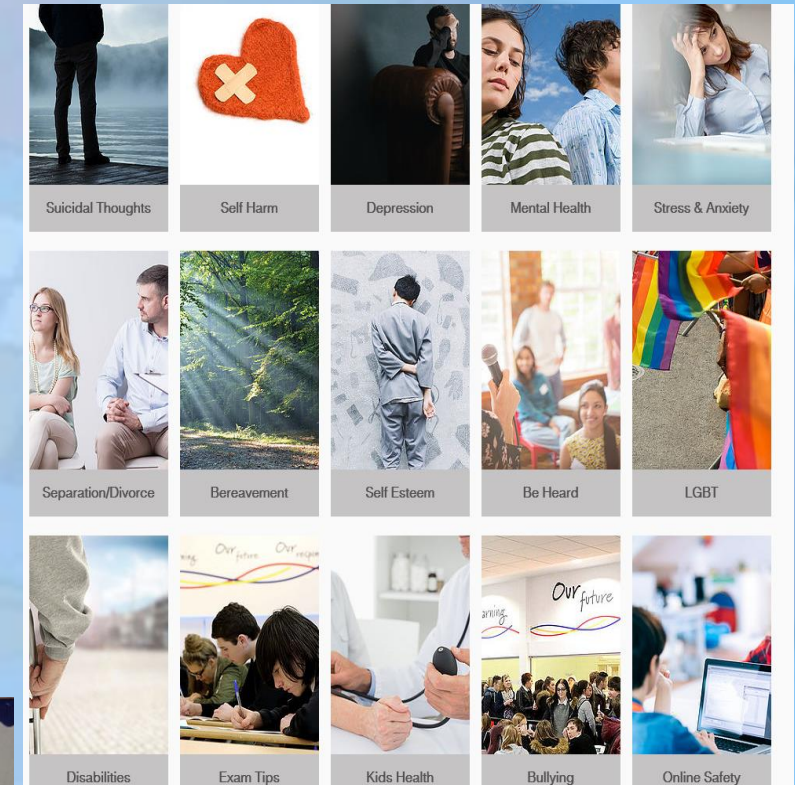


# Signposting Wellbeing Support

- LGBT noticeboards
- Young Carers
- Quiet room and safe spaces
- Website wellbeing pages – chosen by pupils



- Nurture
- Seasons for Growth
- LGBT Club
- Buddies



Our school website has a dedicated section for Wellbeing which covers:

- Mental Health
- Emotional Support
- School Supports
- Parent Support





### The Library

The library is a meeting place for our LGBT+ Group and a safe space for young people at break and lunch for those who need it

## Safe Spaces

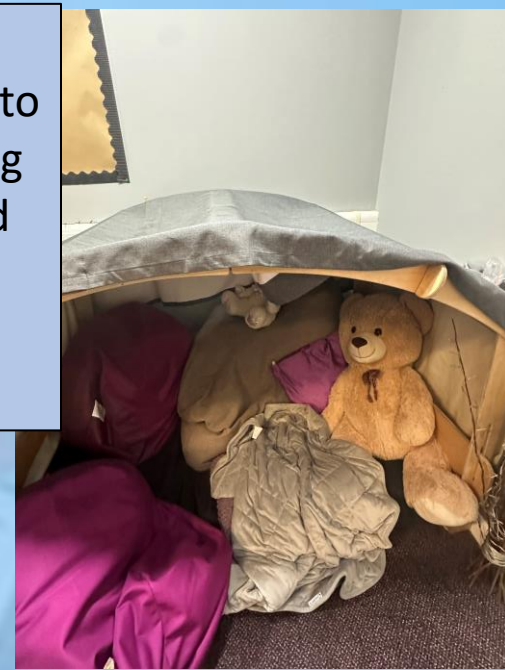
### The Learning Hub

Our Learning Hub provides a space for working when mainstream classes are overwhelming or to support learning after a period of absence



### Nurture Base

The Nurture Base is carefully designed to provide a warm, secure and welcoming space for those who need it. It is used for specific targeted groups for programmes such as Nurture and Seasons for Growth.



### Quiet Room

The Quiet Room in Pupil Support provides valuable time out when pupils experience sensory overload

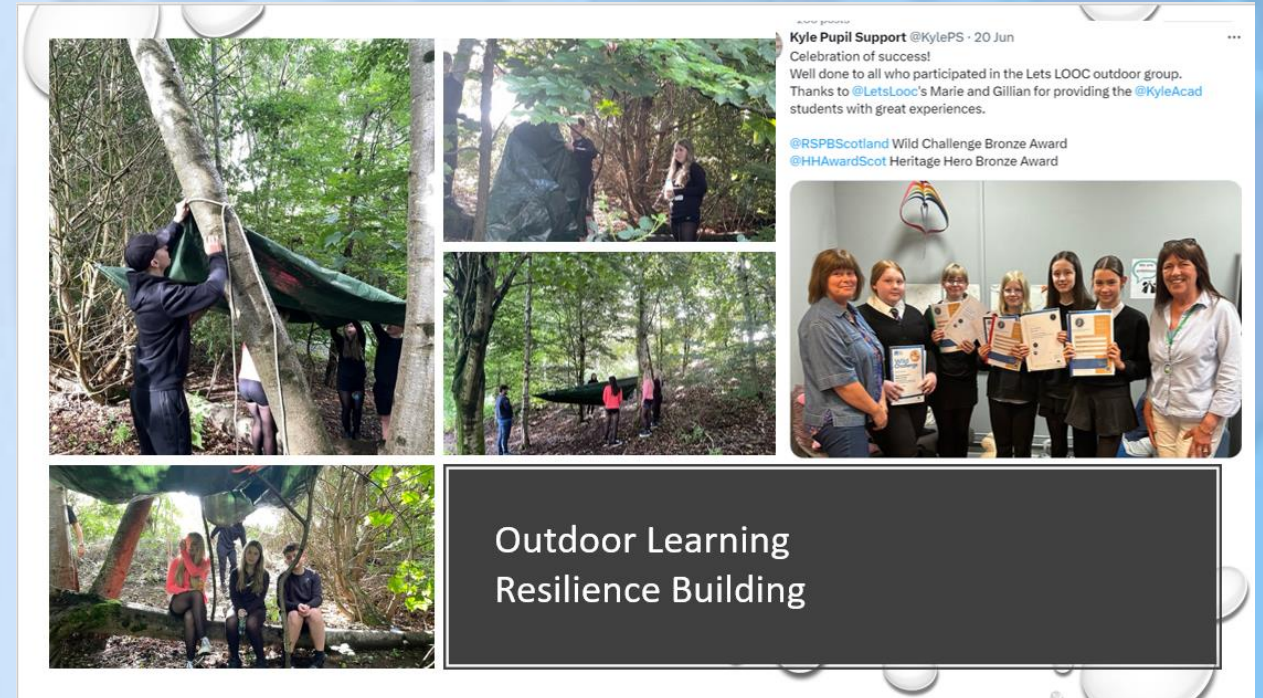




# OUTCOME 5

- Supports for social, emotional and mental health
- Our framework for supporting families
- Partners for support

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



## Be kind to your mind

The essential daily 7  
for a healthy mind

Eat  
healthy

Set challenging  
& achievable  
goals

Think  
positively

Use  
relaxation  
techniques

Restrict  
phone  
time

Stay connected  
with friends  
and family

Share your  
worries and  
accept help

Stand up  
yourself  
and others

Keep  
physically  
active

Be kind to  
yourself

Keep  
learning  
new skills

Get plenty  
of sleep

Step out  
of your  
comfort zone

Mental Health  
Ambassadors  
Wellbeing Tool Kit





All Pupils

Kyle Academy  
Monday 9<sup>th</sup> December 2024



## Study Club

Come along to have a quiet place to study and a cup of tea.



All Pupils

Kyle Academy  
Monday 9<sup>th</sup> December 2024



## TOASTED BAGELS & FRUIT IN THE FOYER

Every Monday Morning from  
8.20am



All Pupils

Kyle Academy  
Thursday 6<sup>th</sup> June 2024



## Take What You Need Trolley

Location: Guidance

Items: Stocked with Cereal bars,  
water, toiletries, stationery,  
Sanitary Products, tights etc.

If you are in need of any of these  
items, please help yourself.



Meeting social and emotional needs



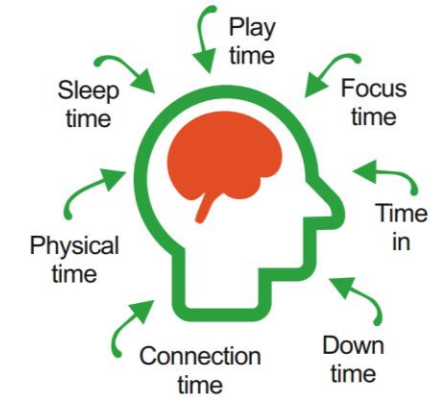
## Our Health and Wellbeing Vision



Kyle Academy Mental Health Ambassadors

- Provide support
- Challenge views
- Increase awareness
- Promote understanding
- Share coping strategies
- Embrace all
- Get people talking
- Speak out

## The Healthy Mind



Our learning Our future Our responsibility



## May 2024 Theme of the Month

Be Kind to Your Mind



Our learning Our future Our responsibility

Meeting Mental Health Needs



# Framework for Supporting Children and Families



↶ Kyle Pupil Support reposted  
 **Kyle Academy** @KyleAcad · 3 Sep



**BREW AND A BLEATHER**

WHERE: KYLE ACADEMY  
WHEN: MONDAY 7TH OCT (THEREAFTER EVERY FIRST MONDAY OF THE MONTH)  
TIME: 9.00-9.50AM  
FOCUS: WELLBEING SUPPORTS IN SCHOOL

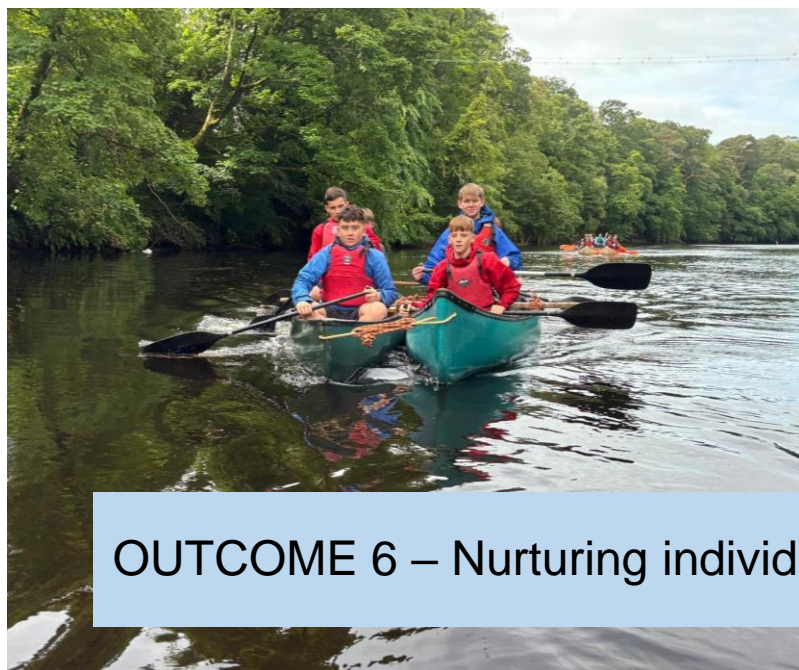
Ailish Fergusson PT Guidance and Mandy McKinlay wellbeing officer look forward to seeing you. If you require any further information please do not hesitate to contact us on 07496322346

## Partnership Working

Thriving Communities  
Young Carers  
Star Centre  
NHS

SA Info and Advice Hub  
SA Women's Aid  
  
LOOC





OUTCOME 6 – Nurturing individual interests and talents





This month's theme is ambition – being ambitious for our world and what it could be like (equality, justice and peace).

Before the October holiday we focused on our school community and looking out for each other. This month we are looking beyond ourselves to the wider world and the positive impact we can have there.



Discuss

What would the perfect world be like?

**Watch - Martin Luther King's speech about what the world could be like.**

King's message is about dreaming of a future where everyone is treated equally and has the same opportunities. Everyone should be judged by their character, not their race. He encourages people to come together and work as one to achieve these goals.



**Write** - what can you do to make our world a fairer, more equal place?

## 1. Our Ambitions for our World – Equalities



## October – Black History Month

The theme of this year's Black History Month is **Reclaiming Narratives**. This means recognising and correcting the stories of Black history and culture. The aim is to correct historical inaccuracies and showcase the untold success stories of Black famous inspirational people throughout history.

the history and importance of the African continent itself.

Some historians ignored Africa's rich history and claimed that Africans hadn't built valuable cultures or institutions. They said that progress could only happen with help from Europeans, which didn't recognise the achievements and potential of African societies.

Africa is actually the birthplace of humanity and one of the first places where civilizations began. One of the most famous early societies was Ancient Egypt (called Kemet), which started over 5,000 years ago. Before Egypt became powerful, there was an even older kingdom called Ta Seti in Nubia (now Sudan), which might be one of the earliest states in the world.

For a long time, Africa developed its own cultures and trade networks without much outside influence, even trading with places like India and China. In the 8th century, when North Africans invaded parts of Europe, they brought back ancient knowledge to Europe, connecting Africa and Europe more closely.

Some people in the past held negative views about Africa, saying it had no history or achievements. But today, we know that Africa has a rich history and made important contributions, especially through Egypt's advancements in maths, medicine, and building.

Overall, before the slave trade started, Africa was a continent full of diverse cultures and important developments, proving that it had a significant history and achievements of its own. However, as demand for slaves grew, this was all threatened.

The transatlantic slave trade was very harmful. It caused the loss of millions of lives and disrupted African societies, making it harder for them to grow and develop independently. This problem continued with colonial rule.

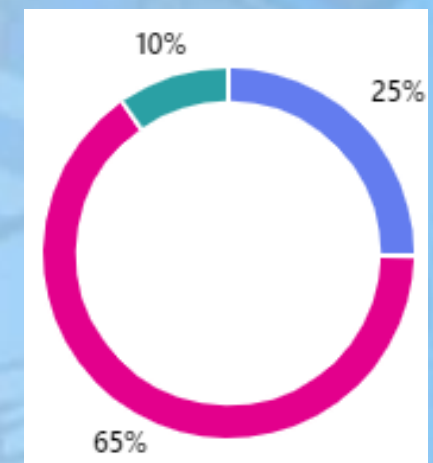
SOURCE: Black History Month website 2024



**Write** down 3 fact you did not know about Africa's history?

## OUTCOME 6 – Understanding and respecting others

Almost all pupils agree that school helps them to understand and respect other people







**Kyle Pupil Support @KylePS · 30 Sep**  
It's Dyslexia Awareness Week Scotland and we're celebrating

# Dyslexia Awareness Week

Monday 30th September - Sunday 6th October 2024

**This week's events**

- Wed 2nd Oct**  
Dyslexia Scotland Author Event  
7:15pm-8:00pm (free)\*
- Fri 4th Oct**  
In Pupil Support we will have a No Pen or Pencil Day
- Dyslexia Masterclass for Parents**  
Wed 3rd Oct 6:30pm-8:00pm Online  
Book your free place using the QR code
- Around the School**
  - Dyslexia Awareness Presentations
  - DIPA Meeting
  - Short Film Viewing
  - Library Activities
- Learning Room Timetable at Lunchtime**  
Mon 1:35pm Read & Write  
Tue 1:35pm Chill-Out  
Tuesdays

\*scan the QR code to register



## Dyslexia and Inclusive Practice Award

**Name:** Kyle Academy

**Date:** 10th October 2024

**south AYRSHIRE COUNCIL**  
Comhairle Siorrachd Air a Deas

## OUTCOME 6 – Recognising individual needs and rights

- Young Carer's Award
- Dyslexia and Inclusive Practice Award
- Autism Awareness pupil-led assemblies



# OUTCOME 6 – Young people are included and have agency



Blythswood Charity – Pupil-led Initiative

## Pride Month – led by LGBT+ Group

 **JUNE IS PRIDE MONTH**

Coming up at Kyle Academy to celebrate Pride Month

- Bake Sale
- Merch
- Photo Booth
- Join in with Pride Crafts in Library
- PRIDE Quiz

*All people should be treated equally, regardless of who they are or who they love.*



 All Pupils Kyle Academy  
Thursday 5<sup>th</sup> December 2024

Thanks for all your votes for our Kyle Charity 2024-25!

The winner is:

 **WINNER!** The Night before Christmas

Our first fundraiser will be a Christmas themed non-uniform day on **Friday 13<sup>th</sup> of December.**

Pay £1 and wear something Christmassy if you can!



Annual pupil vote for a charity to fundraise for – led by our Charities Committee

 **South Ayrshire Youth Council Election** 2024

## YOUR VOTE, YOUR VOICE

South Ayrshire Council Youth Parliament  
Voting Day Thursday 20<sup>th</sup> June 2024



Subject: Mathematics

Name		Registration Class	1W / L
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What we have been learning in class:

### Numeracy and Geometry

We have been solving problems using whole numbers and decimals involving addition and subtraction. We have been working with negative numbers in the context of temperature. We have been adding and subtracting integers. We have been naming and measuring angles and learning about complementary and supplementary angles. We have been plotting points and writing down coordinates.

### Algebra

We have been developing our algebraic skills by learning how to simplify expressions.

How well am I doing?

Numerical and Geometrical Skills	Finding it tricky but can do it with help	Working well, with occasional help	Working independently, with only a little help
Add and subtract numbers with up to three decimal places.			✓
Add and subtract integers, including questions involving temperatures.			✓
Round to the nearest 10, 100, 1000.			✓
Name and measure angles.		✓	
Find complementary and supplementary angles.		✓	
Find angles round a point.		✓	
Plot coordinates on a 4-quadrant diagram.			✓
Write the coordinates of a point shown on a 4-quadrant diagram.			✓
Algebraic Skills	Finding it tricky but can do it with help	Working well, with occasional help	Working independently, with only a little help
Simplify expressions by adding like terms		✓	
Simplify expressions by multiplying terms		✓	

Next Steps / I need to work on-

checking over my answers and looking over my notes.

Teachers Signature	Miss G	Date	10/12/24
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Subject: Music

Name		Registration Class	1W / L
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What we have been learning in class:

### Music Theory

Pupils have been learning how to identify notes, count rhythms and identify the time signature.

### Listening skills

Pupils have been developing their listening skills through identifying beats in the bar and learning about instruments in the orchestra.

### Performance

Pupils have learned the basics on the following instruments; keyboard, glockenspiel, and drum-kit.

How well am I doing?

	Finding it tricky but can do it with help	Working well, with occasional help	Working independently, with only a little help
Identifying notes			✓
Identifying rhythms			✓
Identifying beats in a bar			✓
Identifying instruments from the orchestra		✓	
Instruments			
Keyboard		✓	✓
Glockenspiel		✓	✓
Drum-kit		✓	✓

Teachers Signature	K P	Date	11/12/24
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Subject: Physical Education

Name		Registration Class	1R1 / E
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What have we been learning in class:

### Fitness

We have been learning to consistently work hard and not to give up when a task becomes challenging.

### Team Games (Basketball, Rugby or Netball)

We have been learning to perform a range of skills in practices and apply these skills in games (e.g. shooting, passing, tackling)

We have also been learning to focus during practices and games to make quick and effective decisions to perform at our best (e.g. running into a space)

### Gymnastics

We have been learning to work on our balance, with a partner and use creativity to link skills together. We have been learning to vault over apparatus and land safely.

How well am I doing?

	Finding it tricky but can do it with help	Working well, with occasional help	Working independently, with only a little help
Show positive effort in both practices and games			✓
Demonstrate spatial awareness when performing in a team game		✓	
Make quick decisions on what to do next (e.g. pass or shoot)		✓	
Carry out specific skills for the activity (e.g. passing, shooting, tackling)			✓
Work with a partner to create a gymnastics sequence. (only those classes who have completed a gymnastics block)			

Next Steps / I need to work on-

in rugby to get into spaces  
in basket ball I need to get better at shooting

Teachers Signature	
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## OUTCOME 7 – Pupil-led Reports

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



# OUTCOME 7 – Young people are involved in decisions about their learning

All Young Carers are supported to write their YC Statement

Views of Young Person
S1 Sep 21 I am happy with my targets. 14.09.21
S1 May 22 I am happy with my plan and to be able to use ICT for tests and exams.10.05.22
S2 Mar 23 I am looking forward to S3 as I get to pick my own subjects. I am going to take the practical subject as they will be useful for when I leave school. 16.03.23

Staged Intervention Plans are discussed with young people and include their views

The image shows a 'Passport to Success' form with four pages. The cover page has the title 'PASSPORT TO SUCCESS' and two blue rectangular boxes for a photo and a name. The second page, 'How school affects me and difficulties this can cause me:', lists five bullet points about a student's struggles. The third page, 'Social difficulties:', lists five bullet points about social challenges. The fourth page, 'What helps me?', lists five bullet points about strategies that help the student.

**How school affects me and difficulties this can cause me:**

- I fidget and sometimes find it hard to be still.
- I won't always respond to classroom instructions.
- I struggle being around my peers and find it hard to forget incidents which have happened previously.
- I struggle following too many verbal instructions.
- I can be very talkative and can be distracted from the task.
- It takes me time to process information and I can appear as though I am not listening.

**Social difficulties:**

- I get annoyed when I don't know what to do in class.
- I can get really annoyed easily if I don't feel I have been listened to.
- I need time to get started and need processing time - this can appear that I am not working but I really am trying to think what to do next.
- Make sure instructions are clear and written down as a step-by-step list or visual.
- I need to have time to calm down.
- Talking to me when I have calmed down might help me understand different situations.

**What helps me?**

- Talking to a trusted teacher helps me e.g., Mrs Boal (immediately after an incident) and Mrs Thomas (when I see her in the dining hall or corridor).
- Talking to friends makes me happy.
- I have a **time out pass**. I will spend a few minutes outside the classroom to self-regulate.
- I get annoyed when teachers don't listen to me and don't give me time to say what I'm saying.
- When giving me instructions think KISS i.e., KEEP IT SHORT AND SIMPLE.
- I prefer step by step lists sometimes.
- Introduce small group tasks to get me to work with others. I can distract others when I am working on my own.

Passports to Success describe pupil's needs in their own words with advice for their teachers on how to support them

The image shows a 'Kyle Young Carer Statement' form. It has a header with the school crest and the title. Below the header are fields for 'Name' and 'Class'. The main body of the form has four sections, each with a heading and a text area for the student to write. The sections are: 'Who I care for', 'What's important to me and what I want to achieve', 'What help do I need', and 'What can teachers do to help me'.

**Kyle Young Carer Statement**

Name - \_\_\_\_\_ Class - \_\_\_\_\_

Who I care for - ☐ Mum ☐ Brother  
☐ Dad ☐ Sister

Other - \_\_\_\_\_

What's important to me and what I want to achieve -  
\_\_\_\_\_  
\_\_\_\_\_  
I enjoy - \_\_\_\_\_  
I sometimes miss out on - \_\_\_\_\_

What help do I need -  
\_\_\_\_\_  
\_\_\_\_\_

What can teachers do to help me -  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## OUTCOME 7

### Celebrating Learning

Our S3 Year Group Committee chose to celebrate their learning and achievements from S1 to S3.

They organised and led a day of awards, games and music that showcased the best bits of their learning.



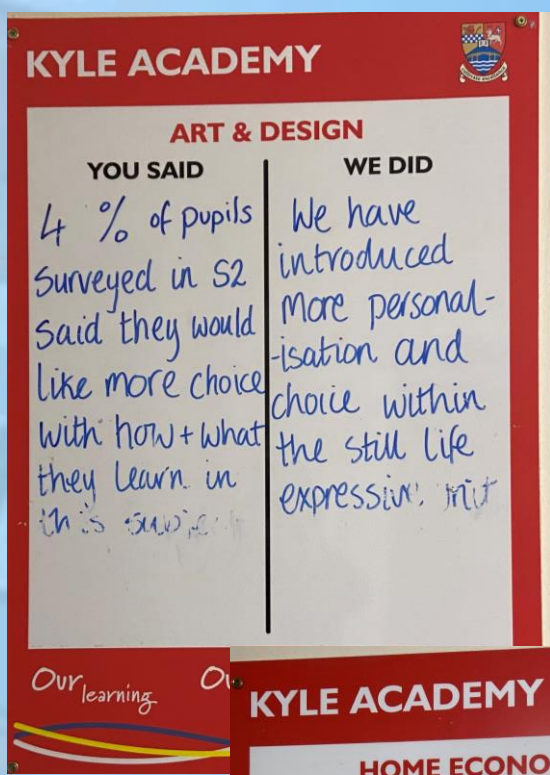


Working Grade	Criteria	Pupil-friendly Language
A	<ul style="list-style-type: none"><li>Consistently performs well at a challenging level.</li><li>Works independently with little support.</li><li>Consistently performs well in tasks, activities and assessments.</li></ul>	<ul style="list-style-type: none"><li>Excellent understanding of all the knowledge, topics and skills covered in class.</li><li>Completes work with little or no support required.</li><li>Consistently <b>achieves highly</b> in class work, homework and assessments.</li></ul>
B	<ul style="list-style-type: none"><li>Mainly performs well at a challenging level but can take longer to master more challenging knowledge, topics and skills.</li><li>Mostly works independently. Occasionally requires support and/or scaffolding for some more challenging knowledge, topics and skills.</li><li>Usually performs well in tasks, activities and assessments.</li></ul>	<ul style="list-style-type: none"><li>Good understanding of most of the learning covered in class. Occasionally needs more time to understand more challenging knowledge, topics or skills.</li><li>Occasionally uses supports to complete more challenging tasks e.g. help from the teacher, model answers, notes.</li><li>Usually <b>achieves well</b> in class work, homework and assessments.</li></ul>

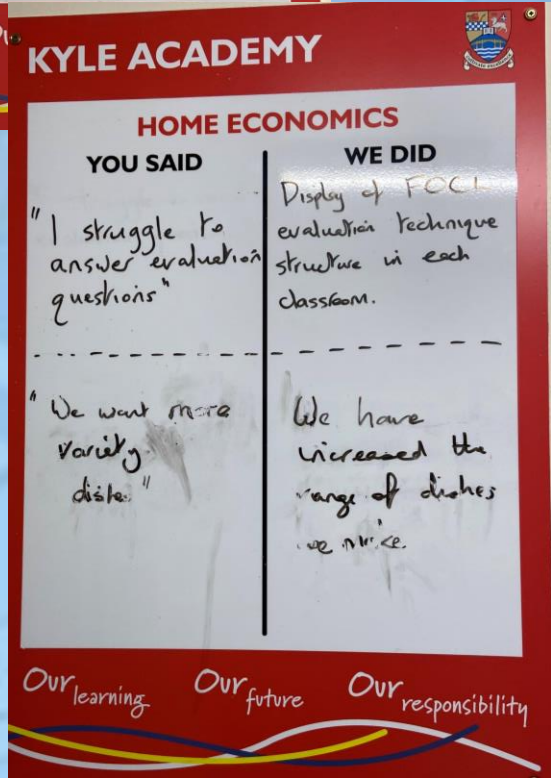
The Pupil Council rewrote the newly introduced BGE working grade criteria in pupil-friendly language

Day / Date	Subject	Level	Staff	
Mon 6 <sup>th</sup> March	Business	Higher	Ms Nicol	Case study practice
Mon 6 <sup>th</sup> March	Modern Studies	Adv H	Ms Limardi	Dissertation
Mon 6 <sup>th</sup> March	Design & Manufacture	Higher	Ms Cooper	Design Questions
Mon 6 <sup>th</sup> March	Design & Manufacture	N5	Ms Anderson	Course Assessment
Mon 6 <sup>th</sup> March	Woodwork	N5	Mrs Hunter	Course Assessment
Mon 6 <sup>th</sup> March	History	N5	Mrs Andersson	British
Mon 6 <sup>th</sup> March	Art	All levels	Mr Boal	Coursework
Mon 6 <sup>th</sup> March	Photography	Higher	Mr Kane	Coursework
Mon 6 <sup>th</sup> March	HFT	N5	Mrs Sutherland	Nutrition and Dietary Goals

Supported Study focused on areas identified by pupils



You Said We Did Boards in every department



# OUTCOME 8

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

- Pupil voice and participation
- Impact of Year Group Committees and Pupil Council
- Pupil agency – peer support

Do you enjoy Chemistry?	Do you feel challenged by the classroom tasks and activities?	Are there enough opportunities for you to take responsibility for your own learning?	Do you get enough homework?	Does your teacher give written or verbal feedback which helps you plan your next steps as well as plan how you can improve?	How useful have you found Teams this year?	How useful have you found the resources issued?	From the list of resources in Q7 please identify those you found the most useful and tell us why?	How helpful did you find the two blocks of supported study?	Please comment any particular reason for your rating on supported study in Q9.	Please comment any other way which you feel improves the resources an experience:
5	No	Yes	Yes	Yes	5	5	The completed notes for personal studying at Home	5	Just helpful	Not really improvement really love how the booklets colour coded alot
4	Yes	Yes	Yes	Yes	4	4	5,6 and 1	4		
5	Yes	Yes	Yes	Yes	5	5	key area question booklets as they have targeted questions	3	it overlapped with my other subjects and I couldn't go	
5	No	Yes	Yes	Yes	3	5	Key areas easier to remember question types	2		
4	Yes	Yes	Yes	Yes	3	4	Key areas	3	Didn't get time to go	

**School Uniform Survey**

December 2023

The S2 Year Group Committee are looking for your views on our current school uniform.

Hi! Would you mind taking 4 minutes to complete this form? It would be great if you can submit your response by 25 Dec 2024. Thank you!

To: People name, Teams group or channel...

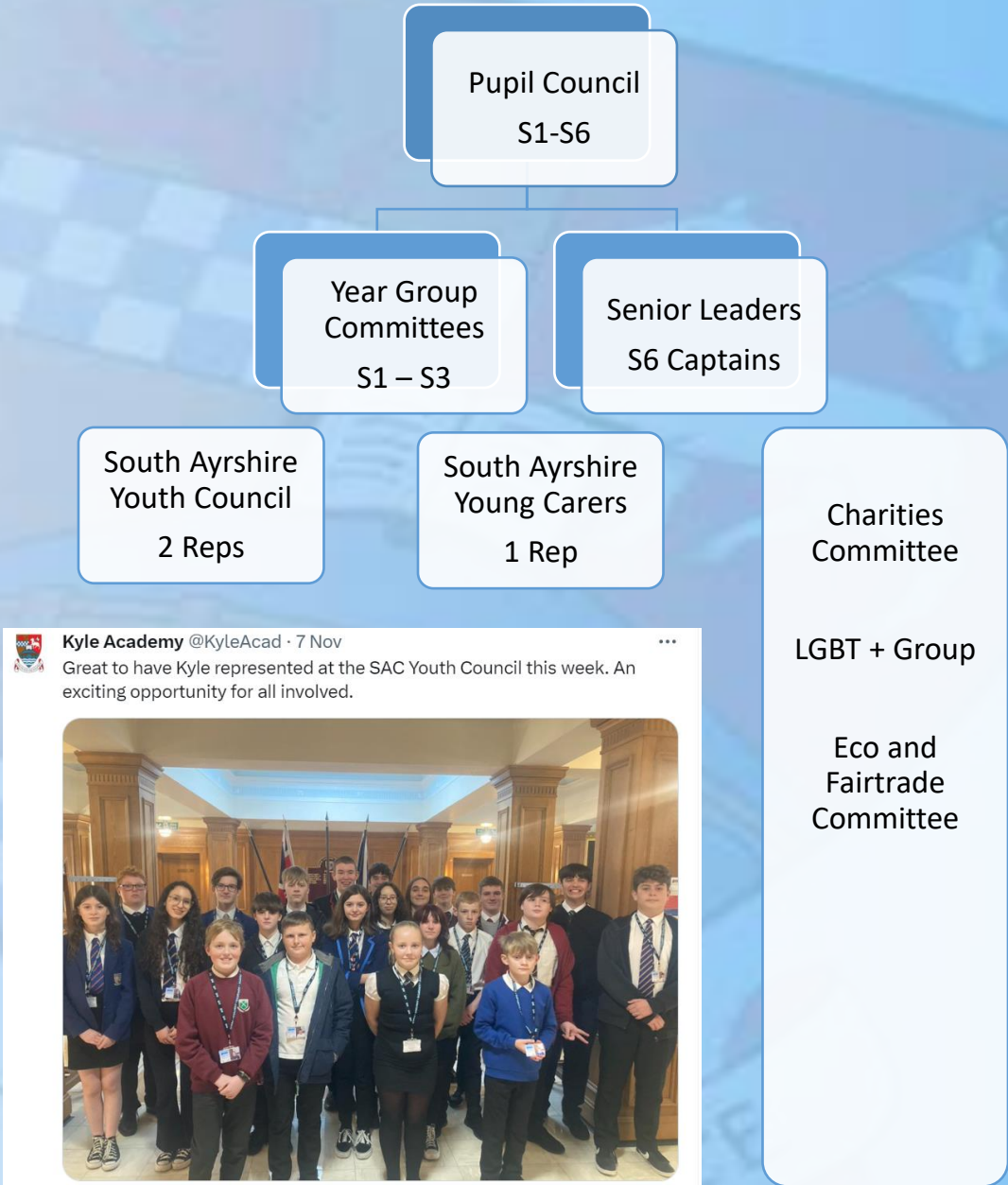
You are invited to take this:  
**Pupil Survey - Whole School**

Hi! Would you mind taking 2 minutes to complete this form? It would be great if you can submit your response by 25 Dec 2024. Thank you!

[Start now](#)



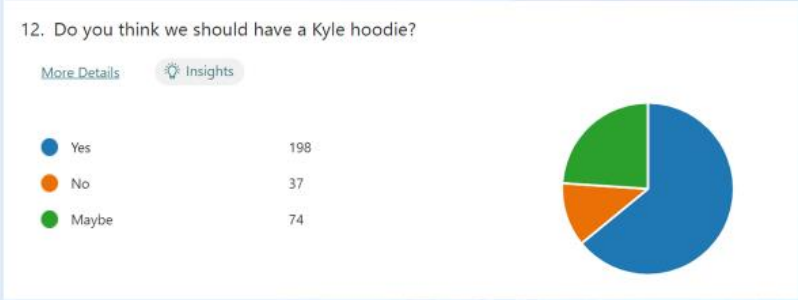
# OUTCOME 8 – Pupil Voice and Participation



# OUTCOME 8 – Impact of Year Group Committees

## S2 Year Gp Committee Uniform Review

Surveyed pupils and parents  
Costed hoodies  
Put proposal to Parent Council  
Introduced our new hoodies  
Provided staff update



- Most thought a hoodie was more comfortable and warmer than a jumper.
- Some thought it was better for wet weather.

## Proposal to Parent Council

- Introduce plain black or grey hoodies
- Hoodies with school badge will be available but not compulsory
- Projected costs

	Hoodie	Jumper
Supermarket	£7 - £9	£5 - £10
School shop	£20	£10
High street	£9 - £15	£7

- Can be more expensive but still affordable



## S3 Year Gp Committee BGE Celebration

Consulted year group  
Planned event – bands,  
games, awards, refreshments  
Led the event

## Pupil Council

Mobile Phone Policy  
Pupil Friendly Working Grade Criteria  
Study Skills Workshops



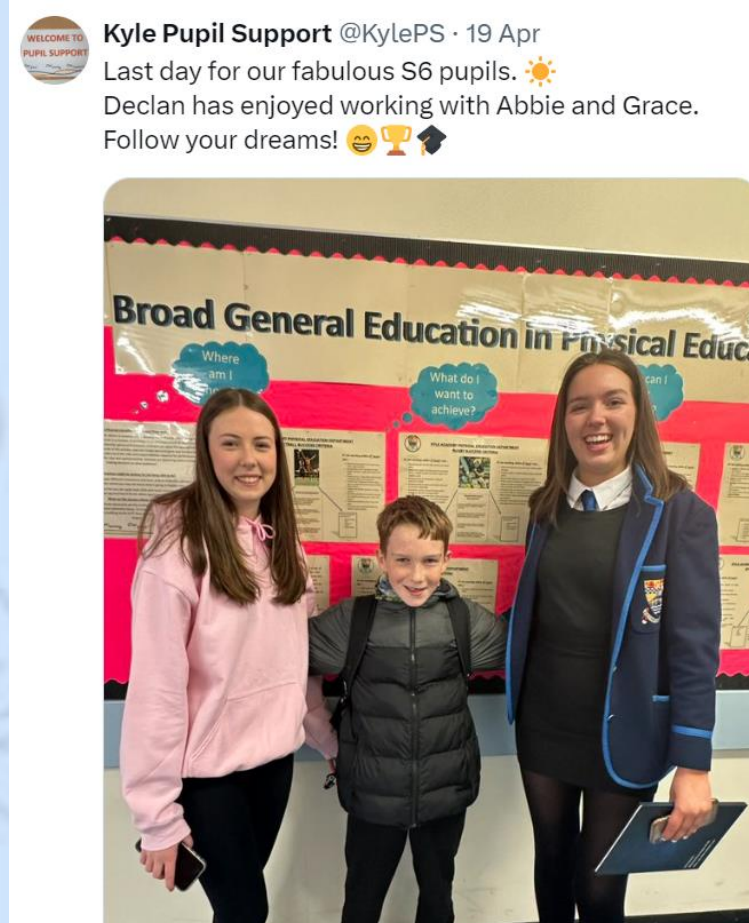
# Pupil Agency - Peer Support

S6 Paired Reading with S1 and S2 pupils

S6 Volunteers in junior classes – art, technical, English, Maths

S5/6 Volunteering in local primary schools - Spanish Ambassadors; Sports Leaders

S3 leading Maths workshops with P7s





# OUTCOME 9

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

- LGBT Charter Journey
- Peer Education; Holocaust Memorial and MVP
- Introduction to Volunteering





# OUTCOME 9 – Pupil Participation, Empowerment and Action Work of the LGBT+ Group



RESPECTING  
SCHOOLS

unicef  
UNITED KINGDOM

# OUTCOME 9 –Peer Education

## SUPPORTING HOLOCAUST EDUCATION VISION SCHOOLS SCOTLAND



### Core Session 1 Session Plan

Please note: this session must be delivered first, before Core Session 2 and any of the other scenarios

#### Learning Intentions:

- To explore the values of the MVP programme
- To discuss gender stereotypes and expectations
- To explore how these can impact our behaviour, our wellbeing and our relationships with others

#### Key Learning Outcomes:

HWB 3-01a / HWB 4-01a

I am aware of and able to express my feelings and am developing the ability to talk about them

HWB 3-16a / HWB 4-16a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible

HWB 3-13a / HWB 4-13a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 3-46b / HWB 4-46b

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

#### UNCRC - Children's Rights:

Article 2 states that children have the right to protection against discrimination.

Article 29 states that children have the right to an education which encourages them to respect other people's rights and values

#### GIRFEC Wellbeing Indicators:

Safe, Healthy, Respected, Responsible, Included

#### RSHP: Third/Fourth level

<https://rshp.scot/third-fourth-level/#stereotypes>

<https://rshp.scot/third-fourth-level/#equality>

