

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
<u>ACTION:</u> All classrooms to have RR Charter that displays how the children and the staff will respect the Rights. <u>HOW:</u> KWBH will support staff including new staff and NQTs. <u>IMPACT:</u> All children and staff will refer to the Charter throughout the year. Key language will be embedded.	KWBH	By end of 1 st week Aut1.	Support for new staff.	Class time within timetable.
<u>ACTION:</u> 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). <u>HOW:</u> 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. <u>IMPACT:</u> 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.	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><u>ACTION:</u> Lanyards of appropriate/specific Rights for SLT, Teachers, TAs, Office staff, The Lunchtime Team, Lunchtime Buddies, Ambassadors, Visitors – supply staff.</p> <p><u>HOW:</u> KWBH will choose specific Rights for different staff/purposes etc for the back of Lanyards. Amanda will make, laminate and distribute them.</p> <p><u>IMPACT:</u> There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school.</p>	KWBH Amanda Kerry	Amanda will make them Aut1. They will be distributed to staff on the first day of Aut2.		<p>Amanda's repro time, laminating etc and distributing.</p> <p>Laminating pouches. Lanyards for buddies.</p> <p>Kerry – costing of lanyards (blue lanyards and Unicef badges for Ambassadors.</p>
<p><u>ACTION:</u> Rights songs to be played at the beginning/end of assemblies.</p> <p><u>HOW:</u> Adam will sort the music so that it can be played by staff in the hall when delivering assemblies.</p> <p><u>IMPACT:</u> The Rights Respecting language will be embedded across the school. All children and staff will know and recognise the songs.</p>	Adam	By the end of the 2 nd week of Autumn 2.		<p>Adam's time. Music source/technology?</p>
<p><u>ACTION:</u> RR Ballot Box for staff to be nominated by children.</p> <p><u>HOW:</u> 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><u>IMPACT:</u> Recognised in school that it is up to the staff/adults of the school aswell as the children to make sure that the children are receiving their Rights.</p>	Sarah M.	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>Time to make box, send email and introduce in assemblies.</p> <p>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><u>ACTION:</u> Each class to have a Rights 'Voice' book.</p> <p><u>HOW:</u> KWBH will make class books and distribute to the</p>	KWBH	Distributed to each class by the end of the 1 st week Aut 1.		<p>Books.</p> <p>Ambassador meetings to be held at lunchtimes with KWBH 1x per fortnight or</p>

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.		All SIP team members.			more if needed.
<u>IMPACT:</u> 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.					
<u>ACTION:</u> RR folder for parent/visitor information available at the front of school. <u>HOW:</u> Work examples/photos collected from the classes across school to be displayed in the folder. <u>IMPACT:</u> Clear evidence displayed of the RR work going on across the school.		Natalie Hickman Supported by Saiyma, Jo, Tracy,		A folder made and displayed at the end of each term.	Time for Natalie H, Saiyma, Jo and Tracy to collect work and photos from teachers. Time for Natalie H to put the work together to display in the folder. Kerry to cost large display folders.
<u>ACTION:</u> EYFS to introduce Rights Respecting Owl Puppets. <u>HOW:</u> 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. <u>IMPACT:</u> The youngest children will begin to use, respect and understand the language of Rights.		Khadijah Natalie Glendon Kerry Amanda		Puppets purchased or made Aut 2. Introduced to the children in the first week of Spr1.	Kerry – costing of puppets. (NA may make these). Amanda EYFS friendly RR certificate).
<u>ACTION:</u> Reception classes to choose 2 Ambassadors per class from Spr 1. <u>HOW:</u> 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. <u>IMPACT:</u> 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.		Khadijah Natalie Glendon		By the end of week 2 Spr 1.	Khadijah Natalie Glendon To build RR capacity across EYFS.
Monitoring					
Who	What	Where	When	How	External Validation

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		

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
ACTION: Regular updates about RR work on social media/website. HOW: Liase with Ellie after Ambassador meetings, assemblies, work with other schools, pieces of work achieved in class etc. 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.		KWBH/ SIP team member that has attended the specific meeting/ambassador	At least 2 updates a half term.		Ellie's time.
ACTION: Collaboration work with other RRSA schools to promote links with parents/local community. HOW: Action teams/ambassadors work together with Baguley Hall to develop a community charter. 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.		KWBH	8 th November – afternoon session hosted by Oswald Road. 22 nd November OR Ambassadors to attend afternoon session at Baguley Hall.		Refreshments for hosting at OR. Kerry pricing cost of transport to BH.
ACTION: Global Rights work across KS1/KS2 HOW: Named adults to send email about Global Rights work in KS1/KS2. Reminding staff about discussions, writing letters, opportunities for campaigning etc. IMPACT: Global awareness of Rights across KS1/KS2.		Natalie H Sarah M	Send email w/c 30.10.17 Named adults to collect work from across the school, in the end week of every half term.		

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Monitoring						
Who	What	Where	When	How	External Validation	

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		

END OF YEAR EVALUATION	NEXT STEPS

Rights Respecting 2017/18

Priority 3 -

Co-ordinator:		Year 2017/18	Cost of plan:		
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
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Monitoring						
Who	What	Where	When	How	External Validation	
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		

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END OF YEAR EVALUATION	NEXT STEPS