



# 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: Heathfield Special School \_\_\_\_\_

DATE: July/Sept 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.	<i>The school's new Vision and Values document has been created in consultation with all stakeholders.</i>	<i>Produce a document what demonstrates how RRSA underpins the school's vision and values. Shape the school's new vision and values document around the UNCRC</i>

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	<b>CRITERIA</b>	<b>STARTING POSITION</b> Date:	<b>ACTIONS NEEDED BY WHOM AND WHEN</b>
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.	<p><i>The school's intention to achieve the RRSA is included in the School Improvement Plan and underpins several aspects of key changes within the school.</i></p> <p><i>The school policies currently do not all refer to the UN Conventions, except the new Behaviour Policy, when relevant articles are referred to.</i></p>	<p><i>Ensure the school keeps on track to achieve the award and make it integral to all aspects of school life, not for the sake of an award.</i></p> <p><i>All policies and practice documents from September 2016 shall make reference to the UN Convention, ensuring its relevance, the common language is used and the principles become embedded</i></p>
3	The school promotes the values and principles of the Convention effectively.	<i>In partnership with the work going on with school rules, the new school vision and values, the values and principles of the UN convention are planned in and actively promoted. The school is in its infancy with this currently.</i>	<i>Assemblies and programmes of events throughout the year will make the values of the UN Convention and the school's vision and values a prime focus, underpinning all we do, including the 'value bands' initiative. As a school, we know we need to start from where the children are currently and build on this over time.</i>
4	The school uses the Convention to inform and add value to its work within the school and local communities.	<i>The school does currently have some links with aspects of the community, this is largely due to the dedication of one person. She has forged links with local artists and encouraged the children to support local charities. The work carried out currently is admirable, yet piecemeal and more work is needed to develop this aspect. As the majority of children attending Heathfield are transported in on minibuses daily and don't live in the immediate area, it is always more of a struggle to encourage the families and friends of our pupils, as opposed to our mainstream school who has the natural school community 'on their doorstep'</i>	<i>Plan a programme of events for the whole year, with a focus on forging stronger links with the community. Start with the key people in the children's lives and then work outwards, endorsing the principle of thinking about others who may not have their childhood rights met. Whole school events, across federation events and campus events.</i>

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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.	<p><i>The school has chosen to support charitable work locally, nationally and internationally. The Rights Respecting Ambassadors have led on a whole school project to collect, pack and deliver (to a local distribution point) Christmas shoeboxes for young people experiencing poverty overseas. The children led an assembly where comparisons were made of life in the UK and life for young people in Syria – notably Aleppo. The children used visuals to develop awareness in basic needs being met adequately in their own lives currently and basic needs at risk of not being met in Syria currently.</i></p> <p><i>The whole school develop an awareness of diversity through multi-sensory themed rooms. We have explored Hannukah and the Jewish faith and will shortly be exploring Chinese New Year through their senses.</i></p>	<i>To develop this further to a greater extent. RRSA leader to research and set up initiatives to support global citizenship and sustainable development.</i>

## 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.	<i>45% of staff have some understanding of the convention</i>	<i>To ensure the articles of the Convention are more visible around the school, that the language around the articles is used as a common language. The Rights Respecting Ambassadors to become more visible and their voice heard in daily school life.</i>
7	Parents/carers and governors have been given information about the Convention and the reasons why the school is working towards the RRSA.	<i>A letter has been sent (September 2016) to inform families about the RRSA and an invite to join the steering group issued Governors invited to join steering group – July 2016</i>	<i>Involve parents increasingly in RRSA projects. Set up a RRSA page on the school website with up to date information about work in school and links to UNICEF.</i>

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8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the Convention.	<i>School now has some resources in school, including posters. RRE is now integral to the PDL scheme of work and has been mapped out on the long term plan</i>	<i>Ensure displays are prominent and kept fresh. Link the articles to other aspects of school, so the articles are integral to all we do. Two curriculum areas to be cross referenced to specific articles.</i>
9	The Convention is included in teaching and learning about all citizenship matters, including global citizenship and sustainable development.	<i>The main themes are planned into the scheme of work and long term map. The staff have decided on local, national and international charities to support as a school</i>	<i>Ensure the articles have a higher profile, including across the curriculum, assemblies etc..</i>

### 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.

	<b>CRITERIA</b>	<b>STARTING POSITION</b> <b>Date:</b>	<b>ACTIONS NEEDED BY WHOM AND WHEN</b>
10	Charters or agreements based on the Convention that help everyone to understand their rights, are introduced into all classrooms and the wider school.	<i>School rules are now in place and embedded. The rules have formed the basis of assemblies and behaviour strategies, including the new reward system. The ethos has shifted from children 'losing' privileges to earning them, in a forgiving and encouraging environment where the school wants the children to 'get it right'</i>	<i>Each class to have a class charter based on the Convention. School Council and RRSA to also have a charter.</i>
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and attitudes.	<i>The school is already quite skilled in communicating with the pupils in the most appropriate mode, however we need to look at the RR language used. The teacher in the SEMH class does successfully use RR language as this is key to the approach with her class.</i>	<i>Ensure that the language of the Convention is embedded and when the attitudes are not adhered, ensure staff and pupils are challenged.</i>

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12	The majority of young people and adults adhere to the standards agreed in their charters.	<i>Charters not yet written</i>	<i>Ensure class charters are devised with the children and the Convention. Ensure that they are adhered to and respected. Display in prominent positions and refer to them as part of daily life in school.</i>
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.	<i>The school rules are now embedded and the pupils are reminded verbally and visually on a regular basis of how the grown ups will keep them safe, and the children need to keep themselves safe</i>	<i>Continue this and devise ways to ensure this is explicit.</i>
14	The majority of young people and adults respect each other's needs and interests and make responsible and reasoned judgements on moral dilemmas.	<i>The school has a focus for the Autumn 1 half term on the value of Respect. The children will be using a 'value card' to plot their examples of how they've shown respect. The children will be rewarded with a 'Respect' value band (silicone band) There are opportunities for choice and decision making for all children and for those pupils who it is appropriate for, opportunities for debate and discussion are planned within the long term curriculum map.</i>	<i>Continue with the work on the school values and make links with the articles, and how this is important to all children over the world – outside of our school</i>
15	Young people and adults use the values and language of the Convention to help them become rights-respecting global citizens.	<i>This is not yet consistent across the school</i>	<i>Embed the language of the Convention, but teaching the vocabulary.</i>

## **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.

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	<b>CRITERIA</b>	<b>STARTING POSITION</b> <b>Date:</b>	<b>ACTIONS NEEDED BY WHOM AND WHEN</b>
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.	<i>The school has a school council as a formal mechanism for gathering the views and opinions of the children. All pupils are listened to and ideas can be brought to a grown up at any time informally or more formally via the school council. There will be a RRSA Ambassadors steering group set up.</i>	<i>Explore other ways to encourage children to express their views appropriately. Keep a portfolio of children's views, eg the Year 6 children who took part in a discussion about Malala and the right for girls' education.</i>
17	Young people have access to information that enables them to make informed decisions about their learning, health and wellbeing.	<i>We have a range of systems to support language and communication and choice making, which are used effectively with all the children.</i>	<i>Collect evidence of opportunities pupils have to make informed decisions about their learning, health and wellbeing.</i>
18	Some children are involved in taking action to improve the lives of children locally and globally.	<i>Charities have been nominated; locally, nationally and internationally. In addition to these, children are involved in charitable work at other times, eg Macmillan Coffee morning.</i>	<i>Involve children actively in charitable support.</i>

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