# C:\Users\ZoeyA\Box Sync\Team RRSA Only\RRSA Central Team\RRSA Communications\Brand, narrative and core programme content\Brand and logos\00-New RRSA logos\MAIN_RRS lockup-85cyan.jpgaction 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.

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| School name | Steam Mills Primary School |
| Local Authority | Gloucestershire County Council |
| Headteacher | Marcella Scoles |
| RRSA coordinator | Laura Gallop and Stephanie Gibbs |
| Date | 23.3.17 |

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| 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 | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgRAG | 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. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg | * Staff CPD – Inset day September 2018 and use Silver Award Presentation – LG and SG to introduce the Convention and explain RRSA   (Achieved Sep 2018)   * Rights Respecting Day – Introduce rights to all children at the beginning of the year (Achieved Sep 2018) * Steering group to create posters and display around the school to promote rights (Achieved May 2019) * Displays to all have relevant rights on (Achieved March 2018) * Class Charters to be displayed in every classroom (Achieved November 2018) * All staff to have copies of Rights and Governors and send home to parents (Achieved Dec 2018) * Calendar of events to be followed by all classes and assemblies to be linked to key global/Rights events (Ongoing – new one created each year) * To use RRSA assembly plan ideas and ensure all are taught over the year when events happen (Ongoing all year) * To get steering group to help create and introduce charters for playground, hall, library (Achieved July 2019) * Shoe Box Appeal – Steering Group to support school with collecting shoeboxes and present them to organisation (Achieved Dec 2018) * C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgParent Charter created with steering group and sent home so they know how to support their children at home – send via E-Schools as an email update – Achieved by LG June 2019 * Steering group to hold an assembly on the SHOE share appeal 2019 – link to rights and how we will be supporting other children around the world to receive their rights (July 2019) |
| Many children and young people know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |
| Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |
| Adults and the wider school community know about and understand the CRC. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |

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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 | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgRAG | Actions – WHAT, who, when |
| 1. 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. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg | * Form time/circle time/staff meetings/Govs meetings (Ongoing) * Review of school mission vision linking to Articles, esp 12, 28 and 29. LG and MS to lead this. * Use RRSA guidance to develop rights based charters. (Achieved Sep 2019) * Link behaviour for learning with language of respect for rights (SG to do this – achieved Jan 2019- around the classes and on website) * Training for lunchtime staff to introduce CRC and develop RR language. St Grp to develop role play scenarios for training. Sep 2019. LG and SG to lead this. * Create PSHE 2 year rolling programme and integrate rights to this (FB and LG 2019) * Create new curriculum and ensure rights box is on the topic planner – to support Geography etc. (Achieved June 2019) * Ensure assemblies look at healthy eating, mental health and ways to manage our emotions (Ongoing) * To encourage A RRSA culture by using rights language – embed into daily culture of school – ALL staff to help work towards this |
| Many children and young people and adults describe how they and others act to create a rights respecting environment. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |
| 1. 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. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |
| 1. 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. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |
| Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe. |  |
| 1. 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. |  |
| 1. 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. |  |
| 1. 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. |  |

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| 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 |
| 1. 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. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg | * MS to sit with steering group pupils and discuss the pupil questionnaire results and the answers which were given – how could we develop this? * Steering group to create ideas for supporting charities e.g. Children in Need, BHF or Shoe Shoe appeal (Achieved) * When planning the new curriculum to look at ways to teach children about ‘global learning’ – subject leaders to help in mapping this * To ensure all classes look at daily pictures of the day or weekly news round to ensure that chdn have an understanding of what is happening in the world around them. * Assemblies to focus on news stories where appropriate – e.g. disasters or politics etc (Ongoing) * To celebrate world children’s day in assembly and the outright campaign – link to assembly |
| 1. 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. | C:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpgC:\Users\laura\AppData\Local\Microsoft\Windows\INetCache\IE\Y2E57UBN\tick[1].jpg |