



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	Longstone Special School
Local Authority	Education Authority Northern Ireland South Eastern Region
Headteacher	Mr Ioannis Skarmoutsos
RRSA coordinator	Mr John McIlmoyle / Mrs Stephanie Plunkett
Date	Reviewed 28/02/2019

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
<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>Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.</p>		<p>Rights Respecting School Award important part of School Development Plan (2017 – 2019).</p> <p>Whole school celebration event for achieving Level 1 Award (June 17).</p> <p>Act on feedback recommended in Level 1 report (April 17 – ongoing).</p> <p>Weekly assemblies ensure our pupils and staff are familiar with a wide range of articles. (on-going).</p> <p>School Charters ensure pupils and staff are aware of their role as duty bearers. (on-going).</p> <p>International Schools Partnership with KS2 and KS4 pupils working on a joint project linked to rights with Primary and Post Primary schools in Kenya. (Nov 18 – on-going).</p> <p>Who To Talk To Poster updated (Sept 18)</p> <p>Funding application for Connecting Classrooms to be completed by 21st Jan 2019. SP & AC.</p>

	<p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>	<p>Examples of lesson plans and term planners focusing on specific articles (Sept 18 – ongoing).</p> <p>Website to be regularly updated with RRS news. (on-going)</p> <p>Key policies have been translated for newcomer families (Sept 16).</p> <p>Welcome poster welcoming people from different backgrounds to our school in different languages (Sept 17 – reviewed regularly).</p> <p>School Council to produce an induction pack for new or temporary teachers explaining what a Rights Respecting School is. (June 19).</p> <p>School Council to write a termly Rights Newsletter explaining our RRSA activities to parents (March 2019).</p> <p>AC to develop right of the month photo board with P3 class showing how each right is being developed in each Key Stage.</p> <p>Rights mascot to be developed highlighting articles throughout the school.</p> <p>KS3 and KS4 Pupils understand that everyone is entitled to their rights, that no one right is more important than the other. Pupils understand their rights cannot be taken away. This is regularly discussed during weekly assemblies.</p>
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		<p>There needs to be more of a focus on this during Primary assemblies. (KS1 and KS2 Co-ordinators). KW</p> <p>AC (P3) and KW (DU) and pupils to lead KS3 / KS4 RRSA Assembly to show middle and senior school how the Primary Department are embedding RRSA.</p> <p>School Council extended to include Behaviour Unit staff members (Sept 18).</p> <p>School Council extended to include P4/P5 representative (Jan 19).</p>
	<p>Most children and young people understand how local and global issues and sustainable development are linked to rights.</p>	<p>School Council attended Democracy Games event in Stormont alongside other schools from across Northern Ireland (April 18).</p> <p>Year 10 to participate in Northern Ireland Assembly visit to Stormont (April 2019).</p> <p>We need to formally introduce the Global Learning Programme, linking it to UNCRC.</p> <p>Two members of staff (SP and AC) to attend full day Global Learning Programme Training (Nov 17)</p> <p>Two members of staff (SP and AC) to implement a small scale pilot of the Global Learning Project in their classrooms (Jan 18).</p> <p>Two members of staff (SP and AC) to attend Global Learning Programme twilight session to review the</p>

		<p>success of their Global Learning Programme Project. (Feb 18)</p> <p>We achieve introductory certificate for Global Learning Programme.</p> <p>Two members of staff (SP and AC) to take a INSET day on Global Learning, all teachers will have input into a Global Learning Programme Audit. (Aug 18).</p> <p>SP and AC materials to all teachers who will implement a small scale Global Learning Programme Project in their classrooms. (Sept – June 19). Linked to <u>PRSD</u> objectives for KS3 and KS4 teachers.</p> <p>Survey sent out to staff who implemented the Global Learning Programme Project (Jan 19).</p> <p>Teachers to develop their own resources for Global Learning and the UNCRC (Jan 19). Linked to <u>PRSD</u> objectives for KS3 & KS4 staff.</p> <p>Longstone achieve Level One in Global Learning Programme (June 2019).</p> <p>Achieve the Fair Trade Schools Award (Dec 19)</p> <p>Review of Local and Global Citizenship Policy (Nov 18)</p> <p>G Cummings (KS2 Co-ordinator) to deliver a series of whole school assemblies on various global themes (Oct 18)</p>
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	<p>Adults and the wider school community show a commitment to the CRC.</p>	<p>Whole Staff training delivered by Mr McIlmoyle on Gold Award (Twilight 18).</p> <p>Policies (Global Citizenship, Pastoral Care, Home Economics, Behaviour for Learning and Safeguarding and Child Protection) to explicitly be cross referenced highlighting individual articles (Aug 18).</p> <p>Whole school celebration assembly to inform the whole school we have achieved the Silver Rights Aware award (Level 1). (June 17).</p> <p>The Rights Respecting School Award is a regular item at all Staff, Council and BOG meetings. (on-going).</p> <p>A UNCRC sculpture or mural will be designed by the wider school community. This will be funded through the People’s Projects Get Up and Go Green award. It will be unveiled at the opening of our new Community Garden (May 19).</p> <p>A RRS Village to be developed with surrounding schools (Dundonald High School, Tor Bank Special School, Brooklands Primary School), linking in with our Community Garden Get Up and Go Green Project. (Jan 19 – Sept 19).</p> <p>Pupils to design RRS display for the front entrance of the school (Feb 19).</p> <p>RRSA features on our annual BOG report.</p> <p>Expand our School Council to invite PSNI representative. (Jan 18).</p>
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		<p>Reciprocal visits for two members of staff to visit to International Schools Partners in Kenya (Nov 19)</p> <p>SP and AC to attend full day Gold Award Training (Feb 19)</p> <p>CPD training delivered by Connecting Classrooms facilitators during August Baker days 2019.</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 wellbeing.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.</p>		<p>All pupils are aware of our Whole School Charter. They personalise these in the form classes on a yearly basis (On-going).</p> <p>Review of the Steering Group to take place (25th Jan 2019).</p> <p>School Council to develop a child friendly School Development Plan which includes RRSA. (March 19).</p> <p>School Council to develop a Child Friendly Action Plan for Gold. (March 18).</p>

	<p>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.</p>		<p>Yr 10 pupils participate in CCEA Webinair with NICCY (Nov 18)</p> <p>Teachers will map their term planners highlighting where the issues of fairness and equity are explored. To be completed as part of twilight in April 2019.</p> <p>Whole school survey will show that pupils understand the principles of fairness and equity and how the school puts this into practice (June 18).</p> <p>School Council pupils will be able to illustrate this by identifying at least two examples.</p> <p>There will be a full review of School Charters (currently in place 3 years) with all pupils participating in diamond nine ranking activity June 19.</p>
	<p>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.</p>		<p>We have an outstanding (ETI Feb 2016) Pastoral Care System in place.</p> <p>We have a Child Friendly Anti-Bullying Policy in place reviewed by the School Council yearly. (On-going).</p> <p>We have visible posters around the school clearly identifying who pupils can go to if they need help (On-going).</p> <p>We have a Feeling Safe box that pupils can use to submit worries to the Vice Principal (On-going).</p>

<p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p>	<p>Relationships are identified by most children, young people and adults as mutually respectful.</p>		<p>Whole School survey results will show that most pupils have mutually respectful relationships with their teachers.</p> <p>Charters clearly outline the rights of pupils and staff. These are personalised and reviewed on a yearly basis. (on-going)</p>
	<p>There is evidence that respectful relationships are strengthening consistently over time.</p>		<p>Focus on RRS guidance on the language of rights respecting language. We have a poster in every classroom explaining how Rights Respecting language works. We need to make sure this is being used in most classes. (On-going).</p> <p>Reduction in the number of Thinking Times / Incidents (On-going, see JS for data).</p>
	<p>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>		<p>Pupils are actively involved in reviewing our Whole School Charter, this governs all aspects of school life. (On-going).</p> <p>Pupils know the procedures to follow if they feel their rights are not respected. (On-going).</p> <p>Examples of Think Sheets used during Thinking Time (previously detention).</p>

		<p>School Council to lead Toilet Twinning fundraiser to raise £60 to build a toilet in a developing country during World Water Day (22/03/19)</p> <p>Intimate Care Policy reviewed under Rights Respecting guidelines (Nov 17).</p> <p>Pupil Profile form tracks pupil progress across Literacy, Numeracy, Personal Development and Thinking Skills and Personal Capabilities (Jan 18 – ongoing).</p> <p>Communication Passports for ASD pupils reviewed annually.</p> <p>ETI Safeguarding and Child Protection pro-forma specifically highlights how we make an inclusive environment for LGBTQ+ pupils. Sept 18</p> <p>Safeguarding and Child Protection issues dealt with sensitivity and confidentiality by all staff members. ETI graded Safeguarding and Child Protection outstanding in Feb 16.</p> <p>Fully compliant GDPR school following all guidelines provided by EA (Sept 18 – ongoing).</p> <p>Privacy notices sent out to all KS4 parents regarding information shared via SIMS for examinations Jan 19.</p> <p>PSNI coffee morning looking at grooming and internet safety with Yr 10 – 12 pupils and parents (March 19).</p> <p>Mobile Phone and Social Media policy reviewed to include the use of devices in toilets and changing rooms.</p> <p>Get Out Card system provided for pupils who need time out (ongoing)</p>
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	<p>School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.</p>	<p>Anti-bullying survey submitted to parents show they trust in school systems (October16). Parents will be surveyed again in October 2019.</p> <p>Whole school survey results will show that most pupils perceive our school systems as transparent, fair and effective.</p> <p>Yr 11 pupils to complete OCN in Peer Mentoring (June 18)</p>
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Nearly all children and young people interviewed say they feel safe at school and can describe how becoming rights respecting contributes to this.</p>	<p>Regular assemblies on pastoral issues inform pupils about what to do if they need help or support. Staff members upload their articles and (on-going)</p> <p>We are extending our Counselling services across the school. (ongoing throughout 2017 – 2018).</p> <p>Whole school survey results will show that pupils feel safe in school and they know what to do if they need help or support.</p>
	<p>The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).</p>	<p>Our Anti-Bullying policy outlines what to do in an incident of bullying.</p> <p>Our incident books will be updated to give more detailed information regarding incidents. (Feb 18).</p> <p>Incident books and Thinking Time Books are monitored regularly (On-going).</p> <p>We have yearly whole school anti-bullying challenges, linked to UNCRC. (On-going).</p>

			<p>We have our Feeling Safe box where pupils can submit worries or stresses. This is regularly reviewed by our Vice Principal and BOG. (On-going).</p>
<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Most children and young people can describe how the school provides information and support for a range of physical, social and emotional needs.</p>		<p>We have a Rights Respecting School ethos which permeates through the school. Our Pastoral Care System was graded at Outstanding in recent inspection.</p> <p>All pastoral care policies need to be explicitly cross referenced with specific articles (June 18).</p> <p>Yearly Anti-Bullying Week challenges (On-going).</p> <p>Personal Development programme outlines how pupils can stay healthy. We need to ensure specific articles are referenced in Personal Development Term Planners (March 18).</p> <p>Healthy eating workshops take place throughout the school – we need to sure links to UNCRC are explicitly referenced (June 18).</p> <p>Bangor Alternatives project for KS4 pupils linked to improving engagement, behaviour and motivation towards school (Jan 18 – June 19).</p> <p>PRSD Objective 2017 – 2018 Mindfulness in the classroom, evidenced through display boards, lesson plans, PRSD feedback, training records and use of Take 10 App.</p>

<p>6. All children and young people are included and are valued as individuals.</p>	<p>Nearly all children and young people describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this.</p>	<p>Our Rights Respecting School Charters govern every classroom. Pupils need to be able to explain how this helps everyone feel valued and included. This will be achieved through regular discussions about the charter during form classes (On-going).</p> <p>There are regular assemblies about the charter and its purpose. These assemblies are followed up with class activities completed during Personal Development time. (on-going).</p> <p>Every child in the school receives a Rights Respecting School birthday card on their birthday (On-going).</p> <p>School Council to hold birthday card competition for new birthday card design. (Feb - March 19)</p> <p>We need to develop our Playground and Canteen charters (Feb – March 19).</p> <p>Introduction of School Council suggestion boxes to every classroom. (June 18).</p> <p>Prefect sub-committee to assist with the organising of the Formal. (Jan 19 – May 19).</p> <p>Pupils to have a say in voting for Head Boy, Head Girl and Prefects (Student Leadership Team).</p>

			<p>School Council to have an input in recruitment and selection decisions</p> <p>Pupils are involved in decision making throughout the school and they can use their class representatives to highlight areas of improvement (On-going).</p> <p>Prefect training sessions include best practice for Peer Mediation (Sept 18, Jan 19).</p>
	<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>		<p>Diana Award Anti-Bullying Ambassador Scheme in place. (April 2018).</p> <p>Bartek Wysokowski nominated by the School Council for Diana Award. Bartek achieved the award and attended ceremony in Stormont. (Nov 18).</p>
<p>7. Children and young people value education and are involved in making decisions about their learning.</p>	<p>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.</p>		<p>Our pupils know about and abide by our whole school charter. This is reviewed in form classes on a yearly basis (on-going – see file for picture evidence).</p>
	<p>Nearly all children and young people interviewed explain how they play an active role in their learning.</p>		<p>Pupils are involved in writing and reviewing their own IEPS (ongoing since Jan 17).</p> <p>Pupils take ownership of Record of Achievement (Sept 18 – ongoing)</p> <p>New Pupil Progress File tracks individual pupil achievement looking at how they have developed their talents and abilities across the curriculum.</p> <p>KS4 pupils are being offered more choice about the qualifications they study, in line with individual interests and abilities. (Sept 17 – ongoing).</p>

			<p>Evidence of pupil evaluation informing teacher planning (Sept 17 – ongoing).</p> <p>New accelerated reader programme which tracks pupil achievement in literacy launched Sept 18. Pupils get to choose the books they read and own rewards for achieving targets.</p>
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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
<p>8. Children and young people know that their views are taken seriously.</p>	<p>Most children and young people describe how their participation has a significant impact on school improvement.</p>		<p>Regular projects take place in school that canvas the opinions of all pupils e.g. Clubs, School Trips and School Improvement ideas</p> <p>School Council to led half termly rights walk, recognising the Rights Respecting work of pupils and staff with certificates (March 19).</p> <p>Year 11 pupils take responsibility for Book Week Celebration event (Feb 18, Feb 19).</p> <p>Student leadership team undergone Leadership Training, Peer Mediation training and developed their own mission statement.</p> <p>School Council elections take place on a yearly basis (ongoing).</p> <p>School Council suggestion boxes item on every School Council meeting. See table evidence for suggestions and action taken.</p>
<p>9. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.</p>	<p>Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally.</p>		<p>All pupils participate in UNICEF Day for Change on a yearly basis.</p> <p>School Council participate in UNICEF Outright Project yearly.</p>

		<p>School Council to run UNICEF Shoe Share programme (Sept – Nov 18) Shoes delivered Jan 19.</p> <p>Global Learning Programme individual class projects will give pupils an opportunity to campaign for children’s rights locally and globally. This is linked to KS3 / KS4 PRSD objectives.</p> <p>School Council to develop links with our local foodbank (June 18). School Council to collect food for foodbank as part of our harvest assembly. (Oct 18).</p> <p>School Council to set up suggestion boxes and monitor these. (June 18)</p> <p>School Council to design a poster which can be displayed in local shops and businesses explaining how we are becoming a Rights Respecting School. (April 19).</p>
	<p>Most children and young people understand their role as global citizens.</p>	<p>We have participated in the World’s Largest lesson twice. 2017 theme was the use of energy around the world and pupils designed their own light switch covers to remind people to save energy. 2018 theme was the Global Goals, pupils made paperchains of actions they will take to help protect the planet.</p> <p>Pupils will be given the opportunity to focus on rights from a global perspective in Citizenship lessons. For example: Fair Trade Fortnight, links to school in Kenya, Outright, Day for Change / Soccer Aid, Shoe Box Appeal (on-going).</p> <p>We are working on our Eco-Schools program which helps educate pupils about global issues such as recycling, reducing waste, climate change etc. We need to make sure links to UNCRC are explicitly made through the Eco-Schools Program. (On-going).</p>

		<p>School Council to form sustainable link with Towell House Care Home (April 18 – on-going). Reciprocal visits are taking place e.g. School Council visited Towell House to attend garden opening, residents and staff visited Longstone for Christmas School Play. (On-going from Nov 18).</p> <p>Become the first Plastic-Less school in Lisburn and Castlereagh Council (March 19)</p> <p>Participation of People’s Projects Get Up & Go Green Community project (Sept 18 – June 19)</p>
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