



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	The Rowans AP
Local Authority	Medway
Headteacher	Mrs Fiona May
RRSA coordinator	Mr Lee Ketcher & Mr Jack Weston
Date	01/12/20

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"> ● Whole school assembly program- each Friday in assembly and article will be discussed with pupils and a short video shown. ● The Student council will act as the steering group. Will meet twice a term to discuss how the school delivers pupils a number of articles and how the student will help us towards achieving our goals of Silver accreditation. They will also produce charters around their rights to be displayed around school. ● We will introduce a personal development program that has a focus around pupil's rights and how not all children's rights are met. This will take place twice a term during extended form time. ● We will participate in a number of charity events, raising pupil's awareness of why they 		
	<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>				

			<p>are raising money and how it helps children who are not receiving their rights. These will be ongoing during the academic year.</p> <ul style="list-style-type: none"> ● All staff will receive a copy of the UN convention on the rights of the child to read and display in their classroom. ● RRS Coordinator to undertake online training and cascade to staff and steering group, ● Questionnaires will be used to measure pupil, parent and staff's awareness of CRC. ● Displays will be evident in school, both in The Rowans and The Elms. CRC posters will also be put in both buildings and the food hall. Next to each display in school there will be an article reference to which CRC it represents. ● References to CRC will be made in the Goal mag for pupils, parents and the wider school community to see. ● CRC will be present on social media, with references to articles being made.
--	--	--	--

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"> Teachers plan to teach the rights of the child explicitly and the learning experiences are planned for in medium term unit plans. We will have values days that celebrate our school values and in doing so we will highlight how they create a rights respecting environment. We will use data from our surveys to understand what areas we need to develop Improve restorative justice practices and create restorative justice behaviour policy Create a student voice survey that gages pupils feelings of safety in school for example how they feel bullying is dealt with. Create mechanisms to support our learners wellbeing, health and emotional needs when
	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	Many children and young people say they feel in a safe environment at school and can describe how their actions and		

know what to do if they need support.	those of others contribute to this.		<p>we are not in school. Especially during lockdown.</p> <ul style="list-style-type: none"> • Development of PSHE curriculum at KS3 and KS4 that is specific to the needs and challenges young people face in Medway. • Discussion with the steering action group meeting what is right regarding language. • Pupils to be aware targets and next steps in learning- Day sheets designed to encourage positive attitudes to learning School values included in all classrooms assemblies encourage celebrate and support pupil participation in own learning. • Deliver training to Staff during Wednesday CPD on the RRSA the UN convention of the child and teaching through rights. This will aid staff to develop their unit plans with Rights Respecting curriculum links and content.
	Many children can describe what they would do / who they would speak to if, for any reason, they did not feel safe.		
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.		

Action Plan for Silver

	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.

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"> ● Raise the profile of the school council and make them more influential in decision making around the school. - LK Ongoing ● Student council to meet more than once a term.
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.		<ul style="list-style-type: none"> ● Assembly plan in place covering global issues including religious persecution related to children. Ongoing focus of Rights and global affairs relevant to young people in Assembly ● Specific religious festivals celebrated termly article 14 freedom of thought conscience and religion - evidence from assemblies ● Student council organises an additional charity event per term relevant to our school community. This will make 3 additional charity events per year. LK - School council

Action Plan for Silver

Rights Respecting Schools Award © Unicef UK 2018

unicef.org.uk/rights-respecting-schools