**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/](http://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\_\_Oswald Road \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DATE\_\_2016-2017\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.)

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|  | **CRITERIA** | **WHERE ARE WE NOW AND ASSESSOR RECOMMENDATIONS** | **ACTIONS NEEDED BY WHOM AND WHEN** |
| **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. |  |  |
| **2** | Developing as a Rights Respecting School is an integral part of the school’s strategic planning and review arrangements. |  |  |
| **3** | The school has an inclusive and participatory ethos based on the Convention. |  |  |
| **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. |  |  |
| **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. |  |  |

**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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|  | **CRITERIA** | **WHERE ARE WE NOW AND ASSESSOR RECOMMENDATIONS** | **ACTIONS NEEDED BY WHOM AND WHEN** |
| **6** | 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. |  | KW to share with SIP team actions needed towards embedding RR and gaining level 2 of the RRSA, so that knowledge of the Convention and the RRSA and accountability is strengthened across school (Half Termly SIP meetings).  Strengthen links between all school pupils, staff and ambassadors.  Staff meeting (Spring 1).  Ambassadors create links with Network RR schools (Termly: SIP team, SLT, Ambassadors).  Create a RR book for the front of school. Document the journey so far SIP Team and Ambassadors (Autumn Term).  Ambassadors to strengthen links with EYFS (Termly). Resources ordered for EYFS (KW, SIP team, Ambassadors for the start of new academic year).  Ambassadors to attend part of SIP meeting (Termly). | |
| **7** | 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. |  | Work shop held to develop Whole school RR Charter and RR Home/School Agreement (Autumn Term 2016 KW, SIP team, SLT, Governors, Ambassadors).  Facebook, Website and Twitter Links (Ongoing – EL, staff).  RR updates and celebrations on newsletter (Termly – EL, AH, staff).  RR song and information on TV screen in the entrance (IM, LM, CK, AH, office staff and Ambassadors)  Ambassadors to attend part of SIP meeting (Termly).  Ambassadors contribute to SIP mindmaps. | |
| **8** | Nearly all curriculum areas provide rich opportunities for high quality learning about the Convention and wider personal development and wellbeing. |  | Lesson plans and schemes of work cover the Convention across the curriculum (Triangulation Scrutinies Termly – SIP team, ambassadors).  TAs and T’s link RR to marking (ongoing). | |
| **9** | The Convention is embedded in teaching and learning about global citizenship and sustainable development. |  | Lesson plans and schemes of work cover the Convention across the curriculum (Triangulation Scrutinies Termly – SIP team, ambassadors).  International school links (KW, LT, Phase Leads, Subject Leads). | |

**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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|  | **CRITERIA** | **WHERE ARE WE NOW AND ASSESSOR RECOMMENDATIONS** | **ACTIONS NEEDED BY WHOM AND WHEN** |
| **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. |  | Work shop held to develop Whole school RR Charter and RR Home/School Agreement (Autumn Term 2016 KW, SIP team, SLT, Governors, Ambassadors, lunchtime organisers). | |
| **11** | Rights-respecting language and attitudes are established throughout the whole school. |  | Rights Respecting language established throughout the school (all staff).  RR assemblies timetabled each half term (SLT).  Ambassadors involved in assemblies.  Year group children present assemblies on the work/links to RR they have been doing in class (Class teachers).  RR certificates given in class/highlight assemblies (Staff including lunchtime organisers).  Ambassadors to use Tannoy system on a Monday to remind children about the ‘Rights’ being celebrated on a Friday.  KW, RR SIP Team and ambassadors involved in classroom and lunchtime observations (Autumn Term 2016).  KW, SIP team, SLT and Ambassadors to work with relaunching ‘RR Lunchtime Team.’ (Autumn Term). Follow up on LO training held in Spring 2016. | |
| **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. |  | Classroom observations (KW, RR SIP Team, Ambassadors – Termly).  The collection of data evidence for **attainment** and **attendance** (Termly: SLT, HA, Pastoral lead). | |
| **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. |  | Articles translated to different languages for display (EAL staff/parents Autumn Term).  Drop ins for KS1 and KS2 children with the RR Ambassadors to strengthen pupil voice (Half Termly – SIP team and RR A’s).  Facebook, Website and Twitter Links (Ongoing – EL, staff).  RR updates and celebrations on newsletter (Termly – EL, AH, staff).  RR song and information on TV screen in the entrance (IM, LM, CK, AH, office staff and Ambassadors)  Audit questionnaires repeated for staff, parents and children. (Spring Term/Summer Term)  SLT, Governors, Staff and Ambassadors continue to review school policies.  The collection of data evidence for **attainment** and **attendance** (Termly: SLT, HA, Pastoral lead). | |
| **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. |  | Increase child confidence in resolving conflicts using RR (SIP team, SLT, Ambassadors work with ‘RR Lunchtime Team.’) | |
| **15** | The values and language of the Convention help all young people and adults become rights-respecting global citizens. |  | Videos of children in PSHE lessons (Ongoing: classroom teachers, children). | |

**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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|  | **CRITERIA** | **WHERE ARE WE NOW AND ASSESSOR RECOMMENDATIONS** | **ACTIONS NEEDED BY WHOM AND WHEN** |
| **16** | Nearly all children and young people have a strong voice in decisions affecting their lives in school. |  | * Regular Assemblies * RR pupil voice books in each classroom (ongoing – brought to each ambassador meeting) * Regular Ambassador meetings * Regular Ambassador sessions in class to feedback and collect pupil voice | |
| **17** | Young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing. |  | Displays, links on website and Right’s information/leaflets available in school.  Order resources (for new academic year KW, SN). | |
| **18** | Young people’s involvement in the school and their interaction in the community locally and globally are substantial, highly valued and effective. |  | * Unicef charity events * Workshops * Triangulations * Assemblies * Network links * International school links * School Fairs * School and Network School events * Representing school on trips | |