



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	Garretts Green Nursery School & Enhanced Provision
Local Authority	Birmingham City
Headteacher	Miss Claire Henebury
RRSA coordinator	Mrs Emma Ashford
Date	31.10.2022

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"> • Staff have attended staff meetings on the Convention and RRSA in September 22. • EA to send out Staff questionnaires to measure knowledge point Nov 22 • Staff meeting to reintroduce the Convention and RRSA planned Nov 22 • Steering group to meet and plan relaunch for whole school. Jan 22 • Steering group to promote CRC through displaying articles around Nursery, for example Forest School displays, water machines, toilet doors. Dec 22 • EA to include articles linked to planning to share with staff. Ongoing • EA to plan Global Day activities Nov 6th • EA to send out information booklets/newsletters about CRC and RRSA through emails to parents. Nov 22 • Blogs/Tapestry to be used to promote CRC and RRSA. Ongoing
	<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>		

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"> Children are encouraged to share their thoughts, feelings and ideas during interactions with all staff, particularly during circle times, snack times and when planning future activities using the floor books. Ongoing Explore children’s questionnaires –altering these to suit Nursery age group. Feb 22 All keyworkers to introduce the home school bear to the children Jan 22 Keyworkers to complete Wants and Needs activities with the children with regard to the home school bear Jan 22 Adults to encourage children to acknowledge the rights by using specific language of the rights linked to Performance Management. Oct 22 Adults already discuss the feelings of others and the reason behind actions this just needs to be more rights specific. Ongoing Children and families have built up safe and secure relationships with adults across the Nursery 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.		
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.		<p>specifically with their key workers through door step visits, parents evenings and specific times of the day such as circle times, story times. Sep 22 and ongoing</p> <ul style="list-style-type: none"> • Linked to adults using specific language and displaying specific articles around Nursery. • Floor books will be used to celebrate children's verbal and nonverbal ideas and contributions to planning play opportunities based on their interests. Using children's photos including the process and development of their ideas and their comments. Nov 22 & ongoing • Feedback from parents about how the children have settled, comments they make about Nursery are positive. Tapestry (online learning journey) was used during a recent closure of the school to continue home learning and reinforce relationships between staff and children this again received positive engagement from parents and children. • Through staff meetings and use of the articles linked to planning and displays through Nursery this will be achieved. Ongoing • Adults encourage children to demonstrate their ideas to further develop learning opportunities by allowing them to access resources freely during
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.		
	Many pupils understand and can talk about the role they have in their learning.		

			the Nursery day. Adults listen to and support the children in exploring their ideas by facilitating activities and supporting problem solving. Sep 22 & Ongoing
--	--	--	---

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"> From September children were encouraged to express their ideas and opinions, through the use of floor books particularly key workers will be able to specifically show the children how these are valued.
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"> SLT to evaluate the current ways in which we obtain and celebrate the children's views etc. Exploring if there are any other ways in which this can be done linked to Article 12. Involve children in providing for local food banks and toy banks Dec 22. Link to articles. Invite Reverend Susan from the local church in to collect food and toys and to discuss with the children where their contributions will go. Dec 22 Curriculum audit to identify planned opportunities for 'global learning' link this to articles. EA&HC) Set up a link or partnership with an overseas school. Explore ways Nursery can share experiences/ ideas/songs. Jan 22. (EA&HC) Plan for and celebrate Earth Day April 22. Sign up to the World's Largest Lesson link to circle times. Dec 22