



# 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	Bournville Village Primary School
Local Authority	
Headteacher	
RRSA coordinator	
Date	

## 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 wellbeing, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
<ul style="list-style-type: none"> <li>- Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share how it impacts on their lives and on the lives of children everywhere.</li> </ul>	<p>Most children and young people are familiar with a wide range of Articles of the CRC.</p>		<ul style="list-style-type: none"> <li>- RRS Early Years Guidance is read and used in order to ensure the RRS approach reaches the entire school.</li> <li>- Subject leaders to review long term and medium term plans to identify links between curriculum areas and the statements.</li> </ul>
	<p>They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>		<ul style="list-style-type: none"> <li>- A member of staff to create a Bournville definition of “duty bearer” and how this aligns with the values statement.</li> <li>- ‘Special events’ in school are planned through a RRS lens and during these days/ events, children are given opportunities to learn about and promote their rights.</li> </ul>
	<p>Most children and young people understand how local and global issues and sustainable development are linked to rights.</p>		<ul style="list-style-type: none"> <li>- Link pupil leadership groups to rights, including common rights and goals. Include these in new pupil group photographs.</li> <li>- One member of staff to ensure rights are added to planners for September.</li> </ul>
	<p>Adults and the wider school community show a commitment to the CRC.</p>		<ul style="list-style-type: none"> <li>- One member of staff to create a slide to share at open evenings and welcome back meetings to support staff in communicating this work with the wider community.</li> <li>- The Ambassadors group to create a video to share on the website, with new and prospective parents and with governors.</li> <li>- <b>All members of staff to create Duty Bearer posters and display near their main area of work.</b></li> <li>- Governors to create a “Duty Bearer” profile similar or to select four statements to include within their biographies on the website.</li> <li>- A statement of commitment to rights to be added to the Governor website page.</li> <li>- Rights to feature on all/appropriate website pages.</li> </ul>

			<ul style="list-style-type: none"> <li>- Rights based targets to be added to staff performance management plans.</li> <li>- Introduction to children’s rights is part of induction for new staff.</li> </ul>
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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
<ul style="list-style-type: none"> <li>- In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</li> </ul>	Most children and young people are able to share how school, and duty bearers, facilitate them to enjoy a wide range of their rights.		<ul style="list-style-type: none"> <li>- Each class to have a personal goal focused on supporting learning and inclusion.</li> <li>- During transition days, children who feel comfortable to do so, to share their “superpower” or strategies that help them learn. For example, “Sometimes I need to go outside and run. Playing football helps my brain reset so I can focus and learn.” This helps children understand that everyone may need different things to support their learning and wellbeing.</li> <li>- Class charters to include the concept of fairness, with teachers explicitly discussing why different children may need different support, strategies, or adjustments in order to learn successfully.</li> <li>- The new PD curriculum overview includes references to the rights.</li> <li>- Comment boxes around school to be relaunched and regularly promoted to reinforce the message that pupil voice matters and that any concerns shared will be read and responded to appropriately by staff. Boxes to be checked regularly.</li> </ul>
	They understand the concepts of fairness and equity and can convey how their 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 about their rights not being met.		
<ul style="list-style-type: none"> <li>- Relationships are positive and founded on dignity and a mutual respect for rights.</li> </ul>	Relationships are identified by most children, young people and adults as mutually respectful.		

	There is evidence that respectful relationships are strengthening over time.		<p>Reintroduction of democracy station for on-going questions for the whole school community.</p> <ul style="list-style-type: none"> <li>- Playground signage created by pupil leadership groups includes reference to related rights.</li> <li>- Easy to access rights based language prompts are developed for all staff including lunchtime supervisors.</li> <li>- A rights lens/ rights language is added to the V, B and R policy and the steps (including child speak version and communication in print scripts for restorative conversations- which right has been affected?) Provide staff CPD and ensure children are involved in reviewing the steps.</li> <li>- A pupil leadership group introduces a 'sign of the month' which is promoted in assemblies, included in newsletters and promoted on classroom doors.</li> </ul> <p>- The pastoral team to develop one page case studies highlighting successful support around EBSNA and transitions from the Cottage into classes, showcasing examples of effective practice and positive outcomes for pupils.</p> <ul style="list-style-type: none"> <li>- The new SEND inclusion strategy to be influenced by rights.</li> </ul> <p>- Look at the RRP and add a statement such as:  <i>This Risk Reduction Plan is underpinned by the principles of the UNICEF Rights of the Child and reflects our commitment to working in a child centred, relational and respectful way. We recognise every child's right to feel safe, valued, heard and included within their educational environment. Our responses will always aim to be reasonable, proportionate, and supportive, taking into account the individual needs of the child while ensuring the safety and wellbeing of the child themselves, their peers, staff and the wider environment. We are committed to reducing risk through understanding, consistency, communication and proactive support.</i></p>
	Many children and young people understand the concept of dignity through their lived experience. They can express 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.		
- Children and young people are safe and protected and know what to do if they need support.	Nearly all children and young people share that 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 school systems that enable them to report any sense of not feeling safe both within and beyond school.		
- 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.		
- All children and young people are included and are valued as individuals.	Nearly all children and young people interviewed describe how everyone is included and valued and acknowledge how		

	becoming rights respecting contributes to this.		<ul style="list-style-type: none"> <li>- A debrief script or visual resource to be created to support conversations following any incident where a child has been physically held or secluded. This should reinforce the child’s right to safety and use consistent, supportive language such as, “We are keeping you safe” and “You have the right to be safe.”</li> <li>- Add similar statement to personal care statement or policy</li> </ul>
	The school is actively working towards (or is sustaining) a strong culture of inclusion and can show how this is underpinned by non-discrimination.		
<ul style="list-style-type: none"> <li>- Children and young people value education and are involved in making decisions about their learning.</li> </ul>	Most children and young people demonstrate their commitment to the right of others to learn and can describe how they actively respect this right.		<p><i>This Personal Care Plan is underpinned by the principles of dignity, respect, and the UNICEF Rights of the Child. We recognise every child and young person’s right to privacy, independence, safety and compassionate care within their educational setting. All personal care will be delivered in a way that promotes the child’s dignity, comfort, communication, and choice wherever possible. Staff will work sensitively and respectfully, taking into account the individual needs, preferences, developmental stage, and cultural background of the child or young person. Support will always be provided in the least intrusive and most appropriate way, while ensuring the safety and wellbeing of the child, staff, and wider environment. We are committed to building trusting relationships and ensuring personal care is delivered consistently, professionally and with kindness.</i></p> <p>The RRS Ambassadors will ensure the Anti-Racism Charter will be known by children and they will be able to describe how this charter improves the school experiences of all children.</p> <p>Relevant pupil groups are given support in articulating the rights and their aims.</p> <p>1 member to add relevant statements to front page of all relevant policies.</p>
	Nearly all children and young people express 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
- Children and young people know that their views are taken seriously.	Most children and young people know how their participation has a significant impact on school improvement.		<p>Use student surveys to gather pupil voice around belonging, rights, inclusion, wellbeing, and the impact of whole school approaches. Ensure surveys are accessible and appropriate to the needs and communication styles of pupils across the school.</p> <p>Classroom charters to be created.</p> <p>Use the Youth Advocacy Toolkit and UNICEF -Outright programme to ensure there are mechanisms and opportunities for children to campaign for change.</p>
- 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.		