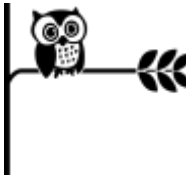


Oswald Road Primary School Improvement Plan 2020/21

Rights Respecting



Rights Respecting 2020/21				
Priority 1 – Further Curriculum Development – ‘Going for Gold’ RRSA				
Co-ordinator: Kathryn Whalley Ben Halima Team: Helen Savage Joe Welsh Khadijah Iqbal Tracy Buckley Fiona Walker Ellie Webb Laura Taylor Lynne Lowe Rachel Day Hayley Craven Leanne Eldridge Chelsey Daley	Year 2020/21	Cost of plan: UNICEF Gold assessment costs Display boards/materials for playground and outside area charters. Display boards/materials for whole school charter.		
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: Ambassadors chosen and a decision made as to how tasks are going to be set (due to not being able to cross bubbles for meetings). HOW: To be decided. IMPACT: All teachers/TAs/pupils will feel that their voices are being heard and that they are a part of the whole school improvement plan and important decision making in school.	Teachers SIP team KWBH LL – to make ‘pupil voice’ books for each class.	Autumn 1	New staff supports by phase.	Staff time. Timetabling sessions for teachers.
ACTION: Work with Martin Russell (UNICEF) in preparation for Going for Gold. Look at/revise behaviour policy and RR links. HOW: Laise with Martin Russell (UNICEF). Might be a zoom meeting. IMPACT: SIP team and school aware of what we need to do to achieve the Gold Award and actions implemented.	KWBH/DH	Autumn Term		RRSA costs

<p><u>ACTION:</u> Playground Charters to be displayed (linked to current situation).</p> <p><u>HOW:</u> Revise/review draft completed before lockdown.</p> <p><u>IMPACT:</u> All pupils and staff will be aware of their actions when outside in the playground and play areas, to promote mutual respect.</p>	<p>JW/LE/CD – handover previous work done to KWBH</p> <p>KI/EW/FW to lead on EYFS Outside Charter.</p>	<p>By the end of Autumn Term.</p>		<p>Cost of displaying charter in playground/play areas.</p>
<p><u>ACTION:</u> Community charter to be revised (due to current situation) and disseminated for display in the community.</p> <p><u>HOW:</u> Ambassadors to decide on the best course of action.</p> <p><u>IMPACT:</u> 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>	<p>SIP team/ Ambassadors/ community stakeholders</p> <p>KWBH/FW</p>	<p>By the end of Autumn Term.</p>		<p>Copies of charter.</p>
<p><u>ACTION:</u> Review of Home Charter.</p> <p><u>HOW:</u> Decided by ambassadors.</p> <p><u>IMPACT:</u> Parents, children and families will be using the language of RR at home and outside of school.</p>	<p>SIP team/ Ambassadors/ Parents</p> <p>HC/KWBH</p>	<p>Spring term</p>		<p>Copies of charter.</p> <p>Sent to all families.</p>
<p><u>ACTION:</u> Increase Parental involvement</p> <p><u>HOW:</u> Social media, website, questionnaires, zoom meetings</p> <p><u>IMPACT:</u> Parents will feel involved in the school's journey towards 'Going for Gold' RRSA.</p>	<p>SIP team/ Ambassadors/ Parents</p> <p>LL</p>	<p>Ongoing</p>		
<p><u>ACTION:</u> Whole School Charter displayed.</p> <p><u>HOW:</u> Agreed by pupil voice.</p> <p><u>IMPACT:</u> All stakeholders participate in/are aware of and follow the Whole School Charter.</p>	<p>All stakeholders</p> <p>SIP team/ambassadors</p>	<p>Spring Term.</p>		
<p><u>ACTION:</u> Local/Global Rights work across EYFS/KS1/KS2. Work displayed on Seesaw.</p>	<p>Teachers</p> <p>LL</p>	<p>Termly.</p>		

<p>HOW: Teachers to plan for this half termly and include it on planning. Teachers to ensure there is a RR folder on Seesaw.</p> <p>IMPACT: Children engage in action to campaign and/or advocate for the rights of children locally and globally. Clear evidence in books/Seesaw of the local/global RR work going on across the school.</p>				
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PUPIL VOICE: The children were asked "How can we ensure all children get a voice because we can't cross bubbles and meet together?"

"We could have 'bubble safe' smaller ambassador meetings. "

"We could try having a book in a plastic bag or one with a plastic cover"

"Different classes could be given different tasks to do."

Monitoring

Who	What	Where	When	How	External Validation
Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	SIP review	
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	Half Termly	Book/Seesaw look	
Kathryn Whalley Ben Halima	Progress to actions	In school	Half termly	SIP review	
Deborah Howard	Share with Governors	In school	Termly	HT reports at FGB meetings	
Kathryn Whalley Ben	Social media checker	In school	Termly	Meet with Ellie to look	

Halima	– ensuring enough coverage is in place			together	
Kathryn Whalley Ben Halima	Monitor work on global awareness of rights	In school	Half Termly	Book/Seesaw look	
Impact: Evaluation <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					Shared with QA
SUCCESS CRITERIA/ MILESTONES					
<p>All children and staff will refer to the Charter throughout the year. Key language will be embedded.</p> <p>Parents and the community refer to Charters throughout the year.</p> <p>The language of Rights will be the starting point of discussions. There will be consistency in the use of language from all staff. The Rights Respecting language will be embedded across the school, at breaktimes and at lunchtimes.</p>					

<p>Recognised in school that it is up to the staff/adults/parents 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.</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> <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</p>		
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they would like from other agencies eg. local shops, leisure centres, health services etc. Community representatives would sign up to the charter.

Local and Global awareness of Rights across KS1/KS2.

ALL children's right to have a voice, have an opinion and be listened to, is being respected.

Clear evidence displayed of the RR work going on across the school.

The youngest children will begin to use, respect and understand the language of Rights.

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.

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END OF YEAR EVALUATION	NEXT STEPS

Rights Respecting 2020/21
Priority 2 – Effective response Curriculum – RR links

Co-ordinator: Kathryn Whalley Ben Halima Team: Helen Savage Joe Welsh Khadijah Iqbal Tracy Buckley Fiona Walker Ellie Webb Laura Taylor Lynne Lowe Rachel Day Hayley Craven Leanne Eldridge Chelsey Daley	Year 2020/21	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	
<u>ACTION:</u> RR links in the recovery curriculum. <u>HOW:</u> Advise/support teachers. <u>IMPACT:</u> Children will be able to talk about RR across the curriculum.	HS	Ongoing.			
<u>ACTION:</u> RR tasks on Seesaw for home learning. <u>HOW:</u> Teachers to make activity links. <u>IMPACT:</u> Children will complete RR tasks as part of home learning.	RD	Ongoing.			
<u>ACTION:</u> RR transition activities after self isolation. <u>HOW:</u> Teachers to include in class timetable when appropriate. <u>IMPACT:</u> Children will complete RR tasks as part of transition back into school.	JW	Ongoing.			
<u>ACTION:</u> RR displays updated around school. <u>HOW:</u> To reflect <u>IMPACT:</u> Displays used and referred to by the school community.	TB/LT	Termly			
<u>ACTION:</u> RR assemblies <u>HOW:</u> Virtual pre-recorded	JW	Half Termly.			

IMPACT: All children up to date on current local/global issues.					
ACTION: Global Day		CD & LE	TBD		
HOW: Virtual assembly followed by activities for all key stages.					
IMPACT: All children up to date on current local/global issues.					
PUPIL VOICE:					
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	Monitor work on global awareness of rights	In school	Half Termly	Book/Seesaw 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	
ALL children’s right to have a voice, have an opinion and be listened to, is being respected. All children will embed the use, respect and					

<p>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