



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 School
Local Authority	Education Authority Northern Ireland
Headteacher	Mr Ioannis Skarmoutsos
RRSA coordinator	Mrs Stephanie Plunkett
Date	Sept 2022 - May 2025 Reviewed August 2023



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
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.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers & the concept of rights being inherent, inalienable, indivisible, universal & unconditional.		Weekly assemblies focusing on Rights - see assembly file.
			All displays reference articles and are checked by School Council - see file A for evidence.
			School Charters are reviewed yearly - see file A for evidence.
			Teachers include rights on term planners and teaching resources - see file A for evidence (lesson plans, term planners & resources).
			Duty Bearers in our school poster created by School Council- see evidence file A.
			Whole school celebration event for achieving the Sustaining Gold Award.
			Act on feedback recommended in Sustaining Gold Award Report.
			Google Classroom, SeeSaw, Parentmail & Website regularly updated with RRSA news.
			Rights made explicit in all policies - see evidence file A.
			Continue to translate key policies for newcomer pupils - See file A for evidence.
			School Council to increase the number of QR rights codes around the school.
			School Council to make an ABCDE of Rights video.
			Rights Mascot for Junior School designed by the School Council.



Most children and young people understand how local and global issues and sustainable development are linked to rights.		World's Largest Lesson completed by all classes annually.	
		School Council run campaigns linked to global events e.g., Ukraine war, Turkey earthquake.	
		Yr 10 Prince's Trust Sustainability Project completed annually.	
		Global Goals week to be held in Jan 2024 & Jan 2025	
	Adults and the wider school community show a commitment to the CRC.		RRSA included in School Development Plan and has its own action plan
			School Council are consulted in policy review and all policies explicitly link rights in the body of the text.
			Whole school involved in RRSA events including raising awareness events and fundraising. (See RRSA & Global Learning events folder).
			All policies and SDP to have articles explicitly referenced in the body of the text.
			RRSA included in BOG report (on-going)
			RRSA to be an item on all staff meetings.
		To further develop links with local schools to create a RRSA village (on-going)	
		New trophy linked to Rights Respecting School.	
		Review Steering Group	
		Whole staff training using the online resources from the RRSA website.	
	Yearly parents workshop on what it means to be a Rights Respecting School		



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
2. 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.		School Council to design an induction pack explaining what happens in a rights respecting school & the roles of duty bearers.
			Whole school charter review.
			Duty Bearers video made where adults in school explain how they help children & young people access their rights. To be shown in assembly & included on website/google classroom & SeeSaw.
			Pupils can identify who to talk to if they have a problem.
	Most children and young people understand the concepts of fairness and equity and are able to describe how		Pupils recognise specific articles in relation to different curriculum and extracurricular areas.
			Pupils and parents involved in full review of our Anti-Bullying policy.
			Thinking Time used as reflection time with restorative justice techniques included. See evidence File B.
			Diana Award Anti-Bullying Ambassador training takes place annually for both School Council and staff members.



	the school promotes such principles and puts them into practice.		School Council organise annual Anti-Bullying Week challenges for the whole school.
			School Council full elections held every two years, By-elections held in the in-between years.
			All term planners/weekly planners to explicitly reference articles in the body of the text.
			Teachers teach what fairness is, how to be fair and what to do if something unfair happens.
	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.		Who to Talk To poster reviewed annually.
			Pupils are aware of and use the Feeling Safe Box.
			Bullying behaviours recorded as recommended in 'Addressing Bullying in Schools Act'.
			All staff undergo annual Child Protection training.
			Increase in the provision of counselling through FamilyWorks and Barnardos.
			Lessons, assemblies and displays reference external agencies who assist with safety and well-being issues.
3. 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.		Regular reward trips in place which promote positive working relationships between pupils and staff (termly - see evidence file B for photographs).
			Positive Handling Plans agreed between staff in departments to improve interactions between staff and SEBW pupils (see samples in evidence File B).
			Low-level incidents explored in non-judgemental way in thinking time through reflection sheets. (see examples in evidence file B).



			Role of the Form Teachers being developed to help pupils feel safer and better listened to in school by having a go-to teacher.
			Staff model rights respecting language with pupils and each other.
			Child Friendly Anti-Bullying policy in place and reviewed by School Council annually (Nov).
			New ISEF document used for continual evaluation in all areas of school life.
			See data from thinking times and incident books in evidence File B.
			Increased community engagement through PSA running regular coffee mornings in school for parents.
			Short- and long-term planning with teacher observation notes used in all departments to improve planning, teaching and learning activities (See examples of Action Plans in evidence File B).
Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.			Toilet Twinning fundraiser used to explain the concept of dignity.
			Further use of ASD communication passports to help pupils be treated with dignity.
			Lessons and assemblies delivered on the concept of mutual respect and having respect for others.
			Pupils are treated with dignity by adults in school - The whole school community is encouraged to treat each other with respect, to listen to other peoples points of views, to disagree respectfully and not to use offensive language/sarcasm.
			Use of CCEA's new Period Dignity resources.
			All classes to design a Dignity Poster to be displayed in their room & common areas.
			Makaton used in KS1 & KS2 to allow all pupils the opportunity to communicate their needs. Also use of communication boards in classrooms & playground.



<p>School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.</p>		Restorative justice techniques used in KS4 by Bangor Alternatives.
		School Council to undergo peer leader training
		Interviews with School Council and randomly selected group of pupils on assessment day.
		Pupils are taught about their right to be safe and are given strategies they can use in daily life to help them be safe through the curriculum.
<p>The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).</p>		See IS for data.
		Anti-Bullying Ambassador scheme in place.
		Anti-Bullying Board in Canteen.
		Do you feel safe in school activity - pupils place RED, YELLOW & GREEN circles around the school in places where they feel safe/unsafe. Increased supervision in areas where pupils feel unsafe.
<p>Most children and young people have trust in the schools systems that enable them to report any sense of not feeling safe both within and beyond school.</p>		See evidence file for survey results.
		Links with external organisations (Bangor Alternatives, Orchardville, EA Youth Service) for selected pupils.



<p>4. 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>		School Council to develop child friendly Mental Health & Well-Being leaflets to be distributed to pupils during Mental Health Week.
			Safer Internet Day Activities completed annually.
			Who to Talk To poster reviewed annually.
			Pupils aware of, and use, the Feeling Safe Box in school.
			Communication Passports in place.
			Counselling Service in school.
			Personal Development / PDMU programme in place which explores how pupils can stay healthy in body and mind.
			Life Skills qualification in place teaching KS4 pupils how to stay healthy and safe in a range of situations.
			EA Youth Service Resilience Programme in place for Yr. 10 - Yr. 12.
			Careers activities designed to raise aspirations and teach about developing talents and abilities.
			Life Skills qualification which explores home management, personal safety, representing myself, using social media safely, leisure activities, travelling in my local community and using shopping facilities.
			Zones of Regulation used across KS3 & KS4 teaching pupils how to cope with their big emotions, helping them to identify self-regulation strategies.
			KS4 Chill Out Room with sensory resources to be put in place.



5. 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.		See survey results.
			Interviews with school council on day of assessment.
	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.		Anti-Bullying Ambassador programme in place.
			Pupils are taught about article 2 in lessons and assemblies - they know all children have rights no matter what their background is.
			Whole school events to recognise Black History Month, LGBTQ+ Pride Month, Autism Awareness Month & World's Down Syndrome Day.
		Annual whole school Anti-Bullying challenges.	
6. Children and young people value education and are involved in making decisions about their learning.	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.		Whole school charters used in all classrooms and referred to regularly.
			Pupils can talk about what happens in a rights respecting classroom and display rights respecting behaviour in lessons.



Nearly all children and young people interviewed explain how they play an active role in their learning.		Pupils involved in their own target setting for IEPs.
		KS4 pupils are encouraged to choose units/projects linked to individual interests from Occupational Studies specification.
		Pupil voice in annual reviews and transition arrangements.
		Pupils are aware of and can talk about their own learning preferences.
		Accelerated Reader Programme
		Skills Builder Programme.
		Use of evaluation at the end of units.
		KS4 pupils work with Literacy Co-ordinator to design Book Week programme of events.
		CEIAG provision includes active learning workshops through Big Ted and Barclays Life skills.



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
8. Children and young people know that their views are taken seriously.	Most children and young people describe how their participation has a significant impact on school improvement.		School Council will review the child friendly anti-bullying policy annually, using ideas from all classes and from parents. (November).
			6 weekly hot chocolate break with Principal with pupils from KS2 - KS4 not on the School Council to talk about school improvement ideas & other issues.
			Annual Blue Day (Be Loving and Understanding to Everyone) to celebrate World Children's Day with presentation explaining the origin of children's rights.
			School Council consulted when budget is available to buy school resources
			School Council to present to the school in an assembly what they are working towards/what they have achieved at the beginning and end of each school year.
			You Said We Did signs as a visual reminder of areas where pupil voice has had an impact on school improvement.



<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>		School Council maintaining database of suggestions submitted in the suggestion boxes and actions.	
			School Council to further develop relationship with local foodbank.	
			School has written letters to local Politician & the EA to campaign for increased road safety in Millars Lane.	
			School Council to participate in Outright (annual event).	
	<p>Most children and young people understand their role as global citizens.</p>			School Council participation in RRSA promotional video to be shown to adults & duty bearers around the UK.
				World Children's Day Celebrations annually.
				Pupils to led or assist with designing assemblies based on being healthy.
				All pupils participate in annual Playground Challenge / Soccer Aid(June)
				School Council led a fundraising and awareness events in response to global disasters
				Continue to focus on reducing our waste and becoming a plastic-less school. (on-going).
				Termly reciprocal visits between Towell House and Grahamsbridge Manor to maintain links with local community organisations (on-going).
				Prince's Trust Programme Community Projects.
				Pupils are taught about the Global Goals and are encouraged to participate in Practical Action Projects linked to SDGs.