



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 _____ Boarshaw Community Primary School _____

DATE __ September 2016 _____

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:	ACTIONS NEEDED BY WHOM AND WHEN
1	The school uses RRSA to underpin its vision for school improvement.	<ul style="list-style-type: none"> RRSA is included as part of the SDP for 2016/17 Baseline audit of RRSA 	SLT, school Governors, RRSA lead – Autumn 2016 baseline audit – Sept 16

	CRITERIA	STARTING POSITION Date:	ACTIONS NEEDED BY WHOM AND WHEN
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.	<ul style="list-style-type: none"> SDP will underpin the actions Policies relating to RRSA e.g. Fairtrade, Eco team, Geography, Citizenship, Behaviour, SMSC, RE. will be reviewed and appropriately referenced. School Community Groups, such as the Ambassadors, Charity groups, Eco team and Fairtrade team, will promote the values and include work relating to RRSA on their agenda. 	SLT, school Governors, RRSA lead, class teachers, subject coordinators – Autumn 2016
3	The school promotes the values and principles of the Convention effectively.	<ul style="list-style-type: none"> Displays throughout school will reflect ongoing work on RRSA, they will promote values and this will be reflected on the schools website and Twitter feed. Class and whole school assemblies will be themed to RRSA, with a focus and UNICEF, Global Goals and UNCRC. Charity events will be held and the schools main charity for 2016/17 will be UNICEF. 	<p>class teachers to produce class charter and display in class room – October 16</p> <p>RSSA lead to produce whole school display – October 16</p> <p>class teachers to be briefed on RRSA – October 16</p> <p>teachers to adopt relevant vocabulary and promote behaviours linked to UNCRC- October 16</p> <p>Calendar of events to be followed and worked to be displayed on class calendars, with reference to correct articles where applicable- Sept 16</p>
4	The school uses the Convention to inform and add value to its work within the school and local communities.	<ul style="list-style-type: none"> School will work with partner schools to raise awareness of RRSA in the local communities Pupils will present their work to local community groups, asking them to become involved and support our fundraising work. Provide a page and appropriate links on the website. Staff will follow the timetable of events through the school year and show evidence on class blog/twitter feed. 	<p>RRSA lead to ensure ICT lead puts all relevant info on to school website- Nov 16</p> <p>class teachers to blog/tweet examples of work –Nov 16</p> <p>weekly spot on newsletter to inform parents of work done in school – Oct 16</p> <p>School community groups to speak to local businesses and groups, informing them of their work – Nov 16</p>

Level 1 Audit and Action Plan

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	CRITERIA	STARTING POSITION Date:	ACTIONS NEEDED BY WHOM AND WHEN
5	School leadership promotes global citizenship and sustainable development, guided by the values and principles of the Convention.	<ul style="list-style-type: none"> • Display in school reflect Global Goals and UNCRC. • School assemblies reflect the work of UNICEF • A calendar of events, linked to the Global Goals and UNCRC, will be delivered to all pupils. • School community groups, such as Fairtrade, will include the values in discussions. • Whole school themes will reflect the Goals and values. This year this will include a topic based on the Global Goals around the world. • There will be a focus in Foundation subjects, such as, Geography, about the Global Goals. 	<p>displays by classes and RRSA lead – Oct 16</p> <p>RRSA lead to establish assembly schedule for 2016-17, parents to be informed- Sept16</p> <p>school community groups to look at articles and implement actions as appropriate –Nov 16</p> <p>planning for whole school event – Jan 17</p> <p>Subject action plans to include links to Global Goals and UNCRC- Oct 16</p> <p>Subject boards to contain reference to articles where applicable –Oct 16</p>

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:	ACTIONS NEEDED BY WHOM AND WHEN
6	Most staff and young people are aware of some of the articles of the Convention.	<ul style="list-style-type: none"> • Though staff meetings, adults will become familiar with the Global Goals and UNCRC. • Displays around school will highlight them to pupils. • Calendar of events delivered to all pupils. • Assembly themes will reflect the Goals and UNCRC. 	<p>staff meetings held termly -2016/17</p> <p>school assembly schedule implemented- Sept 16</p> <p>Calendar of events to be followed by all classes- Sept 16</p> <p>displays around school – Oct 16</p>

Level 1 Audit and Action Plan

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	CRITERIA	STARTING POSITION Date:	ACTIONS NEEDED BY WHOM AND WHEN
7	Parents/carers and governors have been given information about the Convention and the reasons why the school is working towards the RRSA.	<ul style="list-style-type: none"> • Links on the school website to the action plan and UNICEF website. • Information on weekly newsletter about upcoming events. • Class blogs and twitter feed will reflect the work • Parent event will be held in Spring term to highlight the work. 	<p>information on website, including links. RSSA lead to liaise with ICT coordinator – Nov 16 parental communication on notice boards, weekly newsletters and twitter feed. All staff-Sept 16 Spring term event, involving all staff and pupils, to finish with community event – February 17</p>
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the Convention.	<ul style="list-style-type: none"> • Assembly plan for 2016/17 is themed around the Global Goals and UNCRC. • SDP and subject action plans reflect the work and make specific reference to the Global Goals and UNCRC. • Geography and PSHCE fill have these areas as a main focus and will be evidenced through work. 	<p>displays by classes and RRSA lead – Oct 16 RRSA lead to establish assembly schedule for 2016-17, parents to be informed- Sept16 school community groups to look at articles and implement actions as appropriate –Nov 16 planning for whole school event – Jan 17 SDP and Subject action plans to include links to Global Goals and UNCRC- Oct 16 Subject boards to contain reference to articles where applicable –Oct 16</p>
9	The Convention is included in teaching and learning about all citizenship matters, including global citizenship and sustainable development.	<ul style="list-style-type: none"> • Assembly schedule • PSHE scheme of work to include explicit teaching. • Calendar of events to be delivered in each class. • School community groups, such as Eco Tem, to make explicit references to UNCRC and Global Goals. • Charity work 	<p>RRSA lead to establish assembly schedule for 2016-17, parents to be informed- Sept16 Calendar of events to be followed by all classes- Sept 16 school community groups to include on agenda and make reference in minute. Work to be displayed on their notice boards – Sept 16 Charity work to be planned termly by Year 4 pupils –Dec 16</p>

Level 1 Audit and Action Plan

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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:	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.	<ul style="list-style-type: none"> Class charters to be developed in all classes, in partnership with pupils and parents. Lunch charters to be developed by school food team and Play Leaders. School displays to reflect charters School Community groups, such as school food team, used to give pupils a voice. 	class charters to be displayed in classroom – Oct 16 all work to be display in school entrance hall -Summer term 17
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and attitudes.	<ul style="list-style-type: none"> Staff training session to be delivered. 	Staff meeting held termly –Oct 16 all staff to model RR language – Oct 16
12	The majority of young people and adults adhere to the standards agreed in their charters.	<ul style="list-style-type: none"> Visible behaviour around school Rewards in assembly time –golden tickets 	Monitored by behaviour lead and SLT – Oct 16
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.	<ul style="list-style-type: none"> Pupils questionnaires conducted bi annually Safeguarding training for all staff Notice boards re safety for all pupils Bully busters in place in each class PSHE scheme of work to include e safety, road safety, stranger danger, water and rail safety and keeping safe around the home. 	Pupil questionnaire in Dec and April on going training Notice boards to include advice for pupils re safety- Nov 16 Bully busters in place and meet weekly – Sept 16 PSHE scheme of work to be in place –Oct 16 links with outside agencies to provide work on other aspects of keeping safe- ongoing

Level 1 Audit and Action Plan

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	CRITERIA	STARTING POSITION Date:	ACTIONS NEEDED BY WHOM AND WHEN
14	The majority of young people and adults respect each other's needs and interests and make responsible and reasoned judgements on moral dilemmas.	<ul style="list-style-type: none"> • SMSC audit • Behaviour questionnaire • Behaviour report termly 	termly – by behaviour lead and SLT, report to governors
15	Young people and adults use the values and language of the Convention to help them become rights-respecting global citizens.	<ul style="list-style-type: none"> • School community groups e.g. Eco Team and Fairtrade group • Staff training and audit 	ongoing –all pupils and staff

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:	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.	<ul style="list-style-type: none"> • School community groups give pupils a voice. • Minute from meeting shared with parents via the website and pupils via a notice board 	Half Termly meetings for school community groups. Minutes and agenda shared with pupils and parents –Sept 16
17	Young people have access to information that enables them to make informed decisions about their learning, health and wellbeing.	<ul style="list-style-type: none"> • Jigsaw PSHE scheme of work to be used throughout school • Life Education caravan sessions to be delivered to pupils. 	new scheme of work in place- Oct 16 life education caravan –Summer 17

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	CRITERIA	STARTING POSITION Date:	ACTIONS NEEDED BY WHOM AND WHEN
18	Some children are involved in taking action to improve the lives of children locally and globally.	<ul style="list-style-type: none"> • Whole school fundraising • Year 4 – fundraising termly for UNICEF • School ambassadors (Year 6 pupils) to link with local community to support awareness and fundraising opportunities. 	ongoing fundraising year 4 fundraising events ,termly ambassadors to link with local groups/businesses to discuss work – ongoing

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