

Rights Respecting School Gold Action Plan

Teaching and learning THROUGH rights

Outcome	Gold Level/ RAG Rating	Area	Actions	Time Scale	Responsibility	Evaluation
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.	Charters	Create further diamond ranking cards to allow all classes to have a set.	June 2018	Steering Group	Completed and resources distributed - June 2018
			Update staff training on creating class charters	August 2018	Miss Campbell	Staff update and UNICEF guidance given out - August 2018
			Check class charters are displayed and all adults/children in classroom have signed up.	September/October - Annually	Steering Group members check own class and buddy class	Steering group checked charters. still some errors. Miss Campbell to speak to staff. (Completed) Steering group to speak to classes to ensure absent children and CAs have also signed up to charters. (Completed - Oct 2018)
			Update whole school charter to include Whitehouse values in line with feedback from staff and pupils and change display.	November 2018	Steering Group/ Miss Campbell will update display	Feedback from staff and pupils says charter is clear and easy to understand. It is easier to recall and applies to all school situations (January 2019). Continue to review on an annual basis.
			Replace classroom charter with whole school charter. Updates displays and website information. Send home copies of charter. Make available in native languages of all school families. Explore how we can display charter in all languages.	September 2019	Steering Group/ Whole School	Action came about as a result of pupil feedback. Early feedback suggests the replacement of the charters seems to have been a success (13/09/19). All pupils Y2-7 can recall the statements. Continue to review throughout the year.
		People who help us	Y2 'People Who Help Us' topic to focus further on how those people help us achieve our rights. Emphasis on the term duty bearer.	Term 2 Annually	Y2 Staff	Pupils can explain how people help them get their rights, but more work is needed on language. (June 2019)
			Annual end of year gratitude assembly, looking at all the things we have	Annually - June	RRS Steering Group	This was a very successful assembly. The pupils enjoyed it

			achieved in school and thanking the people who have helped us along the way. Focus on how duty bearers have helped us achieve our rights.			and were able to speak articulately about how adults in school have helped them to access their rights. (June 2019) Continue annually with greater focus on term 'duty bearer'
	They understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.		Pastoral Promises displayed in all classrooms. Jobs role for school teams require application or election. Continue to provide opportunities to celebrate success both within and outside school - pupil of the week/month, principal's praise time (added Feb 2019), fame frame (added Sept 2019). Assembly on differences between equity and equality and how they apply in different situations.	Ongoing Ongoing Ongoing Annually - September	Staff Individual Teams Whole School Steering Group	2019/20 - All classrooms displaying. Completed Ongoing success with these projects - pupils enjoying new pupil of the month rewards. (June 2019) Pupils show an understanding of equity as 'fairness' further work needed to develop language with younger pupils. (Sept 2019)
	Most children and young people know and trust that the school will act upon any concerns about their rights not being met.		Continue to promote 'Feeling Happy and Safe' through: - Cloakroom Door Displays - Whitehouse Helping Hand - Feeling Safe Boxes - Pastoral Care Assemblies - Pastoral Promises - 'We Care' fliers	Ongoing	Whole School Pastoral Care Team Lead	
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.		Continue to promote 'All Stars' programme in Y5. Particularly 'getting along' and 'not getting along' behaviours. Use 'Whitehouse Positive Values' to continue to discuss the importance of good character. Continue positive value of the month. Continued emphasis on the importance of everyone working together to ensure rights are achieved and people are respected - everyone has a role to play	Ongoing Ongoing Ongoing	Y5 Whole School Whole School	

			<p>- pupils, staff, parents and the whole school community.</p> <p>Erasmus+ bid for 2019 - 2021 - 3R - Respect for self, Respect for others, Respect for the environment.</p>	Dates TBC	Miss Campbell	
	Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.		<p>Introductory assembly - 'What is Dignity?'. Treating people with dignity to be explained as treating them as people of value/worth. Use 'The Invisible Boy' as introductory story.</p> <p>Continued emphasis on 'Whitehouse Values'. If we are always respectful, responsible, honest, caring, helpful, forgiving we should be treating people with dignity.</p>	<p>Annually - September</p> <p>Ongoing</p>	<p>Miss Campbell</p> <p>Whole School</p>	Good discussion from introductory assembly - focus on treating people well rather than treating them how you would want to be treated.
	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.		Update positive behaviour policy in line with new school charter. Agree with school council, parent representatives and staff before BOG approval.	Ongoing	Miss Blain + group representatives	
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.		<p>Continue to promote 'Feeling Happy and Safe' through:</p> <ul style="list-style-type: none"> - Cloakroom Door Displays - Whitehouse Helping Hand - Feeling Safe Boxes - Pastoral Care Assemblies - Pastoral Promises - 'We Care' fliers - Time for Me 	Ongoing	Whole School Pastoral Care Team Lead	
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		<p>Update anti-bullying policy in line with new legislation.</p> <p>Align anti-bullying week themes to national campaign.</p>	<p>August/September 2019</p> <p>Annually - November</p>	<p>Staff</p> <p>PDMU Team</p>	
	Most children and young people have trust in the schools systems that enable		<p>Continue to promote 'Feeling Happy and Safe' through:</p> <ul style="list-style-type: none"> - Cloakroom Door Displays - Whitehouse Helping Hand 	Ongoing	Whole School Pastoral Care Team Lead	

	them to report any sense of not feeling safe both within and beyond school.		<ul style="list-style-type: none"> - Feeling Safe Boxes - Pastoral Care Assemblies - Pastoral Promises - 'We Care' fliers - Time for Me 			
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.		<p>ECO Team healthy living campaign.</p> <p>Family Health Initiative programme.</p> <p>New Year, New You week.</p> <p>Building healthy communities programme.</p> <p>Erasmus - 3R bid</p>	<p>2018/19</p> <p>Term 2 2018/19</p> <p>Annually - January</p> <p>2019/20</p> <p>2019 - 2021</p>	<p>ECO Team</p> <p>Miss Blain</p> <p>Miss McIntosh and PDMU Team</p> <p>Miss Campbell/ Miss Morrow (St J.)</p> <p>Miss Campbell</p>	See evidence folder regarding these programmes.
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.		<p>Continue to provide opportunities to celebrate success both within and outside school - pupil of the week/month, principal's praise time (added Feb 2019), fame frame (added Sept 2019).</p> <p>Continue to promote annual diversity assembly.</p> <p>Continue to make charter available in all school languages.</p>	<p>Ongoing</p> <p>Annually - March</p> <p>Ongoing</p>	<p>Whole School</p> <p>Steering Group</p> <p>Steering Group</p>	<p>Ongoing success with these projects - pupils enjoying new pupil of the month rewards. (June 2019)</p> <p>Pupils accept and celebrate differences across the school.</p> <p>Many pupils can speak a second language but cannot read in that language - record using audio speech bubbles and add to charter display.</p>
	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.		<p>Shared Education - Buddy Up</p> <p>Shared Education - 'It Matters' - Y6 focus on stereotypes and non-discrimination.</p> <p>Continued emphasis on article 30 - right for culture, religion and language to be respected.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Y3/4</p> <p>Year 6</p> <p>Whole School</p>	Shared Education continues to be significant in promoting an inclusive atmosphere within school. Y6 'It Matters' programme was an excellent edition to this as was 'Buddy Up' in Y3.
Children and young people value education and are involved in making	Most children and young people speak of their commitment to the right of others to learn and can		Continue class planning boards - what do we know, what do we want to learn, how can we share our learning?	Ongoing	Whole School	

decisions about their learning.	describe how they actively respect this right.		Continue buddy Class work - learning from each other.	Ongoing	Whole School	
	Nearly all children and young people interviewed explain how they play an active role in their learning.		Continue theme weeks encouraging pupils to get involved in curriculum subjects in new ways - Festival of Words, Money Week, Outdoor Learning Day etc.	Ongoing	Curricular Teams	
			PDMU focus on participation.	Ongoing	Whole School	
			Continued classroom focus on the role of pupils in the learning process.	Ongoing	Whole School	