



New Islington Free School
Rights Respecting Schools Award Action Plan – Achieving Bronze Status
2021/2022

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What is the Rights Respecting Schools Award? (RRSA)

The Rights Respecting Schools Award is an initiative ran by UNICEF UK. It encourages schools to place the UN Convention on the Rights of the Child at the center of its Ethos and curriculum.

The award is broken down into three awards within the title of a Rights Respecting School;

- Bronze
- Silver
- Gold

Then there is Sustaining Gold – **Our ultimate goal.**

Why are we doing this? (IMPACT on OUTCOMES)

There are four key areas of impact for children within the RRSA;

- Wellbeing
- Participation
- Relationships
- Self-esteem

There are also three RRSA strands;

- Strand A: Teaching and learning about rights
- Strand B: Teaching and learning through rights – ethos and relationships
- Strand C: Teaching and learning for rights – participation, empowerment and action

I have been part of this initiative in a previous school. On doing further research into the Rights Respecting Schools Award (RRSA), I have found that it is a perfect fit for our values and ethos as a school. It not only supports and develops children and staff but also the wider

school community. Their four key areas of impact for children lend themselves very well to what we already promote as a school. Their website states;

Children are healthier and happier

By promoting the

values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

Children feel safe

The Rights Respecting Schools

Award gives children a powerful language to use to express themselves and to challenge the way they are treated. They are also able to challenge injustices for other children. Children and young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

Children have better relationships.

Both with their teachers and their peers, based on mutual respect and the value of everyone's opinion. In a Rights Respecting school children are treated as equals by their fellow pupils and by the adults in the school. Children and young people are involved in how the Award is implemented in the school but are also involved in strategic decision-making; in decisions about their learning; and in views about their well-being.

Children become active and involved in school life and the wider world.

This builds their confidence to make informed decisions. They have a moral framework, based on equality and respect for all that lasts a lifetime, as they grow into engaged, responsible members of society. Children and adults develop an ethos and language of rights and respect around the school. Rights and principles of the Convention are used to put moral situations into perspective and consider rights-respecting solutions – this all has a huge impact on relationships and well-being. Children and young people get very involved in raising awareness about social justice issues, both at home and abroad. They become ambassadors for rights and take part in campaigns and activities to help to bring about change.

To summarise the rationale for this project is to further develop the whole child with a holistic approach. We want to support children in

understanding their rights, the rights or other and how to be respectful of this. Also we want to encourage children to be able to assert and articulate their rights to others in the correct manner. The RRSA has an impact on life as a whole and real life topics which some of our children face, it is a fantastic initiative which encourages empathy and understanding of others and their rights.

As a result of this understanding, chances to explore real life issues, share opinions and views, it is our view that children's behaviours will change if they are just given the chance to understand each other more. This lends itself very well to our school ethos and it will help to develop this further.

Not only this but children will develop their moral compasses and become upstanding members of the school and community. This is something that as a school we are striving for, this is a great time to introduce this project to our school.

How long will it take?

There are three awards within the Rights Respecting School Award as stated earlier in this action plan. The first award we are working towards achieving is Bronze. It is recommended that this should be achieved in 6 months. Below is a comprehensive plan of how we will achieve this in 6 months.

Action		Steps to achieve a successful outcome.	What success will look like	Completion deadline
1	Register the School for the RRSA Award	Register via the website	Email confirmation	Summer 2/Autumn 1
2	Inform the whole school community that the school is working on the RRSA including pupils, staff, parents and governors.	<ul style="list-style-type: none"> ➤ Present to all staff with information packs ➤ Present to the Teaching and Learning Committee/Governors ➤ Information letters to parents and carers ➤ A short assembly for the children and an age appropriate power point for year groups. ➤ RRSA section on the website 	<ul style="list-style-type: none"> ➤ Staff will be informed with the right information and will understand the project. More importantly they will understand why we are doing it and will be able to see the importance and benefits of it. They will know what steps we need to take to achieve the Bronze Award. ➤ We will ensure that everyone has been introduced to and understand the three strands of RRSA. ➤ The Teaching and Learning Committee/Governors will be informed with the right information and understand why we are doing this project, the relevance and the importance of it for our School and children. ➤ Parents and Carers will receive a comprehensive letter with all relevant information. The letter will 	September/October (see dates for T&L Committee and Governor meetings)

			<p>ensure that they understand the project and why it is important for us as a school and their children.</p> <ul style="list-style-type: none"> ➤ The children will be informed via an assembly. They will be given all relevant information in a child friendly way and have the chance to ask questions after the assembly. A simple but through PowerPoint will follow this for staff to deliver. ➤ A RRSA dedicated section will be on the website. This will have all the relevant information with links for people visiting it. There will also be a clear indication that we are a Rights Respecting School as soon as you visit our website. 	
3	Become familiar with the United Nations Convention on the Rights of the Child (CRC)	<ul style="list-style-type: none"> ➤ Information for staff in the form of a PowerPoint that they can refer back to. ➤ Clear definitions and information on CRC ➤ Meet with staff to deliver a short session ➤ Presentations for children with links to relevant information and tasks ➤ Begin to teach sessions 	<ul style="list-style-type: none"> ➤ Staff will be familiar with the three RRSA strands. ➤ Staff will be able to speak about RRSA in a familiarised way. ➤ Children will also begin to understand and become familiar with this. The children will have a child friendly definition to speak about which they will understand. ➤ Teachers will begin to teach sessions week 3/4 	September/ October 2021
4	Get school's pupil-led Steering Group in place (<i>include Steering Group actions in your Action Plan for Silver.</i>)	<ul style="list-style-type: none"> ➤ Children will be chosen for different reasons to be part of the steering group. Max 7/14 children (1-2 per year group – this is open for discussion with NE, TS and KR) 	<ul style="list-style-type: none"> ➤ Children will be chosen ➤ The children will meet with Miss Ellison to have a general discussion and a 'get to know you' meeting. ➤ During this meeting there will be further information given. Opportunities to ask questions and to share the views of the children. ➤ We will discuss the next steps for our steering group, our expectations and group rules. 	November 2021
5	Measure school's starting point Carry out the staff and appropriately aged pupil	<ul style="list-style-type: none"> ➤ All staff to be given a questionnaire to complete. 	<ul style="list-style-type: none"> ➤ Staff will complete the questionnaire by the deadline set (TBC) ➤ Children will complete this with the support of their 	October 2021

	questionnaires.	<ul style="list-style-type: none"> ➤ Children will be given a questionnaire. ➤ Lead to collate and summarise. 	<p>Teacher where appropriate. Reception may have to do a class questionnaire.</p> <ul style="list-style-type: none"> ➤ Lead will collect all questionnaires and feedback were appropriate. 	
6	Complete the School Questionnaire Summary spreadsheet with school's questionnaire results.	<ul style="list-style-type: none"> ➤ All questionnaires will be collated and results documented. 	<ul style="list-style-type: none"> ➤ Results to be transferred into spreadsheet form. ➤ Results to be discussed by NE, KR and TS. We will discuss how to move forward with the information we have gained. 	November 2021
7	Review school's practice against the Silver Outcome Descriptors for each of the three RRSA Strands. "RAG rate" each descriptor and record in the RAG column of the Action Plan for Silver.	<ul style="list-style-type: none"> ➤ Descriptors to be looked at. ➤ Judgements to be made. 	<ul style="list-style-type: none"> ➤ Look at the collected evidence to make judgements against the three strands. ➤ Descriptors for each strand will be "Rag Rated" based on the evidence collected. ➤ Findings will be recorded and put onto the action plan for the Silver Award. 	February 2022
8	Complete the Action Plan for Silver by using the "RAG rating" to prioritise areas for development. Identify actions to strengthen each strand, and record these on the Action Plan for Silver document.	<ul style="list-style-type: none"> ➤ Look at the "Rag Rated" descriptors for areas we need to improve on. ➤ Write new action plan for achieving The Silver Award 	<ul style="list-style-type: none"> ➤ A new action plan will be written which shows the areas for improvement. This will be clear and concise. 	February 2022
9	Contact our Professional Adviser when above steps completed. martinr@unicef.org.uk mobile: 07780220207	<ul style="list-style-type: none"> ➤ Explain how we have informed the whole school community that the school is working on the RRSA ➤ Confirm that we have an active Steering Group. ➤ Attach the following documents to the email: 1)Action Plan for Silver 2) School Questionnaire Summary spreadsheet 	<ul style="list-style-type: none"> ➤ We will be informed that we can progress to the next stage - achieving The Silver Award. 	February to March 2022 - TBC depending on the stage the school is at.

