# 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 | Springfield Junior SchoolIpswich |
| Local Authority | Suffolk County Council |
| Headteacher | Louise Everitt |
| RRSA coordinator | Kim Cook |
| Date | 12th July |

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| 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. |  | * Film assembly to introduce RSSA to pupils, staff and governors (June 2021 – KC)
* Copies of CRC for all staff and Govs (June 2021 - KC)
* Questionnaire to ascertain starting point (June 2021 KC)
* Analyse data (June 2021 KC)
* Staff CPD (Sept 2021 – KC) about how to ascertain the difference between rights, wants and needs.
* Sept 2021 – Launch Day. Whole day off timetable. Difference between rights, wants and needs. Introduce CRC. Each class to vote on their top 10 rights and in the afternoon will undertake an art activity to represent these articles, which will be displayed around the school.
* Top 10 articles to be displayed on display board in hall.
* Articles to be displayed around the school eg fountain, computers, playground etc
* Following the launch day, create a Steering Group made up of pupils that represent the diversity within the school. These pupils will be chosen from across the school on a volunteer basis. This will be done ***after*** the launch day so that they understand more about what they will be advocating for and helping with.
* Steering Group to meet at least fortnightly following launch and will heavily influence action plan going forwards.
* Steering Group to create a video message explaining about RRSA so far and what the pupils did in the launch day. Possibility to invite parents in depending on Covid restrictions (Oct 2021 – KC & SG)
* Articles to be displayed round school & in hall display.
* RRSA section on the website to be created and updated regularly (KC & SG Aut 2021)
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| 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. |  |

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| 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. |  | * KC to work with Oracy Lead in Autumn 2021 to link Talking assemblies to Articles in CRC.
* Use RRSA guidance to develop Rights Based Charters – Sept 2021 KC & SG
* Using the language of rights and respect to be Perf. Man. Objective for all (HT, SLT & KC for first Performance Management review)
* Work with PSHE lead to integrate articles into planning (Spring 2022 – KC & RM)
* See how each SL can integrate articles into their planning (Spring 2022 – KC & Subject leaders)
* Reflection Script to be re worded to explicitly link to rights (Spring 2022 – KC & SLT)
* Training for lunchtime staff to introduce CRC and develop RR language. St Grp to develop role play scenarios for training. (Spring 2022 – KC)
* Assemblies have been timetabled in throughout the year that link to different articles (KC to lead).
* Pupils to be more involved in their learning in school starting with subject monitoring. Pupils to have subject objectives in the front of their books as a starting point for discussions about their learning journey. (From Aut – KC & subject leaders 2021).
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| 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. |  |

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| 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.  |  | * Work alongside School Council in ensuring that pupils feel valued and listened to (From Autumn 2021 – KC & LL)
* Sign up for OutRight Campaign (July 2021 – KC)
* Participate in Outright Campaign throughout academic year 2021 & 2022 – KC & SG
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| 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. |  |