

EXEMPLAR ACTION PLAN FOR SILVER

The purpose of this document is to give you an idea of what the completed form should look like. The actions planned for each strand are based on the ideas listed in our webpages on teaching and learning **about**, **through** and **for** rights. The suggested actions are grouped broadly under the appropriate Strand and don't necessarily correspond directly to the adjacent Outcome descriptor – this is fine.

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. You will see that it is perfectly acceptable to 'RAG' rate some areas as red – these are the ones that will require most development in your plan.

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 CPD – Twilight Feb 2019 – FB to introduce the Convention and explain RRSA • Copies of CRC for all staff and Govs (SH Nov '18) • Steering Group training about Children's Rights and then plan a whole school 'Launch' – (FB)Dec 2018 • St Gp promote CRC - display relevant Articles all around site. Eg water fountains, toilet doors, ICT room, first aid etc • Global Day – May 2019 – MR - Off timetable – carousel of Articles - 'immersion' activities to see rights as UNIVERSAL. IM to lead <p>These are examples of the type of actions to put into your plan. You will probably plan more actions than these in order to address any areas you judge to be amber or red.</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.		
	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 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"> Form time/circle time/staff meetings/Govs meetings Nov – review of school mission vision linking to Articles, esp 12, 28 and 29. GM leading Use RRSA guidance to develop rights based charters. Sept (PH pilot in summer then roll out) Link behaviour for learning with language of respect for rights. KA lead and link with St Gp & Council. By Jan Using the language of rights and respect to be Perf. Man. Objective for all (HT & SLT) Restorative Dialogue/ Reflection Script to be re worded to explicitly link to rights. Pastoral Lead working with St Gp – By Oct - KA Training for lunchtime staff to introduce CRC and develop RR language. St Grp to develop role play scenarios for training. July – SK Link upcoming PSHE review with RRSA and integrate Articles – Summer term – JP lead
	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.		

These are **examples** of the type of actions to put into your plan. You will probably plan more actions

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.	Amber	than these in order to address any areas you judge to be amber or red.
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.	Green	
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.	Amber	
	Many adults explain how rights respecting language shapes a positive learning environment.	Red	
	Many pupils understand and can talk about the role they have in their learning.	Green	

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"> • SLT – meet with Sch Council Feb 18 to explore difference in adult/pupil perceptions about ‘voice’ in questionnaires. Develop Article 12 action plan- link with Governors. • PH and team – from March all charity work to involve School Council and messaging/motivation to be linked to relevant Articles. • Curriculum audit to identify planned opportunities for ‘global learning’ – map this to Articles where relevant. HA and subject leaders. • Sign up for World’s Largest Lesson and UNICEF UK’s Outright campaign. Link to assembly plan – JH <p>These are examples of the type of actions to put into your plan. You will probably plan more actions than these in order to address any areas you judge to be amber or red.</p>
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.		