



# ACTION PLAN: GUIDANCE

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## ABOUT THIS DOCUMENT

The Action Plan: Guidance document is aimed at all schools that have registered for the Rights Respecting Schools Award.

We know how busy schools are, so we are providing you with clear guidance to help you make a real impact on the outcomes for children and young people in your school through becoming Rights Respecting.

It aims to help you take a step-by-step approach when planning your Rights Respecting journey, building on your best practice and explicitly linking the United Convention on the Rights of the Child to your school's ethos.

The guidance is most useful for the RRSA lead, head teacher and any other senior leaders or identified co-ordinator within the school who is responsible for supporting progress through the Award.

The planning and guidance forms mentioned in this document are all available on the RRSA website in the Forms, Guides and Checklist section of each stage of the Award:

- Action Plan for Silver
- Action Plan for Gold
- Schools Pupil and Staff and Governor Questionnaires

We will also refer to a Teaching and Learning Toolbox. This provides you with a range of suggestions and actions seen in rights respecting schools during Silver and Gold assessment visits. This Toolbox can be found in the Resources section of the website.

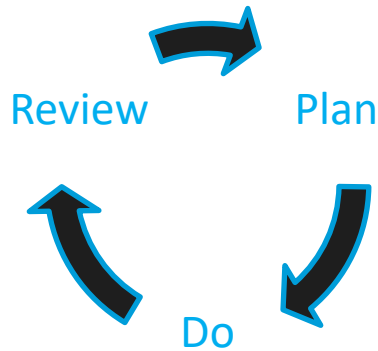
It is important that you also read the *Schools Questionnaires: Guidance* and the *Steering Group: Guidance* documents, both of which are available on our website.

Please contact your Professional Adviser or [rrsa@unicef.org.uk](mailto:rrsa@unicef.org.uk) with any queries.

## REVIEW, PLAN, DO

Becoming a rights respecting school involves re-evaluating the school's ethos and practices to ensure that they explicitly embed the principles of the United Nation's Convention on the Rights of the Child; principles of equality, dignity, respect, non-discrimination and participation. The process of providing good quality education is very important, and the RRSA uses an explicitly child rights based approach, in which the CRC guides policy and actions. It is not necessarily about doing things differently, but about looking at them through a different perspective. Therefore, it is important that senior leadership are involved at the planning stage.

Becoming a Rights Respecting School uses a "Review, Plan, Do" cycle:



Your school journey will generally follow these steps:

- **Review** your current strengths and areas for development against the outcome descriptors for Silver
- Identify your priorities
- **Plan** what actions you will undertake – who will lead and when will they take place?
- Record on the Action Plan for Silver form

### **Bronze accreditation awarded**

- **Do** and monitor the planned actions
- **Review** again against the outcome descriptors for Silver
- Book Silver accreditation visit and have the assessment

### **Silver accreditation awarded**

- **Review** your current strengths and areas for development against the outcome descriptors for Gold
- Use the recommendations from your Silver accreditation visit to identify priorities
- **Plan** what actions you will undertake – who will lead and when will they take place?
- Record on the Action Plan for Gold form
- **Do** and monitor the planned actions
- **Review** your practice against the outcome descriptors for Gold
- Book Gold accreditation visit and have the assessment

### **Gold accreditation awarded**

Sustainability is a key priority of the Rights Respecting Schools journey. The Gold accreditation lasts for three years; so please continue to review your practice against the outcome descriptors for Gold to be ready for reaccreditation.

## ACTION PLAN GUIDANCE FOR SCHOOLS: WHAT TO DO AND WHEN

To support you in reviewing your strengths and areas for development, we ask you to:

- **Complete the pupil and staff and governor questionnaires** and discuss the results with children and young people and staff. You will find it useful to read the *Schools Questionnaires: Guidance* document, which is available on our website
- **Discuss the outcome descriptors** for Silver or Gold (depending on the stage of your journey) with children and young people and staff to help you get a range of views on strengths and areas for development
- **Use the recommendations** from your Silver accreditation visit to achieve Gold

Use these (and other relevant) sources of information to “RAG rate” each outcome descriptor for Silver or Gold depending on the stage of the journey. Colour or code against each statement in the Action Plan to prioritise your areas for development.

RAG Rating	Evidence	Action
Red	Little or no evidence	requires a strong focus
Amber	Some evidence	requires some actions
Green	A lot of evidence	maintain your current practice

Schools often find that one of the three Strands is stronger than others. It is common that Strand A (Strand A: Teaching and Learning about Rights) requires a deeper focus.

**REMEMBER: All school practice should explicitly embed the principles and articles of the UN Convention on the Rights of the Child.** For example, children and young people may feel safe at school without understanding that this is an entitlement. Make sure that all members of the school community know and understand the links between the CRC and school practice over time.

### PLAN

The Teaching and Learning Toolbox on the website provides you with a range of suggestions and possible actions you can do in your school to strengthen each Strand. Some actions will strengthen the whole Strand, whilst others might be more specific to a particular outcome within the Strand.

These suggestions are all informed by schools who have already achieved Silver or Gold accreditations. We know that schools have different contexts, so please choose actions (or use your own) that will work in your context to develop the priority areas you have identified from your RAG rating.

We do not prescribe the actions you need to take because achieving the Award focuses much more on outcomes for children and young people.

**There is no expectation that any school should do all of these activities.**

Record the actions that you have identified as most useful in the ‘Actions – Who, What and When’ column for each Strand on the Action Plan, giving as much detail as you can about who is responsible for the action taking place and when it will happen.

### DO

Carry out the identified actions. Monitor the actions to make sure that they are working well across the whole school. Amend and adapt your plan as appropriate.

Once you think your school is ready for accreditation, recomplete the pupil and staff and governor questionnaires and review your practice using the School Evaluation form.

## PROCESS FOR SCHOOLS: WHAT TO DO AND WHEN

