

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	Houldsworth Valley Primary Academy
Local Authority	Suffolk
Headteacher	Mrs Lisa Tweed
RRSA coordinator	Miss Sarah Eaton
Date	June 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>		<ul style="list-style-type: none"> • Staff CPD to take place. Sept 2018. All staff to be introduced to RRSA and the convention. Copies of CRC to be given to staff and Governors - Sept 2018. • Steering group meet, (discuss training about children's rights) plan a whole school launch day. Sept 2018 • Promotion of rights. Displayed around school, in classrooms. • 'Launch day' - each class given a right to which they centre their day around. Whole school/ KS assembly in the afternoon - SEPT 2018 • Whole school informed about RRSA, (newsletter - summer term 2018. Children will complete class assemblies, (in front of parents, reflecting chosen rights). • Assembly timetable • Link rights within school policies • Yr5/6 roles - teaching others. Using rights to help train playground monitors/peer mediators.
	<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>Many children and young people demonstrate an awareness of where and why some children may not be able to access their rights.</p>		
	<p>Adults and the wider school community know about and understand the CRC.</p>		

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"> • PSHE time in class -focused around rights. PSHE lead to complete audit – Summer 2018 • Staff meetings – discuss convention and come up with a long term plan to imbed within curriculum. • Develop sports ambassadors outside with help from HB. • Use RRSA guidance to develop whole school charter, link with current learning behaviours etc. • All staff are aware of the language of respect for rights. • Training staff. Restorative approach – scripts. • Train older children to adopt similar scripts outside when supporting children on the play-ground.
	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.		

	Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe.		<p>'restorative justice' - look into whole school training.</p> <ul style="list-style-type: none"> • PSHE schemes of work embedded and used consistently from DEC 2018. • Develop links and relationships with the local community. Local food banks, reading, bag packing. • • Develop appropriate areas/ strategies in classrooms to help children reflect on rights or feel they are being heard, 'Talk Tin' or 'worry monster'
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.

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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"> Using 'child voice' to come up with whole school projects which link to the local/wider community. Sponsor a child globally to attend school. Meet with HM, HB to discuss all charity work opportunities for the upcoming year. Make it accessible to all year groups who wish to volunteer. Must be linked to relevant articles. Year group enterprise - children create and sell items in order to raise money. Sign up for 'World's largest lesson' and <u>Unicef</u> outright campaign.
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.		