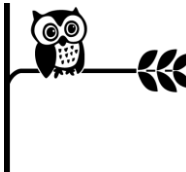


Oswald Road Primary School Improvement Plan 2017/18

Rights Respecting



Rights Respecting 2017/18 Priority 1 – Embedding Key language				
Co-ordinator: Kathryn Whalley Ben Halima Team: Natalie H, Khadijah, Natalie Glendon, Sarah M, Adam, Saiyma, Jo, Tracy, Kerry, Amanda, Debs, Nina.	Year 2017/18	Cost of plan: Costs of badges, lanyards, display folders, music technology, card for certificates, laminating pouches.		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: All classrooms to have RR Charter that displays how the children and the staff will respect the Rights.</p> <p>HOW: KWBH will support staff including new staff and NQTs.</p> <p>IMPACT: All children and staff will refer to the Charter throughout the year. Key language will be embedded.</p>	KWBH	By end of 1 st week Aut1.	Support for new staff.	Class time within timetable.
<p>ACTION: All staff will use the communal RR displays around school at appropriate times with children (when children are not respecting rights and <u>ALSO</u> when children are respecting rights).</p> <p>HOW: When incidents occur or when children are setting a good example to others, staff will immediately refer to the language of Rights. All staff are accountable for getting to know the Rights, knowing the language of Rights and being duty bearers for children.</p> <p>IMPACT: The language of Rights will be the starting point of the above discussions. There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school.</p>	Debs	Reminder to all staff and children, by Debs, in week 1 Aut 2.	Support for new staff. (KWBH)	Assembly time. The beginning of a staff meeting.
<p>ACTION: Lanyards of appropriate/specific Rights for SLT, Teachers, TAs, Office staff, The Lunchtime Team, Lunchtime Buddies, Ambassadors, Visitors – supply staff.</p>	KWBH Amanda Kerry	Amanda will make them Aut1.		Amanda's repro time, laminating etc and distributing.

<p>HOW: KWBH will choose specific Rights for different staff/purposes etc for the back of Lanyards. Amanda will make, laminate and distribute them.</p> <p>IMPACT: There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school.</p>		<p>They will be distributed to staff on the first day of Aut2.</p>		<p>Laminating pouches. Lanyards for buddies.</p> <p>Kerry – costing of lanyards (blue lanyards and Unicef badges for Ambassadors).</p>
<p>ACTION: Rights songs to be played at the beginning/end of assemblies.</p> <p>HOW: Adam will sort the music so that it can be played by staff in the hall when delivering assemblies.</p> <p>IMPACT: The Rights Respecting language will be embedded across the school. All children and staff will know and recognise the songs.</p>	<p>Adam</p>	<p>By the end of the 2nd week of Autumn 2.</p>		<p>Adam's time. Music source/technology?</p>
<p>ACTION: RR Ballot Box for staff to be nominated by children.</p> <p>HOW: Children will nominate a member of staff per week who they think have been respecting rights and who have been good duty bearers for the children. The member of staff will be recognised in the Friday assemblies. For example, a member of staff may be nominated for being a good listener.</p> <p>IMPACT: Recognised in school that it is up to the staff/adults of the school as well as the children to make sure that the children are receiving their Rights.</p>	<p>Sarah M.</p>	<p>Box made by the end of Aut 1. Sarah to introduce the RR Ballot Box to the children in the KS1/KS2 assemblies in the first week of Aut2. Sarah to send out email to all staff to introduce this in the first week of Aut 2.</p>		<p>Time to make box, send email and introduce in assemblies. Sarah's time to access the box and sort out the certificate/recognition for the member of staff each week. Sarah will inform the assembly hosts each week.</p>
<p>ACTION: Each class to have a Rights 'Voice' book.</p> <p>HOW: KWBH will make class books and distribute to the ambassadors. At the RR meetings KWBH will give the Ambassadors a class voice task to be completed in each class (Year1-6). SIP team members to take it in turns to join the Ambassador team meetings to build capacity amongst staff.</p>	<p>KWBH</p> <p>All SIP team members.</p>	<p>Distributed to each class by the end of the 1st week Aut 1.</p>		<p>Books. Ambassador meetings to be held at lunchtimes with KWBH 1x per fortnight or more if needed.</p>

<p>IMPACT: ALL children's right to have a voice, have an opinion and be listened to, is being respected. Growth in capacity of RR knowledge amongst staff.</p>																							
<p>ACTION: RR folder for parent/visitor information available at the front of school.</p> <p>HOW: Work examples/photos collected from the classes across school to be displayed in the folder.</p> <p>IMPACT: Clear evidence displayed of the RR work going on across the school.</p>																							
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<p>ACTION: EYFS to introduce Rights Respecting Owl Puppets.</p> <p>HOW: RR puppets to be bought or made. Teachers introduce a Right a week to the children using the puppets. Children can be chosen to receive certificates.</p> <p>IMPACT: The youngest children will begin to use, respect and understand the language of Rights.</p>																							
<p>ACTION: Reception classes to choose 2 Ambassadors per class from Spr 1.</p> <p>HOW: EYFS teachers to decide how to do this appropriately for the age group. Khadijah/Natalie to join KWBH and the children at the Ambassador meetings from Spr1.</p> <p>IMPACT: The younger children in school are accessing their Right to have a 'Voice' in all things that affect them. Capacity for RR built across school.</p>																							
<p>Natalie Hickman</p> <p>Supported by Saiyma, Jo, Tracy,</p> <p>A folder made and displayed at the end of each term.</p> <p>Time for Natalie H, Saiyma, Jo and Tracy to collect work and photos from teachers.</p> <p>Time for Natalie H to put the work together to display in the folder.</p> <p>Kerry to cost large display folders.</p>																							
<p>Khadijah Natalie Glendon Kerry Amanda</p> <p>Puppets purchased or made Aut 2. Introduced to the children in the first week of Spr1.</p> <p>KWBH CPD for EYFS staff if needed.</p> <p>Kerry – costing of puppets. (NA may make these). Amanda EYFS friendly RR certificate).</p>																							
<p>Khadijah Natalie Glendon</p> <p>By the end of week 2 Spr 1.</p> <p>Khadijah Natalie Glendon To build RR capacity across EYFS.</p> <p>Time</p>																							
<p>Monitoring</p>																							
<table border="1"> <thead> <tr> <th>Who</th> <th>What</th> <th>Where</th> <th>When</th> <th>How</th> <th>External Validation</th> </tr> </thead> <tbody> <tr> <td>Kathryn Whalley Ben Halima</td> <td>Progress to actions</td> <td>In school</td> <td>Half termly</td> <td>Group meeting</td> <td>Shared with QA</td> </tr> <tr> <td>Deborah Howard</td> <td>Share with Governors and update</td> <td>In school</td> <td>Governing Body meetings / termly HT report</td> <td>FGB meeting</td> <td></td> </tr> </tbody> </table>						Who	What	Where	When	How	External Validation	Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	Group meeting	Shared with QA	Deborah Howard	Share with Governors and update	In school	Governing Body meetings / termly HT report	FGB meeting	
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Kathryn Whalley Ben Halima	Informal scrutinies of environment, language around school, books for specific work	In school	Led by dates above	Learning walk, book look	
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Impact: Evaluation *Have the intended outcomes been achieved? What are the key strengths and development points?*

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<p>All children and staff will refer to the Charter throughout the year. Key language will be embedded.</p> <p>The language of Rights will be the starting point of the above discussions. There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school.</p> <p>There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school.</p> <p>The Rights Respecting language will be embedded across the school. All children and staff will know and recognise the songs.</p>		

<p>Recognised in school that it is up to the staff/adults of the school as well as the children to make sure that the children are receiving their Rights.</p> <p>ALL children's right to have a voice, have an opinion and be listened to, is being respected. Growth in capacity of RR knowledge amongst staff.</p> <p>Clear evidence displayed of the RR work going on across the school.</p> <p>The youngest children will begin to use, respect and understand the language of Rights.</p> <p>The younger children in school are accessing their Right to have a 'Voice' in all things that affect them. Capacity for RR built across school.</p>		
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END OF YEAR EVALUATION	NEXT STEPS

Rights Respecting 2017/18 Priority 2 – Global/community/parental awareness				
Co-ordinator: Kathryn Whalley Ben Halima Team: Natalie H, Khadijah, Natalie Glendon, Sarah M, Adam, Saiyma, Jo, Tracy, Kerry, Amanda, Debs, Nina.	Year 2017/18	Cost of plan: Transport costs for collaboration with other RRSA schools.		
Action(for each action include briefly 'how' and what the intended impact on the provision will be)	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p>ACTION: Regular updates about RR work on social media/website.</p> <p>HOW: Liase with Ellie after Ambassador meetings, assemblies, work with other schools, pieces of work achieved in class etc.</p> <p>IMPACT: Links promoted with parents/local community. Parents/local community kept informed and up to date about what is going on in school with regards to RR.</p>	KWBH/ SIP team member that has attended the specific meeting/ambassador	At least 2 updates a half term.		Ellie's time.
<p>ACTION: Collaboration work with other RRSA schools to promote links with parents/local community.</p> <p>HOW: Action teams/ambassadors work together with Baguley Hall to develop a community charter.</p> <p>IMPACT: Pupils will be aware of their actions when out and about in the local community and what they would like from other agencies eg. local shops, leisure centres, health services etc. Community representatives would sign up to the charter.</p>	KWBH	<p>8th November – afternoon session hosted by Oswald Road.</p> <p>22nd November OR Ambassadors to attend afternoon session at Baguley Hall.</p>		Refreshments for hosting at OR. Kerry pricing cost of transport to BH.
<p>ACTION: Global Rights work across KS1/KS2</p> <p>HOW: Named adults to send email about Global Rights work in KS1/KS2. Reminding staff about discussions, writing letters, opportunities for campaigning etc.</p> <p>IMPACT: Global awareness of Rights across KS1/KS2.</p>	Natalie H Sarah M	<p>Send email w/c 30.10.17</p> <p>Named adults to collect work from across the school, in the end week of every half term.</p>		Time

Monitoring					
Who	What	Where	When	How	External Validation
Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	SIP review	Shared with QA
Deborah Howard	Share with Governors	In school	Termly	HT reports at FGB meetings	
Kathryn Whalley Ben Halima	Social media checker – ensuring enough coverage is in place	In school	Termly	Meet with Ellie to look together	
Kathryn Whalley Ben Halima	Monitor work on global awareness of rights	In school	Termly	Book look	
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
SUCCESS CRITERIA	MILESTONES		EVIDENCE OF IMPACT FROM MONITORING		
<p>Links promoted with parents/local community. Parents/local community kept informed and up to date about what is going on in school with regards to RR.</p> <p>Pupils will be aware of their actions when out and about in the local community and what they would like from other agencies eg. local shops, leisure centres,</p>					

<p>health services etc. Community representatives would sign up to the charter.</p> <p>Global awareness of Rights across KS1/KS2.</p>		
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END OF YEAR EVALUATION	NEXT STEPS