**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: Steam Mills Primary School

DATE: 21.3.17

**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: 21.3.17** | **ACTIONS NEEDED BY WHOM AND WHEN** |
| --- | --- | --- | --- |
| **1** | The school uses RRSA to underpin its vision for school improvement. | * Set as a priority in SDP for 2016-2019
* Baseline audit of RRSA completed
* Vision for School amended in Nov 2016
 | SLT/Governors/RRSA team by July 2017 |
| **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.  | * SDP will underpin actions
* Policies relating to RRSA e.g. Global Citizens, Geography, Behaviour, SMSC, RE. Will be reviewed and appropriately referenced.
* School groups, such as the Global Citizens and Pupil Parliament will promote the values and include work relating to RRSA on their agenda.
 | * SLT, School Governors, RRSA lead, class teachers, subject co-ordinators – Review
* Policies to be reviewed from 2017 to include RRSA behaviour policy.
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| **3** | The school promotes the values and principles of the Convention effectively. | * Displays throughout the school reflect on going work on RRSA, they will promote values and this will be reflected on the School’s website and twitter feed.
* Values board in the School hall to help us celebrate and achieve children that have shown the values.
* RRSA board to inform the children and staff – run by steering group and J.M and L.G.
* Class and whole school assemblies are themed to key values which underpin the school.
* Charity events underpinned by children’s voice (they choose who to support) and Children in Need.
* Staff meeting held for staff on an introduction to RRSA in Autumn Term 2016.
 | * Class Teachers to produce Class Charter and display in classrooms by July 2017. Whole School Charter to be displayed in the Library.
* Class and whole school assemblies will be themed to RRSA and linked to UNCRC articles by Oct 2017.
* Articles are displayed across the displays around the school linking to the UNCRC – to change as displays change. To review and check by Oct 2017.
* Teachers to adopt relevant vocabulary and promote behaviours linked to UNCRC by Oct 2017.
* Calendar of events to be followed and worked to be displayed on Class Calendars, with reference to correct articles where applicable by Oct 2017.
* 1x topic work and planning by Class Teachers to be linked to at least one article and its corresponding number by July 2017.
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| **4** | The school uses the Convention to inform and add value to its work within the school and local communities. | * Pupil’s present their work to local community groups, asking them to become involved and support their fundraising work such as the local Mayor and Council.
* RRSA leads (J.M and L.G) have put relevant information onto School website for parents to see.
 | * Weekly newsletter to inform parents of RRSA and what has been done – including articles by Oct 2017.
* Steering group to speak to the local businesses informing them of their work by Dec 2017.
* Staff will follow the timetable of events through the School year (all) and show evidence on School Twitter feed (M.S).
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| **5** | School leadership promotes global citizenship and sustainable development, guided by the values and principles of the Convention. | * Displays in School reflect Global Learning and UNCRC.
* School assemblies reflect the work of UNICEF
* A focus within Foundation subjects such as Geography, PSHE and Global Learning which links to RRSA.
* Global Citizen Club includes discussions surrounding RRSA values.
* Global Citizens held an introduction assembly to rights and what they are in Spring Term 2016.
* Staff inset on an introduction to RRSA in Autumn Term 2016.
 | * To ensure that displays across the whole school link in and fit RRSA using the articles and language within RRSA by Oct 2017.
* A calendar of events, linked to Global Learning and UNCRC will be given to all pupils by Oct 2017.
* RRSA leads (J.M and L.G) to establish assembly schedule for 2017-2018,
* Parents to be informed of events by Oct-Nov 17.
* Subject action plans to include links to Global Learning and RRSA by Oct 2017.
* RR language ‘all duty bearers’ to be used by all staff by July 2016.
* Staff meeting on a consistent use of rights by end of Autumn Term 2017.
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**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: 21.3.17** | **ACTIONS NEEDED BY WHOM AND WHEN** |
| --- | --- | --- | --- |
| **6** | Most staff and young people are aware of some of the articles of the Convention. | * Through staff meetings, adults will become familiar with Global links and UNCRC.
* Displays around school will highlight them to pupils.
* Inset staff training for support staff and lunch time staff to be held before end of Autumn term 2017.
* Assembly introducing the rights in Spring Term by Global Citizens.
* Initial audit for all staff and children completed (March 2017).
 | * Staff meetings to discuss RRSA half termly and ensure that we are on track by 2017-2018.
* Calendar of events to be followed by all classes by Oct 2017.
* Assembly themes will reflect RRSA and make explicit links by Oct 2017.
* Calendar of events to be given to all pupils by Oct 2017.
 |
| **7** | Parents/carers and governors have been given information about the Convention and the reasons why the school is working towards the RRSA. | * Included on the newsletter to inform parents of RRSA and that we are working towards the award (Spring 2017)
* Included on a leaflet sent home informing parents of what British values and the RRSA is (Autumn Term 2016)
* Governors informed at Governor’s meeting and a presentation given on 21.3.17 by J.M and L.G.
* Links on School website to the action plan and UNICEF website.
* Information on Newsletter about upcoming events.
* A Governor is working with us within our RRSA Steering group.
 | * Parental communication with our journey via Newsletter, Twitter and letters – on going
* To send home a copy of the rights for all children to use and access at home by July 2017.
* To continue to inform and update Governors of RRSA journey – On going by J.M, L.B and M.S.
 |
| **8** | Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the Convention.  | * SDP reflect the work and make specific reference to Global links and UNCRC.
* Geography and PSHE will link to the UNCRC.
* Assemblies currently underpinned by values held by staff 2x a week.
 | * To create an assembly plan for 2017-2018 themed around Global Learning and RRSA – ensuring explicit links are made by Oct 2017.
* To ensure that displays across the whole school link in and fit RRSA using the articles and language within RRSA by Oct 2017.
* Subject action plans reflect the work and make specific reference to Global links and UNCRC by Oct 2017.
* Steering group to look articles and implement actions as appropriate by Oct 2017.
* To ensure Geography and PSHE planning links to UNCRC explicitly by Oct 2017.
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| **9** | The Convention is included in teaching and learning about all citizenship matters, including global citizenship and sustainable development.  | * July 2017 to hold a staff meeting on how to link rights into planning.
* Global Citizen Club set up Summer Term 2015 which underpins core values.
 | * Assembly calendar to be established by Oct 2017 and followed by all classes. Parents to also be notified of this.
* PSHE scheme to make explicit links to RRSA and ensure staff are planning for this (F.B PSHE lead to monitor this)
* Global Citizens to become more involved in charity work for causes underpinned by UNCRC and UNICEF.
* To ensure planning in Geography and PSHE has explicit links made to UNCRC and the RRSA by Oct 2017.
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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: 21.3.17** | **ACTIONS NEEDED BY WHOM AND WHEN** |
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| **10** | Charters or agreements based on the Convention that help everyone to understand their rights, are introduced into all classrooms and the wider school.  | * Bump up days new classes to set up their class charters and their rights by July 2017
 | * Class teachers to display class charters designed by children (by July 2017)
* Classes to choose a right per term to focus on and unpick in depth – on going across the year (L.G and J.M to monitor this is happening).
* School displays to reflect whole school charter wherever possible by Oct 2017.
 |
| **11** | Nearly all classroom practitioners and a majority of support staff model rights-respecting language and attitudes. | * Staff/Governor training held Autumn 2016 and Spring term 2017.
* Staff Training for all to be held in Autumn Term (inset) for staff to become consistent in use RR language.
 | * Staff meeting held termly to discuss RRSA and the journey by July 2017.
* All staff to model RR language as ‘Duty Bearers’ by Dec 2017.
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| **12** | The majority of young people and adults adhere to the standards agreed in their charters. | * Visible behaviour around the school.
* Class stars
* Head Teacher awards
 | * Monitored by Head (M.S) and class teachers.
* Agree standards by July 2017
* Children/staff on going.
 |
| **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 Pupil parliament and within the baseline audit all children say they feel safe at school (March 2017)
* Safeguarding training for all staff which is on going and kept up to date with relevant information – Safeguarding display within staffroom for staff to access at all times.
* Stop Box and anti-bullying in place for children to use within every classroom. Pupil Parliaments discuss this annually to check children are happy with the policy (last one Autumn Term 2016)
* E-safety boards within every classroom to ensure children are aware of how to stay safe.
* PSHE scheme of work to include e-safety, road safety, stranger danger and keeping safe around the home.
 | * To have an audit again at the end of Autumn Term 2017.
* To complete a questionnaire at the end of the year in June 2017.
* PSHE scheme of work to be in place for class teachers to access (July 2016)
* Links with outside agencies to provide work on other aspects of keeping safe – on going.
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| **14** | The majority of young people and adults respect each other’s needs and interests and make responsible and reasoned judgements on moral dilemmas. | * SMSC audit completed by external Head Teacher.
* Behaviour questionnaire completed by pupils in Autumn term 2016.
 | * Base more on RRSA – On going
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| **15** | Young people and adults use the values and language of the Convention to help them become rights-respecting global citizens.  | * Global Citizen Club set up in Summer Term 2015.
* Staff training on Global learning in staff meeting by J.M and L.G in Summer 2016.
 | * To include and focus more on RRSA and ensure staffs receive training around this – sort date for Autumn Term 2017.
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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: 21.3.17** | **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.  | * Pupil parliament gives pupils a voice – on going throughout the School year.
* Minute from meeting
 | * Half termly meetings for pupil parliament. Minutes and agenda shared with pupils and parents – by July 2017.
 |
| **17** | Young people have access to information that enables them to make informed decisions about their learning, health and wellbeing.  | * PINK curriculum is used to teach PSHE.
* Resources from UNICEF
* Clips on Youtube, UNICEF, Newsround, News Bites and Eyewitness Guardian shown to children regularly.
 | * To ensure PSHE is set up properly with a rolling programme and ensure that all staff adhere to this. To ensure RR is embedded within this – F.B (PSHE Lead) to monitor this by July 2017.
* Skill Zone information on Health and well-being in Gloucestershire to be accessed by classes bi-annually.
* Order resources from UNICEF for classes to access.
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| **18** | Some children are involved in taking action to improve the lives of children locally and globally.  | * RRSA and steering group established.
* Charity work/collections for local and global charities.
* Whole school fundraising
 | * Global citizens to choose local and global charities.
* On going fundraising by school (M.S to oversee)
* Global Citizens to link with local community and Global charities to support awareness and fundraising opportunities.
 |