

Level 2 Audit and Action Plan

About this document: this is a working document that you should use to plan your journey to the Level 2 Rights Respecting Schools Award. Use the recommendations from your Level 1 assessment report and your school's current position to begin to plan your actions. Go to our website to find out what to do to achieve your Level 2:

www.unicef.org.uk/rights-respecting-schools/steps-to-award/level-2/work-to-level2/

Continue to update the action column as you progress towards Level 2.

SCHOOL NAME Rowlands Gill Primary School

DATE 1st February 2017

Standard A: Rights-respecting values underpin leadership and management

The best interests of the child are a top priority in all actions. Leaders are committed to placing the values and principles of the Convention at the heart of all policies and practice. (Criteria 1-5 are actioned and delivered by the school's leadership/management.)



	CRITERIA	WHERE ARE WE NOW AND ASSESSOR RECOMMENDATIONS	ACTIONS NEEDED BY WHOM AND WHEN
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1	Rights-respecting values and an understanding of global citizenship and sustainability inform all practice. Impact on the wellbeing, achievement and progress of young people is high.	<p>Arrange a Governors meeting to revisit vision and values of school in March 2017.</p> <p>Raising Achievement Programme timetable (RAP timetable) includes citizenship opportunities.</p> <p>Ensure that SIP includes RRSA opportunities for our pupils.</p> <p>Check attendance every term with link governor to reduce persistent absentees.</p> <p>Use Family Support Worker to support parents whose children have behaviour and attendance issues.</p>	<p>Headteacher (HM) and SLT embed RR values which are linked to global citizenship and sustainability within the vision/values for the school. (Website)</p> <ul style="list-style-type: none"> • Annual School Calendar to build in RRSA/Global Citizenship opportunities • RRSA included in SDP <p>Evidence gathered by HM/SLT to show how becoming rights respecting has contributed to wellbeing and achievement, including reduced exclusions and improved attendance.</p>
2	Developing as a Rights Respecting School is an integral part of the school's strategic planning and review arrangements.	<p>Meet with RRSA ambassadors (March 2017) to include RRSA activities/events in School Improvement Plan.</p> <p>Develop a broad and balanced curriculum which includes RRSA opportunities via the following:</p> <ul style="list-style-type: none"> * Training with subject coordinators * Training from the LA advisers * CPD opportunities * iAspire opportunities for year 4,5 and 6 – Thorp Academy * Review all policies to include RRSA articles 	<p>HM/SLT and JR/RI need to involve the school ambassadors/ school councillors in the development of the SDP/SIP . RRs needs to be clearly referenced throughout and evidence gathered how this focus will be maintained.</p> <ul style="list-style-type: none"> • Links in SDP • Develop wider curriculum opportunities • RRSA explicit in SDP <p>HM/SLT, STAFF and GOVERNORS All policies need to be reviewed to ensure that they have RR at the heart of them. They need to explicitly refer to the Convention.</p>

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3	The school has an inclusive and participatory ethos based on the Convention.	Include RRSA articles in every newsletter and letters distributed to parents	SLT need to have examples of planning and actions taken by the SLT to develop an inclusive and participatory ethos. • Information to parents - Twitter/website
4	The Convention underpins the school's action to share good practice with other schools and communities. The school is an ambassador for the RRSA. This has a beneficial impact within its local community and beyond.	Citizenship Policy should include RRSA opportunities when it is reviewed by the Curriculum committee in March 2017. Develop opportunities to develop community links with year group governors	• Global Citizenship be a priority throughout the annual calendar of events • Continue our links with the community and wider world – police, fire safety, etc.
5	School leadership ensures that the curriculum provides comprehensive coverage of global citizenship and sustainable development guided by the values and the principles of the Convention.	Pupils are aware of the articles via assembly themes. Record all themes of assemblies to ensure consistency and sustainability	• Assemblies to be used to promote global citizenship and sustainable development guided by values of UNCRC

Standard B: The whole school community learns about the Convention

The Convention is made known to children and adults, who use this shared understanding to work for global justice and sustainable living.

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6	<p>Nearly all young people and staff have a good understanding of the articles of the Convention. Young people and staff are ambassadors when talking to others.</p>	<p>Arrange staff training for each term to include RRSA opportunities</p> <p>RRSA coordinator has management time to develop training, organise displays and gather evidence (Feb and March 2017)</p>	<ul style="list-style-type: none"> • Promote monthly articles for discussion in class and assemblies (staff meeting agenda) • Continue to develop class charters (staff meeting JR/RI 26th February) • Permanent display of core articles and displays around school to be updated, renewed, changed. JR/RI (ongoing) <p>Evidence gathered to show that all staff and children can describe key articles and talk confidently about how these affect children's lives. (STAFF/CH - JR/RI) interviews and questionnaires. (March 2017 – ongoing)</p>
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7	<p>Most parents/carers and governors know about the Convention, and the school provides opportunities to contribute to the school's development as a Rights Respecting School.</p>	<p>Arrange governor meetings to discuss RRSA opportunities in March 2017</p> <p>Update RRSA website (March 2017)</p> <p>Year group governors invited in to different classrooms to assess RRSA activities</p> <p>RRSA coordinator identifies the role of the RRS governor</p> <p>RRSA coordinator has management time to arrange adult steering group to take place every fortnight (Feb 2017)</p> <p>Discuss campaigns with adult steering group in February 2017 and implement the new campaign in May 2017</p>	<ul style="list-style-type: none"> • Continue to make Governors fully aware of UNCRC • Keep parents fully informed via newsletters, twitter and website (The website needs to be developed again as the RRs section was deleted when website was upgraded.) JR/RI to develop section of the website to RRSA. (by March 2017) Contact PB • Governors invited to class and "rights" assemblies • Develop the role of a RRS Governor • Develop and add members of the adult steering group (involve the wider community) and meet with school ambassadors on a regular basis. (May 2017) • Involve the children in local and global campaigns. (School to begin new campaign in May 2017.) School ambassadors/ school council to lead this.
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8	<p>Nearly all curriculum areas provide rich opportunities for high quality learning about the Convention and wider personal development and wellbeing.</p>	<p>SMT discuss RRSA themed week in March and June</p> <p>Discuss themed weeks with staff in Feb 2017</p> <p>SMT need to check planning on a weekly basis to ensure that links to the convention are evident</p> <p>RRSA coordinator trains RRSA ambassadors to May to lead new campaign</p>	<ul style="list-style-type: none"> • Rights to be embedded in the planning. (SLT) • Focus days/weeks planned to highlight the convention. • Develop GC and SD links through cross curricular work. • Displays and children's work about the convention need to be prominent in each Key Stage are and around school. (Staff) • Lesson planning needs to show links to the convention. • Termly lesson plan focus for each class linked to all curriculum areas and GC and SD. (Focus week) (March 2017 and June 2017) • Involve the children in local and global campaigns. (School to begin new campaign in May 2017.) School ambassadors/ school council to lead this.
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9	The Convention is embedded in teaching and learning about global citizenship and sustainable development.	<p>SMT check planning on a weekly basis</p> <p>Themed weeks begin in March and June to include RRSA opportunities in cross curricular work</p> <p>RRSA coordinator trains staff in February and March to enhance teachers' expertise</p> <p>Ambassadors receive training in March to lead new campaign in May 2017</p>	<ul style="list-style-type: none"> • Rights to be embedded in the planning. (SLT) • Focus days/weeks planned to highlight the convention. • Develop GC and SD links through cross curricular work. <p>To focus on the following areas:</p> <ul style="list-style-type: none"> the natural environment consumption and waste climate change wealth and poverty identity and culture choices and decisions health <p>Staff Training and inset (JR/RI) ideas and resources to embed GC and SD in classrooms and lessons. (April 2017)</p> <ul style="list-style-type: none"> • Involve the children in local and global campaigns. (School to begin new campaign in May 2017.) School ambassadors/ school council to lead this.
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Standard C: The school has a rights-respecting ethos

Young people and adults collaborate to develop and maintain a rights-respecting school community in all areas and in all aspects of life based on the Convention.

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10	Charters or agreements have created a whole-school ethos based on mutual respect for rights in which a traditional structure of rules is rarely required.	<p>Staff receive training regarding developing charters and class rules in February</p> <p>The Behaviour Policy is reviewed by governors in March</p> <p>RRSA ambassadors are invited to participate in the Curriculum meeting in March</p>	<ul style="list-style-type: none"> • Create sustainable rules for school outdoors. • All classes to renew charters annually and refer to them regularly. (March 2016 and Sept 2017) • Staff (from all areas of school) and children to develop new playground/ lunchtime charters. (April 2017) JR/RI School amassadors. • Positive behaviour and respect for the rights of others to be embedded in all aspects of school life. (ongoing)
11	Rights-respecting language and attitudes are established throughout the whole school.	<p>Staff and lunchtime supervisors receive training in February regarding RRSA language</p> <p>RRSA displays are completed throughout the school in February</p>	<ul style="list-style-type: none"> • RR language and attitudes to be used at all times in all situations by all children and staff including E.g. lunchtime supervisors, administrative staff. Rights to become part of everyday language.
12	Young people and adults demonstrate respect for the right of others to learn. Young people's attitudes are thoughtful and create a positive learning ethos in nearly all lessons.	iAspire programme is developed with feeder school to promote positive aspirations and attitudes with all pupils in KS2	
13	The whole-school community understands how the values and principles of the Convention help to create a safe and healthy environment. Nearly all young people say they feel safe at school at all times.	Check pupil and parent survey	

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14	Nearly all young people and adults attempt to resolve conflicts and seek consensus while accepting the rights of others to hold different opinions and beliefs.	SMT ensure that conflicting resolutions in EY's, Friends Again in KS2 and PSHE activities are used as a basis to resolve conflicts throughout the school School Council meet every week to voice their opinions and report back to class	<ul style="list-style-type: none"> • Embed the use of class charter and whole school values as a basis for resolving conflicts. (STAFF) • Continue using rights to develop children's empathy for other opinions. (STAFF)
15	The values and language of the Convention help all young people and adults become rights-respecting global citizens.	Arrange meetings with school council and RRSA ambassadors to discuss local and global issues	<ul style="list-style-type: none"> • Involve the children in local and global campaigns. (School to begin new campaign in May 2017.) School ambassadors/ school council to lead this.

Standard D: Children are empowered to become active citizens and learners

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop their confidence through their experience of an inclusive rights-respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally.

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16	Nearly all children and young people have a strong voice in decisions affecting their lives in school.	<p>Staff training in EY's to promote RRSA opportunities</p> <p>Arrange a timetable to combine both SC and RRSA ambassadors to meet on a termly basis</p> <p>Involve School Council to participate in the RRSA campaign in May</p>	<ul style="list-style-type: none"> • Continue to promote pupil voice including younger pupils. Ambassadors role to be extended to include Y1 and Early years children. (April 2017) • School Council to meet with RR ambassadors on a half term basis. (May 2017) • Involve the children in local and global campaigns. (School to begin new campaign in May 2017.) School ambassadors/ school council to lead this.
17	Young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.	<p>RRSA coordinator has management time to organise display and RRSA area</p> <p>RRSA ambassadors receive training on developing and maintaining the RRSA area</p>	<ul style="list-style-type: none"> • develop a RR area in the learning zone. Children will have access to information relating to UNICEF, Oxfam etc. School ambassadors to create, run and maintain this.
18	Young people's involvement in the school and their interaction in the community locally and globally are substantial, highly valued and effective.	RRSA ambassadors receive training on developing and maintaining their campaign and embedding it	<ul style="list-style-type: none"> • Involve the children in local and global campaigns. (School to begin new campaign in May 2017.) School ambassadors/ school council to lead this.

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