

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.		<ul style="list-style-type: none"> • Staff Continuing Professional Development: Josie Martin and Juliette Westwood to introduce the UN convention and explain RRSA (31st January 2018). • Josie Martin and Juliette Westwood to attend ‘Starting the RRSA: Part 1’ course in London on Wednesday 31st January 2018. • Email all staff copies of relevant RRSA documentation, including UN Convention and summary (Tuesday 30th January). • Disseminate information about RRSA to governing body: Juliette Westwood, Caro Glenny and Lisa Clifton to introduce the UN convention and explain RRSA in Performance and Standards Standing Committee meeting (1st February 2018). • Share information about the RRSA with the whole school community: Juliette Westwood to create web page on school website by Friday 1st February 2018; Carol Glenny and Lisa Clifton to share information on the school’s weekly newsletter to parents and carers. • All school staff to complete the Adult Questionnaire (by Wednesday 7th February 2018). • All pupils to complete the RRSA Pupil Questionnaire (by Friday 9th February 2018). • Juliette Westwood to purchase RRSA resources, including Primary Schools Starter pack, pin badges, books and posters (order by end of January 2018). • Add links to the UN Convention Articles to classroom displays and displays in public areas (ongoing).
	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.		
	Adults and the wider school community know about and understand the CRC.		

			<ul style="list-style-type: none"> • Update website pages to include links to the UN Convention Articles (Juliette Westwood and Dorica Kaswa – ongoing). • Add statement to school policies which demonstrate the school’s commitment to being a UNICEF Rights Respecting School and makes links to relevant UN Convention Articles. • Display RRSA posters and leaflets around the school site to reinforce messages (February 2018). • Create a discrete UNICEF Rights Respecting School display (Josie Martin and Juliette Westwood by end February 2018)
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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	RA G	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"> • Review of school assembly rotas to include links to UN Convention Articles and ensure discrete assemblies are planned and delivered at least half-termly (Carol Glenny and Lisa Clifton February 2018). • Review Pupil Charter to include links to UN Convention Articles (Juliette Westwood and Josie Martin February 2018). • Review school Learning Characters with pupil Learning Detectives and link with language of respect for rights (Juliette Westwood, Lisa Clifton and Josie Martin February 2018). • Reflect aim to achieve RRSA in School Improvement Plan (Senior Leaders February 2018). • Include use of language of rights and respect as an
	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.		
	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.		<p>objective in all staff appraisal / performance management 2018/19 (Performance Management Team Leaders).</p> <ul style="list-style-type: none"> • Training for midday supervisors and non-teaching staff to introduce RRSa and develop rights respecting language (Juliette Westwood, Lisa Clifton and Josie Martin April 2018). • Pupils to complete Ofsted pupil survey (Josie Martin and class teachers April 2018). • Staff to complete Ofsted staff survey (Josie Martin and all staff April 2018). • Pupil interviews with groups of pupils, including vulnerable pupils; FSM pupils; those attending counselling; those attending nurture groups; Learning Detectives; School Councillors Arts Ambassadors (Senior Leaders April 2018).
	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.		
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.		
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.		
	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.

OUTCOME	AT SILVER	RAG	ACTIONS – WHAT, WHO, WHEN
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"> • Pupils participate in further high profile national and international events and activities which provide teachers with new ways to talk about rights with their classes and incorporate rights into the classroom while high-lighting the real-world relevance of the UN Convention: <ul style="list-style-type: none"> ➤ Childhood Cancer Day 15th February. A day for activities to mark International Childhood Cancer Day and show support for children and families experiencing this disease. Rights Link: Health and health services. ➤ International Mother Language Day 21st February. International Mother Language Day celebrates language diversity and variety worldwide. A theme is set each year. 2018 theme: Linguistic diversity and multilingualism count for sustainable development. Rights Link: Article 30 Children from minority or indigenous groups. ➤ World Book Day 1st March. World Book Day was designated by UNESCO as a worldwide celebration of books and reading, and is marked in over 100 countries around the globe. Rights Link: Article 29 Goals of education. ➤ British Science Week 9-18 March 2018. Rights Link: Article 29 Goals of Education ➤ International School Meals Day 15th March 2018. The day aims to raise awareness of the importance of the nutritional quality of school meals programmes worldwide and emphasise the connection between healthy eating, education and better learning. Rights Link: Article 24 Health and health services. ➤ World Water Day 22nd March 2018. Water is a basic requirement for all life, yet water resources are facing increasing demands from, and competition among, users. Rights Link: Article 24 Health and health services. ➤ International Day against Homophobia and Transphobia 17th May. To tackle prejudice and discrimination and promote the rights of lesbian and
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>gay people. Rights Link: Article 2 Non-discrimination.</p> <ul style="list-style-type: none"> ➤ Cultural Diversity Day 21st May. The World Day for Cultural Diversity for dialogue and Development aims to encourage people to 'live together better'. Rights Link: Article 2 Non-discrimination and Article 30 Children from minority or indigenous groups. ➤ Walk to School Week 21-25 May. Walk to School Week is part of the Walk to School campaign, which encourages parents and children to leave the car at home and take the chance to get outside and get fit by walking to and from school. Rights Link: Article 24 Health and health services. ➤ International Day for Biodiversity 22nd May. Aims to increase understanding and awareness of biodiversity issues. Rights Link: Article 6 Life, survival and development. ➤ National School Grounds Week 6-10 June. National School Grounds week is run by Learning Through Landscapes and is annual campaign to show how easy and worthwhile it is to take teaching and learning outdoors. The week provides a focus for schools to take learning outdoors, into their school grounds and beyond. Rights Link: Article 29 Goals of education (N.B. links with FFL project and forest Schools curriculum). ➤ World Refugee Day 20th June. This event honours the courage, strength and determination of women, men and children who are forced to flee their homeland under threat of persecution, conflict and violence. Rights Link: Article 22 Refugee children.
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