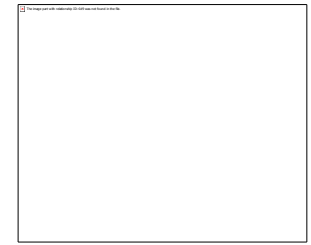


# ACTION PLAN FOR SILVER



We recognise that children and young people’s capacity is age and ability dependent and cannot always be demonstrated, particularly in nursery and additional needs settings. In all contexts the principles of equality, dignity, respect, non-discrimination and participation should be ‘visible around the school’ and be understood and spoken about by adults.

## STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT SILVER	RAG	ACTIONS - WHAT, WHO, WHEN
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy.		<b>9/1/18-</b> (Staff CPD) Senior Management Meeting to introduce the Convention and explain RRSA in context of ‘We are writers’ project. Every pupil from Y1-6 will write a poem based on chosen articles from ‘Twenty one Assemblies for Primary School Document’ which will be published for World Book Day Celebration in March, by Scholastic Book Fairs. Copies of CRC for all staff and Governors.
	Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.		
	Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.		<b>February, 2018-</b> Meet with link Governors to share the vision for becoming a ‘Rights Respecting School’ Steering Group training about Children’s Rights and plan a whole school launch.
	Adults and the wider school community know about and understand the CRC.		<b>26/2/18-</b> Whole school launch using the video material from UNICEF website. Pupils to read poems written for various themes during KS1/KS2

			<p>assemblies.</p> <p><b>March, April 2018</b>-Steering Group set up and meeting organised by Mrs Mavi. Steering Group to promote the CRC-display all relevant articles all around the site. Main display in the school Hall. Class based presentations planned and actioned by the Steering Group to motivate pupils to develop awareness of CRC.</p> <p>World Book Day Assembly-School Choir to sing about the 'Rights Of a child'</p>
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## STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

OUTCOME	AT SILVER	RAG	ACTIONS - WHAT, WHO, WHEN
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Many children and young people are able to explain how school facilitates them to enjoy a range of their rights.		<b>April 2018</b> -PSHE lessons, circle time, collective worship, staff meeting, Governor Meetings to incorporate the articles (12, 28 29) in the whole school vision. (All staff)
	Many children and young people and adults describe how they and others act to create a rights respecting environment.		<b>June, 2018</b> -Steering Group to organise 'Soccer Aid' event for UNICEF (8/6/18)

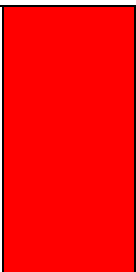
3. Relationships are positive and founded on dignity and a mutual respect for rights	Many children and young people speak with confidence about how positive relationships are encouraged.	Yellow	<p><b>Presentation to School Governors (21/6/18)</b></p> <p><b>July, 2018</b>-Young Speakers Debate Event to develop understanding of CRC and the impact of these on our daily lives and children globally.</p> <p><b>September 2018</b>-Use RRSA guidance to develop 'Rights Based Charters' Creating class based/whole school 'Rights –Based Charters' All staff as '<i>Duty Bearers</i>' with all pupils as '<i>Rights Holders</i>'.</p> <p><b>UNICEF ambassadors collecting data based on pupil views linked to social and emotional well-being including healthy lifestyles. Then sharing their findings as part of the school newsletter to all the stakeholders.</b></p> <p><b>Autumn, 2018</b>-Link Behaviour for learning with language of respect for rights. (All staff SLT/ Governors</p> <p>Restorative Dialogue/ Reflection Script to be re</p>
	Rights are used to clarify moral developments and consider rights respecting solutions.	Red	
4. Children and young people are safe and protected and know what to do if they need support.	Many children and young people say they feel in a safe environment at school and can describe how their actions and those of others contribute to this.	Green	
	Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe.	Green	
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Many children can describe how the school supports them with their health, social and emotional needs.	Yellow	
6. Children and young people are included and are valued as individuals.	Many children and young people can describe they feel included and valued at school and can describe how their actions and those of others contribute to this.	Yellow	
7. Children and young people value education and are involved in making decisions about their education.	Many children and young people speak positively of school and of their learning. The school can demonstrate broadly positive attitudes to school by the children for example through attendance data and questionnaire feedback.	Yellow	

	Many adults explain how rights respecting language shapes a positive learning environment.		worded to explicitly link to rights. Pastoral Lead working with St Gp – By Oct '18 –  Training for lunchtime staff to introduce CRC and develop RR language. St Grp to develop role play scenarios for training. <b>July 2018</b>
	Many pupils understand and can talk about the role they have in their learning.		

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

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

<b>OUTCOME</b>	<b>AT SILVER</b>	<b>RAG</b>	<b>ACTIONS – WHAT, WHO, WHEN</b>
8. Children and young people know that their views are taken seriously.	Many children, young people and adults describe how young people can express their opinions and have been involved in decisions about their life in school.		<b>Summer,2018</b> Presentation to School Governors ( <b>21/6/18</b> )

<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Many children and young people have been involved in a range of activities to promote children and young people's rights on a local and global scale.</p>		<p><b>Autumn 2018, Spring, 2019</b> Steering group work with school Worship council to launch the 90Kg Rice Challenge. Curriculum audit to identify planned opportunities for 'global learning' – map this to Articles where relevant. SLT and subject leaders.</p>
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**Action Plan for Silver**

Rights Respecting Schools Award © Unicef UK 2018

[unicef.org.uk/rights-respecting-schools](https://www.unicef.org.uk/rights-respecting-schools)