



Denying
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RIGHTS RESPECTING SCHOOLS AWARD LEVEL 1 ACTION PLAN

School Name:	Biddick Primary and Nursery School
Date:	May 2011

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 CRC at the heart of all policies and practice.

Criteria 1 - 5 are actioned and delivered by the school's leadership / management

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
1	The school uses RRSA to underpin its vision for school improvement.	This is underway we are in the process of re-writing the school's vision and mission statements. It has been included in the school development plan. We now need to ensure it permeates throughout the school by monitoring planning, lessons and in discussions with children.	Gail Johnston Susan Stothard All staff	Summer 2011	RRSA is underpinning school improvement. Evidence – school development plan, teachers planning, focus group discussions.
2	Becoming a sustainable rights - respecting School is included in the school's strategic planning. Policies and practice are reviewed with reference to the CRC.	It has been included in the school development plan. Key policies need now to incorporate RRSA – bullying, PSHE, Behaviour etc.	Gail Johnston Relevant staff	Summer 2012	Becoming a sustainable rights respecting school. Evidence – school development plan, policies with RRSA included.
3	The school effectively promotes the values and principles of the CRC.	To continue to deliver assemblies reflecting CRC principles. To continue to inform parents and the wider community (via social landlord – Gentoo's Newsletters and school newsletters) of CRC principles and our journey. To form an interested group of children to promote CRC.	Gail Johnston Steering Group	Ongoing	School community and wider community aware of the principles of CRC. Evidence – newsletters, new group developed or school council extended, minutes from meetings. School website



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4	The school uses the CRC to inform and add value to its work within the school, local, UK and global communities.	To continue to promote values of the CRC in school - via assemblies and the wider curriculum; in the local community working with a local landlord – Gentoo, running a school bank with a local credit union, via newsletters and working with local charities; in the UK by linking with other schools in the UK and supporting a national charity; in global communities by developing already established links with Australia and encouraging links with other countries.	All staff and steering group	Ongoing	Links established, communities better informed, charities supported. Evidence – children’s knowledge increased – in discussions and lessons, Newsletters Links with charities – letters etc. photographs of events in school Links with other countries – e-mails and correspondence. School website
5	School leadership promotes global citizenship and sustainable development, guided by the values and principles of the CRC in assemblies and at least two curriculum areas.	To monitor lessons and planning. CRC should be delivered in creative curriculum and PSHE.	Leadership team	December 2011	Principles of CRC included in planning and delivered in lessons. Evidence from examples of planning and lesson observations.

Standard B: The whole school community learns about the CRC.

The CRC is made known to children and adults. Young people and adults use this shared understanding to work for global justice and sustainable living.

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
6	Most staff and young people are aware of some of the articles of CRC and links with global citizenship.	This has been done – all staff have attended inset where copies of the articles were given out and some discussed in detail. All classes have displays, which incorporate some articles, and there is a whole school display.	Gail Johnston and all staff	Spring term 2011	All classes have display – photographic evidence. School website



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7	Parents / carers and governors have been given information about the CRC and why the school is working towards the RRSA.	This has been done – all parents have had 2 letters and the governors have been informed at a governors' meeting.	Gail Johnston	Spring term 2011	School community is better informed. Evidence - copies of letters
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the CRC.	Assemblies are carried out on a regular basis – there are displays throughout the school. Need to develop the curriculum areas. We have chosen the creative curriculum and PSHE and have asked staff to add this to their planning. Monitoring lessons.	Gail Johnston All staff	Ongoing	More opportunities for learning about CRC, children and staff better informed Evidence - examples of planning. Monitoring lessons.
9	The CRC is included in teaching and learning about all citizenship matters including global citizenship and sustainable development.	This needs to be developed via our PSHE curriculum.	Gail Johnston All staff	December 2011	CRC included in teaching about all citizenship matters. Evidence – teachers' planning.

Standard C: The school has a rights-respecting ethos.

Young people and adults collaborate to develop and maintain a rights-respecting school community, based on the CRC, in all areas and in all aspects of school life.

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
10	Charters or agreements based on the CRC, which help everyone to understand their responsibilities in relation to rights, are introduced into all classrooms and the wider school.	Done	All staff	Spring 2010	Children becoming more aware that they have rights. Evidence - photographic evidence of displays. School website
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and behaviour.	To monitor the use of rights respecting language and behaviour throughout the school.	All staff Leadership have an overview.	December 2011	Staff more aware and using rights respecting language and behaviour. Children also beginning to use this language and behaviour.



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12	The majority of young people and adults adhere to the standards agreed in their charters.	Need to establish if all staff referring to charters when discussing any issues with the children – discuss in staff meeting how we can continue to promote this.	Gail Johnston all staff	Dec. 2011	Improved discussion and understanding by staff and children. Focus group discussions.
13	Young people and adults in the school learn how the values and principles of the CRC help to create a safe and healthy environment. Nearly all young people say they usually feel safe at school.	To continue to promote the values and principles of CRC through assemblies, teaching and staff inset. Children's survey to find out how safe they feel in school.	Leadership team / steering group	Dec.2011	Children and adults become more aware of the values and principles of CRC and how it helps create a safer, healthier environment. Views of children discovered and acted upon. Surveys
14	The majority of young people and adults respect each other's needs and interests and make responsible and reasoned judgements on moral dilemmas.	To continue to develop respect of each other's needs and interests in curriculum lessons, discussions with children, in resolving conflicts and moral dilemmas.	All staff	Ongoing	Children becoming more aware of others' needs and change, adapt their behaviour accordingly. Evidence – fewer conflicts to resolve children more able to solve their own problems dilemmas. Focus group discussions.
15	The school develops an environment where young people and adults use the values and language of the CRC to help them become rights-respecting global citizens.	Form an interested group of children to help further develop the CRC agenda. Staff inset and planning to continue to develop the CRC agenda.	Gail Johnston All staff	Dec. 2011	Whole school community becoming more aware of what a rights respecting global citizen is. Greater awareness of global citizenship Evidence – planning, focus group discussions, minutes from meetings



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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 the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

	Criteria	Actions Needed	By who	By When	Expected Outcomes and Evidence
16	Most young people hold clear views about their learning and well-being. They are encouraged and supported to express their views appropriately and are involved in decisions which affect their lives in school.	Children are surveyed at the end of each year – survey needs to reflect views about their learning and well-being. The role of the school council needs to be developed so that they are making more decisions about what they are learning. Introduce a suggestion box (or something similar). Involve children in making decisions e.g. Sports' Day, After Schools clubs, end of year school trips.	Wendy Fowler Gail Johnston All staff	Ongoing	More decisions taken by the children. Evidence - results from surveys. Minutes from school council meetings.
17	Young people have access to information, which enables them to make informed decisions about their learning, health and well-being.	This is tackled throughout the year in, many ways. Direct teaching – e.g. science lessons, PSHE, ICT, assemblies, healthy tuck shop,	All staff	Ongoing	Children are continually given access to information, which will allow them to make informed decisions. Discussions with children – focus groups. Children's surveys
18	Some children are involved in taking action to improve the lives of children locally and globally.	This is established - Children via school council are involved in supporting charities of their choice both locally, nationally and globally e.g. Cash for kids, Children in Need, Breads and books to Africa, Comic relief.	All staff	Ongoing	Various charities are supported. Letters of thanks from charities.