

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.

School name	Glasshouses Primary School
Local Authority	NYCC
Headteacher	Nicola Thornber
RRSA coordinator	Nicola Thornber
Date	20 th April 2018

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
<p>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.</p>	<p>Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy.</p>		<p>Staff CPD – Staff meeting w.c. April 20th – NT to introduce the Convention and explain RRSA</p>
	<p>Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.</p>		<p>Assembly with children Monday 23rd explaining CRC, letter to parents, Govs and staff, including link on website. NT to lead. Weekly assemblies lining CRC with CHAMP values.</p>
	<p>Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.</p>		<ul style="list-style-type: none"> • Copies of CRC for all staff and Govs (email out following the letter April '18). Information available of the website under a separate section RRSA to include letters, assemblies an photos.
	<p>Adults and the wider school community know about and understand the CRC.</p>		<ul style="list-style-type: none"> • Steering Group training about Children’s Rights and then plan a whole school ‘Launch’ – (FB)May 2018 • promote CRC - display relevant Articles all around site. Eg water fountains, toilet doors, ICTsuite, the Den, Cloakrooms etc • Global Day (this will be tied into the Cultural/ Diversity Day– July 2018 – ALL School off timetable – carousel of Articles - ‘immersion’ activities to see rights as UNIVERSAL. BV Lead to lead. Interfaith Centre at Bradford tbc.

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.		<ul style="list-style-type: none"> • Form time/circle time/staff meetings/Govs meetings April 2018 – review of school Values (on FGB agenda) mission vision linking to Articles, esp 12, 28 and 29. NT leading • Use RRSA guidance to develop rights based charters. Sept 2018 (NW and SP to pilot in summer term the roll out in September use INSET Day)
	Many children and young people and adults describe how they and others act to create a rights respecting environment.		
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.		<ul style="list-style-type: none"> • Link behaviour for learning with language of respect for rights/ CHAMPS behaviour. NT to lead and link with St Gp & House Captains. By Nov 2018 • Using the language of rights and respect to be Perf. Man. Objective for all 2018/19 (HT & SLT)
	Rights are used to clarify moral developments and consider rights respecting solutions.		
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.		<ul style="list-style-type: none"> • Restorative Dialogue/ Reflection Script to be created to explicitly link to rights. PSCHE Lead working with St Gp – By Oct '18 –

	Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe.		
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.		<ul style="list-style-type: none"> • Friendship Ambassadors to be elected and trained , particularly around lunchtime. Link to CHAMPS behaviour and expectations.
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.		<p>Training for lunchtime staff to introduce CRC and develop RR language. St Grp to develop role play scenarios for training. July 2018 – NT</p>
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.		<p>Cross reference the BV.SMSC review and Action Plans with RRSA and integrate Articles – Summer term – NT to lead. Followed by the LEA SIA visit.</p>
	Many adults explain how rights respecting language shapes a positive learning environment.		
	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.

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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.		<ul style="list-style-type: none"> • NT and SMSCS Leads to meet the St Grp team –and decide how the pupil voice can be best used.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	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>From September 2018 all charity work to involve Pupil Leadership Team and House Captions and messaging/motivation to be linked to relevant Articles. Including Community Pupil Leadership Team signed up to PLN UK to sponsor a child.</p> <ul style="list-style-type: none"> • Curriculum audit to identify planned opportunities for ‘global learning’ – map this to Articles where relevant alongside SMSC/BVt. SMSC/BV/PSHE subject leaders • Sign up for World’s Largest Lesson and Unicef’s Outright campaign. Link to assembly plan – NT