



ACTION 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.

School name	Welsh House Farm Community School and Resource Base
Local Authority	Birmingham
Headteacher	Bridget Jay
RRSA coordinator	Wendy Sartain
Date	8/1/2020

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.		<ul style="list-style-type: none"> • Rights respecting crew to create a power point / leaflets to introduce the ABCDE of rights to their peers and community. (RR Crew Easter 2021) • A school charter to be produced, parents, staff and pupils to contribute. (WS & Crew Easter 2021) • School website to be updated. A page dedicated to RRSA (BJ July 2020) • Silver logo to be added to all correspondence sent from school.(All staff Jan 2020) • Every policy to be linked to rights (Relevant staff ASAP) • RRSA to be a standing agenda at governors and SLT meetings (Ongoing) • Rights respecting Crew to attend parents evenings and have a stall to promote the rights and global goals (Covid dependant) • Whole school curriculum to be underpinned with Rights, global goals and eco/sustainable schools.(all staff Spring 2021) • Articles to be displayed on a weekly basis, all classes to make pupils aware of weekly rights. (WS ongoing) • Weekly rights to be displayed during each assembly and assembly related to right.(all staff ongoing) • Rights displays to be up dated and changed on a regular basis to enable everyone to notice them (WS ongoing)
	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.		

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
2. 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.		<ul style="list-style-type: none"> All classes to have circle time and PSHE lessons which concentrate on the following <ol style="list-style-type: none"> Rights respecting Using rights to resolve disagreements Equity and fairness Human dignity Exploring child role in engaging their rights (Class staff Easter 2021) Staff CPD Child Trauma, school to become a Trauma Informed Attachment Aware School. CPD in include Emotional Coaching. (LH Spring 2021) Non classroom based staff to be aware of rights and use rights respecting language. (RF ongoing)
	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.		
3. 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.		
4. 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.		
5. 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.		
6. 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.		

- Trusted adult poster to be displayed around the school, highlighting adult's pupils can talk to. (WS Jan 2020)
- Continuation of peer mediators, allowing pupils to work together to use rights respecting language to resolve conflict. (On Hold Sept 2020 – being replaced with Anti-Bullying Ambassadors. Training Spring 2022)
- Behaviour system, Marvellous Me and behaviour policy to relate to rights. Rights respected language to be used to show pupils how their rights can be respected by school systems. (RF ongoing)
- Additional PE sessions to be held for less active pupils.
- Worry boxes to be put in each KS2 classroom. (RF & WS ongoing)
- Child At Risk meetings to be held half termly, to allow all pupils at risk to be discussed and ensure correct support is in place to protect their rights. (LH, JE, CT, RF, BJ, WS half termly)

7. 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.		<ul style="list-style-type: none"> • Each rights holder to complete an 'All about me' flower each July, to enable the assessment of their mental health, to ensure correct support/advice is offered. (WS Sept 2020)
	Nearly all children and young people interviewed explain how they play an active role 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 GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
8. 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.		<ul style="list-style-type: none"> • School improvement plan states that SLT will meet with school council and RR crew to get pupils voice on school development. (SLT ongoing) • Each class to be allocated a global goal to investigate during an academic year. Classes to produce art work, display boards and assemblies to highlight their global goal.(all classroom staff Sept 2020) • The above to be presented to parents during a coffee morning and top be displayed during parent’s evenings.(All staff July 2021 – Covid dependant) • School of Sanctuary to continue to be linked, school to enter global competitions via school of sanctuary. • Refugee week (LH ongoing) • School council to link fund raising to rights (School council July 2021) • RR crew to go link with Special school and introduce RRSA to them. (March 2022) This could be done via Zoom. • Local area clean up with pupils/parents/ and community members.(July 2020) • Rights respecting display boards to be changed half yearly. Classes to be allocated a new right to create art work around.(JB ongoing)
9. 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.		