# 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 gold

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 | Green Gates Primary |
| Local Authority | Redcar and Cleveland |
| Headteacher | Katie Lowe |
| RRSA coordinator | Rebecca Robertson / Katie Lowe |
| Date | 12.07.19 |

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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 gold | 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. | Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers. |  | Continue to hold an annual ‘Rights Week’ across school. Ensure the language of duty bearers, dignity and equality are explicit – Whole staff; September 2019.  Continue to promote articles through displays and assemblies – Whole staff; September 2019.  Charters to be in place in each classroom – all children to understand them and be able to explain them clearly – Whole staff; September 2019.  Steering group to create a ‘Rights Respecting Logo’ that can be used throughout school to help younger children understand their rights – RR; November 2019.  Assemblies and lessons to be linked to the CRC – LOH; September 2019.  Eco club to continue to look at how school can be more sustainable – share ideas in whole school assemblies. CR; October 2019; February 2020; May 2020.  Global citizenship and Sustainable development to be included in the geography action plan – ET; September 2019  Links to the CRC to be in the school improvement plan and linked to the school’s purpose and promise – KL; October 2019.  RRSA steering group to create a half termly newsletter to send out with activities that have happened in school – RR; Ongoing.  Website and Twitter to be updated regularly – KL; Ongoing.  Put in place a link RRSA governor – KL; September 2019.  RRS Ambassadors to visit another RRS to share good practice – RR; Spring 2020. |
| Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. |  |
| Most children and young people understand how local and global issues and sustainable development are linked to rights. |  |
| Adults and the wider school community show a commitment to the CRC. |  |

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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 wellbeing. | | | |
| Outcome | At gold | 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. | Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights. |  | Staff to ensure this is clear for the children and ensure this is discussed through Jigsaw lessons. Whole class pupil voice to be carried out by RR; November 2019.  Displays to continue to display the link to rights – All staff; continual  Curriculum Maps to have links to Rights – all staff; Autumn 2019.  Staff to ensure this is clear for the children and ensure this is discussed through Jigsaw lessons. Whole class pupil voice to be carried out by RR; November 2019.  Staff to ensure this is clear for the children and ensure this is discussed through Jigsaw lessons. Whole class pupil voice to be carried out by RR; November 2019.  Buddies to put in place the playtime and lunchtime charter – re launch in assembly with all lunchtime staff present. RR and NB; September 2019.  Jigsaw PSHE units to build on this – introduce to whole school. LOH; September 2019  Class charters to be reviewed and used regularly – staff to refer to them when dealing with any issues of behaviour. All staff; ongoing.  Staff to ensure this is clear for the children and ensure this is discussed through Jigsaw lessons. Whole class pupil voice to be carried out by RR; November 2019.  Staff to ensure this is clear for the children and ensure this is discussed through Jigsaw lessons.  Anti-bullying ambassadors and Rights Steering group to hold workshops for each class on this; January 2020.  Whole class pupil voice to be carried out by RR; February 2020.  Continue to invite in external agencies to help promote this – NSPCC, Fire Brigade, Crucial Crew, PCSO’s etc. (See SMSC timeline) LOH; continual.  Anti Bullying ambassadors to put in place a whole school timetable – RR; October 2019.  Anti-bullying ambassadors to hold an event for parents and governors about the work they are doing – RR; January 2020.  Introduce lunchtime clubs – increase physical activity – KL; September 2019.  Roll out Jigsaw PSHE scheme – LOH; September 2019.  RR to carry out pupil voice for this – RR; January 2020.  Roll out Jigsaw PSHE scheme – LOH; September 2019.  RR to carry out pupil voice for this – RR; January 2020.  Strong culture of Inclusion to continue – all staff involved.  ELSA sessions to continue – MD, continual  Staff to create Rights Respecting classrooms which create a positive learning environment – All staff; September 2019.  Ensure article 28 is a key feature in class charters around school and the children understand and share this – All staff; September 2019.  Self and Peer assessment to be given high priority – staff training – KL; October 2019.  1:1 writing conferences to be fully embedded across school – KL; September 2019. |
| Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice. |  |
| Most children and young people know and trust that the school will act upon any concerns a child has about their rights not being met. |  |
| 1. Relationships are positive and founded on dignity and a mutual respect for rights. | Relationships are identified by most children, young people and adults as mutually respectful. |  |
| There is evidence that respectful relationships are strengthening consistently over time. |  |
| Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school. |  |
| School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults. |  |
| 1. Children and young people are safe and protected and know what to do if they need support. | Nearly all children and young people interviewed say they feel safe at school and can describe how becoming rights respecting contributes to this. |  |
| The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining). |  |
| Most children and young people have trust in the schools systems that enable them to report any sense of not feeling safe both within and beyond school. |  |
| 1. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Most children and young people can describe how the school provides information and support for a range of physical, social and emotional needs. |  |
| 1. All children and young people are included and are valued as individuals. | Nearly all children and young people describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this. |  |
| The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination. |  |
| 1. Children and young people value education and are involved in making decisions about their learning. | Most children and young people speak of their commitment to the right of others to learn and can describe how they actively respect this right. |  |
| Nearly all children and young people interviewed explain how they play an active role 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 gold | RAG | Actions – WHAT, who, when |
| 1. Children and young people know that their views are taken seriously. | Most children and young people describe how their participation has a significant impact on school improvement. |  | Pupil Voice to have a greater impact on school improvement - KL to work with the RRSA steering group and school ambassadors to create own school improvement plan – KL; September 2019.  School ambassadors to be given own budget to help improve various aspects of the school – KL and RR; September 2019.  School ambassador board to show short term and long term goals – RR; November 2019.  Head Boy and Head Girl award to continue – KL; Every Friday.  Continue to campaign for local and national causes – RR to work with the steering group and school ambassadors to develop timeline of events and to respond to needs as they arise. RR; September 2019 and continual.  Update School ambassador fundraising timetable – RR; Autumn 2019.  Hold a ‘Global week’ throughout school to ensure the children know how they can make a difference (Plastic Pollution in Spring 2019 already done) – Children to decide on the next focus based on global need – KL and RR; February 2020.  Maintain Eco awards achieved this year – CR; continual. |
| 1. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally. | Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally. |  |
| Most children and young people understand their role as global citizens. |  |