



Level 1 Audit and Action Plan

About this document: this is a working document that you should use to audit your current position and identify actions you plan to take against all criteria in each Rights Respecting Schools Award standard. You will need to submit this completed plan to your Unicef UK Professional Advisor when you are ready to achieve your Recognition of Commitment (ROC), as well as evidence of how you have involved children in the audit and action planning.

If you haven't done so yet, you need to **register** your school with us online: <http://register.rrsa.org.uk/register.asp?regtype=1>

Once you have achieved your Recognition of Commitment, **continue to update the action column** as you progress towards Level 1.

SCHOOL NAME Oswald Road

DATE July 2015

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	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
1	The school uses RRSA to underpin its vision for school improvement.	Not currently in SIP or vision.	SLT/Governors/RRSA team by July 2016.
2	Becoming a sustainable Rights Respecting School is included in the school's strategic planning. Policies and practices are reviewed with reference to the Convention.	3 policies currently changed. Schools recognition of commitment certificate achieved (July 2015)	SLT/SIP team / subject leads to review with Governors over a two year cycle.

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	CRITERIA	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
3	The school promotes the values and principles of the Convention effectively.	RR Action team established and RR Ambassadors are currently in place for each class within KS1/2. Rights activities as part of transition days. Staff inset (July) teachers linked rights to topics.	<p>Autumn term – Class teachers to display charters designed by children.</p> <p>Summer term 2016 whole school charter created and display in the school entrance.</p> <p>All topic displays to contain UN article and number (half termly.) SIP team to provide editable UNICEF logo. (Linzi)</p> <p>Key display areas for the promotion of key vocabulary and responsibilities. (Spring term, RR sip team and their chosen adults.)</p> <ul style="list-style-type: none"> • Staffroom display (Sonia / Carol) • Lunch area (Natalie G / Linzi) • Debs office (Helen / Claire) • Entrance Hall (RR Team to decide) • Rights posters displayed (Phil Wood) <p>Half termly topic webs to contain a link to related article.</p> <p>1x piece of topic work, and planning, (half termly) to be linked to at least one article and its corresponding number.</p>
4	The school uses the Convention to inform and add value to its work within the school and local communities.	3 policies use RRSA language. Initial parent workshop (June 2015 KW.) (KW) Letter sent to parents to inform them of our connections with UNICEF to promote rights respecting in our school. (July 2015)	RR Team / communications officer to implement: <ul style="list-style-type: none"> • Link on website (Autumn 1 2015) • RRT Blog (Autumn – ongoing) • Letter head RRSA symbol for all parent and community communications. • Designing and creating certificates for highlight assembly. (Spring 1) <p>Childs rights song (summer 2) (Midge)</p>

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	CRITERIA	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
5	School leadership promotes global citizenship and sustainable development, guided by the values and principles of the Convention.	Initial assemblies held (summer 2015) St Mary's Moss Side delivered a child led assembly. (Summer 2) Staff inset on consistent use of Rights Respecting vocabulary to be used around school.	RR Language 'all duty bearers' (all staff.) Ongoing links with local RRSA schools who are currently at different stages of their Rights Journey.

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.

	CRITERIA	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
6	Most staff and young people are aware of some of the articles of the Convention.	2 inset training sessions held for teachers across summer 1/ 2. KS1/KS2 assemblies held. (Spring 1) Initial audit for all staff and children completed.	TA and LO training – Autumn term 2015. (Linzi / Kathryn / Martin Russell) Secondary audit (summer 2016)
7	Parents/carers and governors have been given information about the Convention and the reasons why the school is working towards the RRSA.	Parent workshop held June 2015. Letter out to parents. (July 2015) Governors are aware.	Presentation to governors (KW and RR Team Autumn 2) Parental communication ongoing – decisions made by RR Team.

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	CRITERIA	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the Convention.	Assemblies in Summer 2. Display in school. (Spring 1 Linzi)	<p>Class teachers to display charters designed by children.</p> <p>Summer term 2016 whole school charter created and display in the school entrance.</p> <p>All topic displays to contain UN article and number (half termly.) SIP team to provide editable UNICEF logo. (Linzi)</p> <p>Key display areas for the promotion of key vocabulary and responsibilities. (Spring term, RR sip team and their chosen adults.)</p> <ul style="list-style-type: none"> • Staffroom display (Sonia / Carol) • Lunch area (Natalie G / Linzi) • Debs office (Helen / Claire) • Entrance Hall (RR Team to decide) • Rights posters displayed (Phil Wood) <p>Half termly topic webs to contain a link to related article.</p> <p>1x piece of topic work, and planning, (half termly) to be linked to at least one article and its corresponding number.</p>
9	The Convention is included in teaching and learning about all citizenship matters, including global citizenship and sustainable development.	June 15 – staff training on how Rights link to year grp topics/curriculum.	<p>Curriculum areas and topics from Sept. Action Team blog.</p> <p>RR Team to work with PSHCE lead Jen Beech (ongoing)</p>

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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.

	CRITERIA	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
10	Charters or agreements based on the Convention that help everyone to understand their rights, are introduced into all classrooms and the wider school.	Transition Task- classes choose rights- July 15.	Class teachers to display charters designed by children. Summer term 2016 whole school charter created and display in the school entrance.
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and attitudes.	Staff received training –model language. 17.6.15	RR Language modelled by all 'duty bearers' (all staff.)
12	The majority of young people and adults adhere to the standards agreed in their charters.	Agree standards-transition times Jul 15	Children/staff- ongoing
13	Young people and adults in the school learn how the values and principles of the Convention help to create a safe and healthy environment. Nearly all young people say they usually feel safe at school.	In assemblies and in RRSA team meetings – all children say feel safe (summer 2015)	RR Team to produce 2 staggered audits for children. (Autumn and Summer 2 Midge + KW)
14	The majority of young people and adults respect each other's needs and interests and make responsible and reasoned judgements on moral dilemmas.	Not based on Rights Respecting	Based on Rights Respecting responses (Autumn 1 – ongoing) All staff and children
15	Young people and adults use the values and language of the Convention to help them become rights-respecting global citizens.	Not based on Rights Respecting	Based on Rights Respecting (Autumn 1 – ongoing) All staff and children

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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.

	CRITERIA	STARTING POSITION Date: July 2015	ACTIONS NEEDED BY WHOM AND WHEN
16	Most young people hold clear views about their learning and wellbeing. They are encouraged and supported to express their views appropriately and are involved in decisions that affect their lives in school.	Audit – Spring term. RRSA team established. Pupil voice regular occurrence	Regular RRSA team meetings (ongoing)
17	Young people have access to information that enables them to make informed decisions about their learning, health and wellbeing.	Resources from UNICEF Clips on youtube –Unicef – Newsround - shown to ch'n	Order more leaflets / booklets to be given out to all children- appropriate for year grp. Finance officer. SIP lead. (Autumn 1)
18	Some children are involved in taking action to improve the lives of children locally and globally.	RRSA team/ambassadors established. Charity work /collections for local and global charities	RRSA team to choose local and global charities – Aut 1. International schools lead to work with all teachers , phase leads and RR Team (ongoing)

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