

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	Calthorpe Academy
Local Authority	Birmingham
Headteacher	Mounir Meghalsi
RRSA coordinator	Laura Marsden
Date	26/06/20

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"> • May 20 – Whole school launch- Staff sent PowerPoint to inform them about the RRSA and what the UN CRC’s are. • May 20 Staff survey issued • June 20 Staff survey sent to Directors • June 20- Met with Curriculum Lead and Head of Science and PSHE, SRE with regards to embedding children’s rights articles through their curriculum areas and via the collective worship weekly focus ‘Thought of the Week’. • Oct 20- CRC articles embedded into key policies behaviour/ exclusion and safeguarding policy • November 20- Anti bullying Week (article 19) focus on protection from violence (physical/mental), further developing awareness about NSPCC Speak out Stay Safe scheme • February 21- Children’s Mental Health Week of activities focussing on article 31 and how to promote positive mental health through Rest, Play and the Arts • April 21- Informed Lunchtime Supervisors via email • April 21 CRC articles are embedded within the new curriculum overview for all 3 pathways-
	<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>Teachers & TA's have curriculum planning focus training day</p> <ul style="list-style-type: none"> • March 21- RSE Consultation Process with staff focussed on the our learners having rights to be informed and educated to enable to keep themselves safe from harm, healthy and form healthy relationships with others. • May 21- Departmental Rights Survey- each department has an assigned right which is best fitting for the needs of the learners in each group. • Ongoing- embedding CRC Articles with school policies <p>Next Steps:</p> <ul style="list-style-type: none"> • Embedding more opportunities within the curriculum to identify how children's rights effect all children across the world and why some may not be able to access their rights and why within the following curricular subjects for Learning for Life Pathway: The World Around Us (Science, Geography, History, RE, RSHE) • 2021-22 Student council- to have more of a focused rights based content in line with the rights of the week schedule in order for learners to contextualise their rights in line with particular events on the school calendar. <p>Consider how, once set up, your student council can take an active role in promoting the CRC across the school, e.g. helping to put up posters about the CRC , leading assemblies / making videos to share online if face to face assemblies are not happening. They</p>
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			<p>could also help with communications to families about your RRSA journey.</p> <p>Unicef's resource an ABCDE of Rights can help to convey the message in Outcome 1:2 https://www.unicef.org.uk/rights-respecting-schools/abcde-of-rights/</p>
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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 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"> Jan 2020- NSPCC Safeguarding Review: Speak Out Stay Safe- our school has been utilising this service and working in collaboration with the NSPCC. We have embedded their teaching and learning resources within our curriculum and the Safe Circle is part of our school ethos- learners can see from posters within their classroom who is part of their safe circle – Teacher, Head of Department and Head Teacher (DSL). As part of this safeguarding review the views of the children were collated and they expressed their opinions about their rights and
	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.		<p>how to keep safe at school and how/ who they would see if they didn't feel safe outside of school too. Learners with mental capacity frequently come to see the DSL team when they recognise they need support (this data is collated on MyConcern)</p> <ul style="list-style-type: none"> • May 20- RRSA information published on school website & via school Twitter account • June 20- Letters sent home to parents to inform them about starting RRSA Journey <p>June 20-June 21- Whole school Inclusion days/ charity events and events have had a CRC Right Focus, learners have experienced enjoying a range of their rights. (Advent doors competition · Antibullying week · Autism awareness week · Children in Need · Children's Mental health Week · Save the Children's Christmas Jumper Day · Easter · Eid · Fairtrade Fortnight · Internet Safety day · Mental Health Awareness Week · Red Nose Day · World Book Day · Science Week)</p> <ul style="list-style-type: none"> • May 21- Online Safety Policy updated with regards to the new RSE guidance from DFE and shared with staff • June 21- Emergency Services visits for Learning for Life Pathway (Police Dogs Unit and Fire Services visited learners to inform them of how to remain safe in the community and what they do to keep the community safe and the importance of being a good citizen) <p>June 21- PSHE & Relationships Review-</p> <ul style="list-style-type: none"> • Survey: PSHE Lead conducted a teacher survey with regards to the embedding of the Relationships Curriculum within each of the
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.		
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.		

	<p>Many pupils understand and can talk about the role they have in their learning.</p>		<p>curriculum pathways to establish how the subject impacts and facilitates pupil voice and them understanding their rights (100% of teachers across all pathways-agreed that PSHE is an important subject to teach learners to form their opinions and express their views). All teachers agreed that pupils found this subject area challenging, engaging and that they recognised the value of teaching this subject area. The survey established the teacher's confidence in delivering the new RSHE content and where they felt they need support/ training to further develop their teaching of RSE effectively. Each pathway highlighted beneficial learning opportunities that could be further developed (external trips/ visitors) to enable learners to further understand relationships in society and enrich the curriculum.</p> <ul style="list-style-type: none"> • Learning Walks: as part of the review the PSHE Lead carried out curriculum in action walks to review the impact of the RSHE. As part of this process observations were made of how their social, emotional and health needs are supported within the curriculum • June 21- Police Internet Safety Talk learners identified by their teachers/ parents/ pastoral team and DSL who are vulnerable from consistently accessing the internet took part in talks with the team from the local police station <ul style="list-style-type: none"> ▪ • June 21- Attendance Data- <p>Next Steps-</p> <ul style="list-style-type: none"> • Teacher training- rights respecting language and impact on a positive teaching and learning
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			<p>environment, developing learner's understanding of the role they have in their learning</p> <ul style="list-style-type: none"> • Pupil voice –surveys frequent pupil surveys to gain their views of how they feel valued, included in the shaping the curriculum and school climate. • Develop overview for each curriculum pathway and how we capture their rights and views being met- what does it look like? • Further develop learners understanding of the school's facilities and hoe they enable them to access their rights- embed within curriculum/ them days <p>Over time we would expect children to be able to explain, appropriate to their age, how they experience different rights at school/ what the schools does/ the adults do to enable this to happen. For example, Outcome 4 you have identified as green; can adults and children explain how this provision links to different articles or rights? Articles 19 and 17 link directly with safeguarding issues as well as article 12 which is about children's voices/ views/ agency.</p> <p>Your plan has a lot actions that relate to teaching staff. Remember that RRSA is about a whole school approach and way of working. As such consider how you will inform and involve other support and administrative staff so that you are developing a consistent approach. This also helps to develop the awareness that all adults who work within the school are duty bearers. This takes time.</p>
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Rights Respecting Schools Award © Unicef UK 2018

[unicef.org.uk/rights-respecting-schools](https://www.unicef.org.uk/rights-respecting-schools)

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"> Jan 2020- NSPCC Safeguarding Review: Speak Out Stay Safe- our school has been utilising this service and working in collaboration with the NSPCC. We have embedded their teaching and learning resources within our curriculum and the Safe Circle is part of our school ethos- learners can see from posters within their classroom who is part of their safe circle – Teacher, Head of Department and Head Teacher (DSL). As part of this safeguarding review the views of the children were collated and they expressed their opinions about their rights and how to keep safe at school and how/ who they would see if they didn't feel safe outside of school too. Learners with mental capacity frequently come to see the DSL team when they recognise they need support (this data is collated on MyConcern) Jan 2020- Global Learning Calendar embedded into 'Thought of the Week'- explored in class bubbles during assembly allocated slots May 21- The World's Largest Lesson (globalgoals.org) shared with teachers via email to inform collaborative planning
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"> • June 2021`-Transition Pathways- learner's views when appropriate are captured within the EHCP as well as an opportunity to speak to the external careers adviser about plans for their future and next steps. Learner's views have also been captured when completing the Compass tool each year in relation to Academy's commitment to the Career Strategy. • Work Based Learning/encounters/work placements- learner's consent are gained matching their aspirational targets and their views/feelings are captured on a work diary which they complete after each placement. Evidence is collated in their personal accreditation folder. Their next steps are normally incorporated into the next placement visit and their Individual Learning Programme targets are then reflected on this. • Post 16 Enrichment: Any learners who access placements or enrichment activities externally to the Academy are facilitating social inclusion and integration. When out on a work placement, paid employment or transition visit, our staff and learners are challenging values, attitudes and promoting disability awareness within a range of stakeholders. (Please see enrichment activity proposals as evaluation). In addition, this year our learners within the learning for life pathway have participated in numerous projects demonstrating that they have taken action to promote rights: <ul style="list-style-type: none"> (a) Birmingham Covid Youth Challenge: At the start of this year, learners from the Academy alongside our Art instructor participated in the development of positive
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			<p>and inclusive Birmingham youth voices to champion and influence effective health messages/social action within their community to co-design covid and mental health messages whilst improving their well-being. The project was funded by NHS England supported by Hall Green families and the Early Help Team.</p> <p>(b) BEP/ CEC: learners are in the process of creating a video exploring skills needed for work, transition and adulthood. This will be shared with external stakeholders. For example, employers, other schools, local authority etc.</p> <p>(c) Learners views within post 16 have also been gathered for a Birmingham LMI Resource Project: Aim is for the BEP and GBSLEP (Greater B-ham and Solihull Local Enterprise partnership) to design and create a digital resource to all secondary aged students to support young people, parents, and teachers to learn about local labour market information. Learners have supported Louise Dacre (BEP - Birmingham Education partnership), in terms of accessibility of information, fonts, colours, producing symbols for the resource (Please refer to proposal).</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Summer 2-LMA With the gradual opening of society more work to be embedded and opportunities to be created in the curriculum on how learners can be involved within activities in the local community to promote their rights. (programme developed for 2021-22) • September- LMA and Curriculum Leads- More work is needed in the development of pupils in the Learning for Life Curriculum
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			<p>developing their understanding of being a Global citizen and how to support the promotion of children's rights internationally*further embedding of World's Largest Lesson</p> <ul style="list-style-type: none"> • Summer 2- LMA Actively involve pupils in planning of whole school events/ development of the Secondary Playground etc to ensure their active involvement of decisions in school life (displays of pupils views- you asked we listened- to show hoe their decisions have been implemented) <p>Consider what opportunities there are for children to put forward ideas/be leaders for making change happen within the school. This is a really important aspect of RRSA relating to Article 12 of the CRC.</p> <p>The Unicef resource Linking Rights to Events might help your to consider global days or charitable activities that the school already engages with from a rights perspective with a focus on global citizenship and sustainability. https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/linking-events-rights/</p>
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