

# Rights Respecting Schools Action Plan 2017- 2018 Sixpenny Handley First School

**Priorities:** To continue to develop the role of a Rights Respecting ethos within the culture of our school.

**Leaders:** Rights Respecting Ambassadors and Rachael Hampshire



## Purpose:

- To ensure that Rights remain at the centre of our school community and day to day running
- To continue to educate and develop the understanding of all the children, parents, staff and the wider community in our rights respecting work
- To focus on the involvement of the community in our rights respecting journey, through parental involvement
- To ensure that staff remain vigilant about opportunities for explicit work on rights within the curriculum in order to broaden the understanding and deepen the knowledge of all children
- To participate in regular events such as Fairtrade Fortnight, UNICEF Day for Change in order for children to work with others across the world towards a shared goal.
- To continue to validate our Fairtrade status as a school
- To strive to encourage the ambassadors and wider school community to understand the importance of team work, responsibility and effort in order to reach a goal, for example, shared fundraising for improvements in our school.
- To develop the strength of our link between Jigsaw and RRS
- To develop an effective link with the wider world through a shared understanding and celebration of difference

Nearly all pupils interviewed report that they have had opportunities to take action to uphold the rights of children locally, nationally and globally.

Some of the staff interviewed were very clear on the importance of their role in ensuring that global citizenship in the curriculum makes provision for challenging stereotypes and extending the understanding of interdependence.

Pupil voice has an exceptionally high profile in school, and there is a commitment to an extensive range of opportunities to engage in learning.

The school is looking to ensure all pupils feel confident to stand for election. More vulnerable or 'quiet' pupils are supported in getting their voice heard through personalised approaches.  
*(RRS Level 2 Report, June 2011)*

Behaviour in lessons is good. Pupils treat each other with respect and look after each other well. Pupils' good behaviour contributes to a calm and purposeful atmosphere.

Pupils' cultural development is promoted well across a range of interesting lessons and has improved since the last inspection.

*(Ofsted Report, November 2014)*

**Intended impact for pupils:**

- All pupils, staff, governors and wider community will share in and contribute to the rights respecting culture of our school.
- Children will be given every opportunity to develop their understanding of the wider world and respect for others through curriculum opportunities, planned whole school events and everyday life including assemblies, displays and shared behaviours.

**Intended impact for parents:**

- Parents will be able to share in our celebration of rights and join in with whole school events throughout the year.
- Parents will help to develop and show respect for the whole school charter and the behaviours we encourage at Sixpenny Handley.
- Parents will have a shared understanding and therefore be able to support their children throughout their rights respecting journey at school.

**Target group:**

All children, parents, staff, governors and wider community members.

Action	By	Term			Success criteria	Resources	Cost	Evaluation
		A	Sp	S				
<p><b>Ensure that Rights remain at the centre of our school community</b></p> <ul style="list-style-type: none"> <li>○ Newsletters, School Development Plans, Action Plans and the website to make clear and explicit links to rights.</li> <li>○ Displays around the school to incorporate rights as and where appropriate</li> <li>○ Assemblies, such as Celebrations and Jigsaw to incorporate and reflect Rights as well as Learner Qualities.</li> <li>○ School and class charters to be regularly referred to and active on a daily basis</li> <li>○ Rights Respecting Ambassadors to regularly report back to classes through weekly updates and tasks, as well as through their display board and minutes of weekly meetings</li> <li>○ Planning formats and theme maps to take account of rights that will be explored through upcoming theme lessons</li> </ul> <p><i>Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.</i></p>	All staff and children	X	X	X	<p>Evidence of:</p> <ul style="list-style-type: none"> <li>○ A rich and varied style of learning about rights through theme links in all classes can be seen in planning, displays and work completed in books</li> <li>○ A shared understanding of rights and their place on a daily basis in school will be talked about by staff and children</li> <li>○ Displays will reflect our focus on rights</li> <li>○ An active RRS club with a developing display board and activities throughout the year</li> </ul>	Weekly RRS meetings – Tuesday lunchtime	N/A	
<p><b>Educating and developing the understanding of all in our rights respecting work</b></p> <ul style="list-style-type: none"> <li>○ Plan in regular assemblies to focus on rights through whole school themes, eg.RRS week at the start of the year, Fairtrade, UNICEF day for Change, as well as half termly to explore the idea of particular articles from the CRC.</li> <li>○ Jigsaw assemblies and celebrations to have a focus on the rights from the</li> </ul>	RH and RRS  RH and	X  X	X  X	X  X	<ul style="list-style-type: none"> <li>○ Children and staff will successfully reflect their understanding of rights throughout their daily learning</li> <li>○ RRS ambassadors will develop a deeper understanding of rights and will be able to impart their knowledge and understanding with their peers</li> <li>○ All staff and children will feel</li> </ul>	<p>Planned assemblies each half term to focus on a particular article</p> <p>Newsletter to be completed termly following rights assembly</p>	N/A	

<p>convention</p> <ul style="list-style-type: none"> <li>○ Regular newsletters from the RRS ambassadors updating of work carried out and key messages, to the wider community, governors and parents as well as staff and children.</li> <li>○ Reflect and act on the results of the audit in order to ensure that all staff and children are having the chance to develop their rights respecting understanding.</li> </ul> <p><i>Article 12 (Respect for the views of the child): Children have the right to say what they think should happen and have their opinions taken into account.</i></p> <p><i>Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity.</i></p>	<p>RRS</p> <p>RH</p>	<p>X</p>	<p>X</p>		<p>secure in their understanding of rights and how this impacts on their daily work.</p> <ul style="list-style-type: none"> <li>○ Rights remain at the forefront of all that we do with the children and underpin our daily activities</li> </ul>			
<p>To develop the strength of our link between Jigsaw and RRS</p> <p>To develop an effective link with the wider world through a shared understanding and celebration of difference</p> <p>To focus on the involvement of the community in our rights respecting journey, through parental involvement</p> <ul style="list-style-type: none"> <li>○ RRS and Jigsaw work to be linked with Arts Week. A launch week for our work and link with Uganda.</li> <li>○ Children to explore difference and culture, through a focus on the arts, geography and storytelling</li> <li>○ Parents to be invited to be art of this celebration through shared performances at the end of the week</li> <li>○ Carol Catton and the Jigsaw Team to be involved in creating a school success story by making a film of the event to share with others on the Jigsaw website.</li> </ul>	<p>RH</p> <p>/AH/</p> <p>EG</p> <p>and</p> <p>RRS</p>		<p>X</p>		<ul style="list-style-type: none"> <li>○ Children will develop their collaborative working skills with a focus on the understanding of the part that rights play in our daily lives</li> <li>○ Children will participate in larger events working alongside children in across the world to develop and share their celebration of the understanding of difference</li> </ul>	<p>Working with Emma Gothard to plan this link and create interactions with a school in Uganda</p>	<p>N/A</p> <p>Possible post age costs</p>	

<p><i>Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others.</i></p> <p><i>Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.</i></p>								
<p><b>Staff to remain vigilant about opportunities for explicit work on rights within the curriculum</b></p> <ul style="list-style-type: none"> <li>○ Theme overviews to have an explicit link to work on rights that will be explored through the upcoming theme</li> <li>○ Theme overviews shared with parents and displayed on the school website</li> <li>○ Planning to show rights work covered through the curriculum.</li> <li>○ Work to be scrutinised by RRS ambassadors and RH once a term and feedback given to CH and staff.</li> </ul> <p><i>Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.</i></p>	<p>All staff</p> <p>All staff</p> <p>RH and RRS</p>	X	X	X	<ul style="list-style-type: none"> <li>○ Children will be given every opportunity to explore their understanding of rights in a rich and varied way</li> <li>○ Planning and books will show how children are developing their knowledge of rights on a regular basis.</li> </ul>	<p>Scrutiny forms and feedback</p> <p>Theme maps</p>	N/A	
<p><b>Participate in regular whole school events</b></p> <ul style="list-style-type: none"> <li>○ Whole school focus and celebration of the following events: <ul style="list-style-type: none"> <li>-Global Goals Day</li> <li>-UNICEF Day for Change</li> <li>-Fundraising events - school library</li> <li>-Fairtrade Fortnight</li> </ul> </li> </ul> <p><i>Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.</i></p>	<p>RH, RRS and whole school</p>	X	X	X	<ul style="list-style-type: none"> <li>○ Children will show a deeper respect for the rights of children from around the world</li> </ul>	<p>Event coverage in the media</p> <p>Involvement of the whole school community</p>	N/A	
<p><b>Fairtrade award</b></p> <ul style="list-style-type: none"> <li>○ RRS ambassadors to audit the fair-trade work of our school</li> </ul>	<p>RRS and</p>			X	<ul style="list-style-type: none"> <li>○ Sixpenny Handley First school will proudly own Fairtrade status</li> </ul>	<p>Audit and evidence for revalidation</p>	NCT for RH	

<ul style="list-style-type: none"> <li>○ Take part in Fairtrade Fortnight events, including a community focussed breakfast event and also a regular fair-trade tuck shop.</li> <li>○ RRS ambassadors to be involved in submitting evidence towards our Fairtrade status and gauging the opinions of others.</li> </ul>	RH				<ul style="list-style-type: none"> <li>○ RRS ambassadors will have an understanding of where our school are in terms of their work towards developing an understanding of Fairtrade</li> </ul>			
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