# 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.

|  |  |
| --- | --- |
| School name | Anglesey Primary School |
| Local Authority | Birmingham |
| Headteacher | Mr Paul Doddridge |
| RRSA coordinator | Mrs Sandra Skinner |
| Date | 13/07/22 |

|  |
| --- |
| Strand a: Teaching and learning about rightsThe 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. |  | * Staff training day to launch RRSA January 2022 – SS to introduce staff to CRC, explain RRSA
* Copies of CRC for all staff and governors – Jan 2022
* Steering group committee set up March 2022
* Steering group beginning to promote RRSA in school
* Year group assemblies focussing on articles weekly from April 2022
* Articles displayed in year groups following weekly assemblies
* Year group displays to be ready for Sept 2022
* Relaunch, remind staff, children and parents of journey to become RRSA – Sept 200 -SS to lead training, consider where we can include RRSA within existing curriculum
* Add RRSA elements to SKOs so that staff are reminded to refer to, focus on them
* Steering group to display relevant articles around school eg by water, toilets, first aid
* Class charters to be displayed in all classrooms from Sept 2022
* Letters sent to parents Feb 2022 and presentation to governors April 2022 – SS
* School website and weekly News letter to refer to weekly articles – SS, AG, PD
 |
| 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. |  |

|  |
| --- |
| strand b: Teaching and learning through rights – ethos and relationshipsActions 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 |
| 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. |  | * Class charters displayed from Sept 2022
* PSHE sessions linked to RRSA, specific focus in Spring term 1, 2023
* Language of rights to be incorporated into curriculum – to be included in performance management targets?
* Training for lunch time play leaders and supervisors - Sept inset day – SS to lead
* Steering group responsible for updating year group displays each week with weekly articles
* Steering group to display articles in playground, white board at playtimes to capture children’s views
* Pupils to complete pupil survey to see how children are feeling , compare with previous survey
* PSHE curriculum focus on keeping safe – Autumn 2 and Summer 1
* Year group displays to sign post children to staff who can help, agencies that can help if children feel unsafe
* PSHE sessions Spring 1 – focus on mental wellbeing
* Science curriculum – healthy eating
* P.E curriculum – importance of keeping fit, exercise
* Growing gains – links to healthy eating
* School and class council meetings fortnightly – children able to raise concerns, ideas etc – HH to lead
* RRSA steering group – fortnightly meetings to discuss how to raise profile of RRSA, what actions we are working on
* Antibullying ambassadors working with children at play and dinner times – KO to lead
* Pupil voice taken termly to enable children to comment on how they feel valued at school, linked explicitly to language of rights
* Staff are aware of language of Rights and use them within class lessons, during break times
* Links to the curriculum enable staff to refer to Rights with lessons ,for example, make connections between novel being studied ie Street Child, and children’s rights today
 |
| Many children and young people and adults describe how they and others act to create a rights respecting environment. |  |
| 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. |  |
| 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. |  |
| 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. |  |

|  |
| --- |
| Strand c: Teaching and learning for rights – participation, empowerment and actionChildren 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.  |  | * School council to meet once termly with RRSA steering group to discuss ideas and to ensure a joined up approach
* RRSA steering group reps to attend governors meeting to discuss what is happening in school
* School and class council meetings
* Enterprise week, summer 2, to be linked to raising money for a local charity, linked to Articles
* Update SKOs to reflect articles, ongoing across the year, AG & SS
* Assemblies linked to weekly articles
* Pupils involved in looking at children’s rights across the globe, link to geography topics
* Children involved in fund raising for charities across school year, Children in Need, Odd Socks day, Xmas jumper day etc
 |
| 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. |  |