



ACTION PLAN FOR GOLD

We recognise that children and young people’s capacity is age and ability dependent and cannot always be demonstrated, particularly in nursery and additional needs settings. In all contexts the principles of equality, dignity, respect, non-discrimination and participation should be ‘visible around the school’ and be understood and spoken about by adults.

School name	Wimbledon Chase Primary School
Local Authority	Merton
Headteacher	Keith Ellis
RRSA coordinator	Caroline Burnett
Date	November 2023

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.	Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.	G	Continue to promote and educate on the articles of Conventions on the Rights of the Child (CRC) to children during assemblies and lessons Programme of assemblies based around articles and the Cornerstone Curriculum- run each week PSHE to include half term of RRS lessons each year during the Summer term- CB to work with CZ to create plans Continue to carry out RRS CPD using SpotLight resources Continue to promote CRC- display relevant articles around school, send articles to staff each week to share with pupils, newsletters and website Class Charters carried out each year Promotion and understanding of ABCDE of Rights- assemblies, poster competition Carry out Universal Children’s Day- Autumn 2024 To focus on local issues- Foodbank - meet with local Food banks and develop on WCPS Food Bank Encourage children to understand global issues- Link to Eco Committee work Extend the links and understanding of RRS to the wider school- Articles displayed each week in newsletters, development of RRS website page
	Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.	G/A	
	Most children and young people understand how local and global issues and sustainable development are linked to rights.	G	
	Adults and the wider school community show a commitment to the CRC.	G/A	

			Involvement of parents with articles and RRS resources
--	--	--	--

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	Most children and young people are able to explain how school, and duty bearers, facilitate them to enjoy a wide range of their rights.		Continue to promote Duty Bearers All staff to wear Duty Bearer badges- Support staff to be included in this- RRS team to make the badges RRS Phase assemblies each week- promotion in lesson slides and planning, Focus on rights during RRS meetings Assemblies, lesson resources focus on fairness and equity Equal, Different Included Committee- work carried out across the school to make a difference Equalities Award successfully applied for October 2024 Safeguarding Children clear of who to report a concern to when they feel their rights are not being met Pupil Voice- Range of school Committees- children proactive in having say and making decisions Pupil Surveys carried out regularly Clear Positive management of Behaviour Policy Whole School and Playground Charters
	Most children and young people understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.		
	Most children and young people know and trust that the school will act upon any concerns a child has about their rights not being met.		
3. Relationships are positive and founded on dignity and a	Relationships are identified by most children, young people and adults as mutually respectful.		

mutual respect for rights.	There is evidence that respectful relationships are strengthening consistently over time.		Children know that it is the adults responsibility to enable rights of the children at Wimbledon Chase
	Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.		Create bank of examples of respectful relationships developing over time Pupil voice used across the school to monitor subjects/whole school Pupil survey Pupils are able to express/ discuss dignity in Ambassador Forums across the school
	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.		Effective use of Positive Management of Behaviour Policy Ongoing training of whole staff community to ensure consistency across the school
4. Children and young people are safe and protected and know what to do if they need support.	Nearly all children and young people interviewed say they feel safe at school and can describe how becoming rights respecting contributes to this.		
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		Continue to focus on safeguarding with pupils- assemblies, class, newsletters, noticeboard Rights used in situations to resolve disagreements Peer Mediators
	Most children and young people have trust in the schools systems that enable them to report any sense of not feeling safe both within and beyond school.		Equalities Award evidence Recording- weekly Safeguarding meetings Parent/Pupil surveys Incidents clearly recorded and feedback given on how situations delta with Safeguarding boards
5. Children's social and emotional wellbeing is	Most children and young people can describe how the school provides		Regular updates assemblies, newsletters, class teachers, PSHE lessons

a priority. They learn to develop healthy lifestyles.	information and support for a range of physical, social and emotional needs.		Year Six Police visits
6. All children and young people are included and are valued as individuals.	Nearly all children and young people describe how everyone is included and valued, and can describe how becoming rights respecting contributes to this.		Pupil voice surveys Children know who they can talk to to feel safe- continue to share this message During key meetings- SEND reviews/ SG meetings- consider article being covered and why RRS Ambassadors School Council Equal Different Included
	The school is actively working towards (or is sustaining) a strong culture of inclusion and is able to show how this is underpinned by non-discrimination.		Eco Ambassadors House Ambassadors Well Being Ambassadors Assemblies, newsletters, website key documents across the school continue to promote inclusion
7. Children and young people value education and are involved in making decisions about their learning.	Most children and young people speak of their commitment to the right of others to learn and can describe how they actively respect this right.		Equalities Award Ensure that all of these committees consider which Articles/rights are being considered
	Nearly all children and young people interviewed explain how they play an active role in their learning.		Pupil Voice- research this area- find out how children feel about the right of others to learn. Collate feedback and create areas for development if necessary Pupil Voice- research this area- find out how children feel about the right of others to learn. Collate feedback and create areas for development if necessary

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

OUTCOME	AT GOLD	RAG	ACTIONS – WHAT, WHO, WHEN
8. Children and young people know that their views are taken seriously.	Most children and young people describe how their participation has a significant impact on school improvement.		Develop opportunities for pupils to continue to make a difference and realise their views are taken seriously Pupil Voice surveys, Committee surveys and feedback received from classes
9. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally.	Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally.		Wimbledon Foodbank explored and set up Global issues explored by Ambassadors, pupils and whole school community.
	Most children and young people understand their role as global citizens.		Focus in assemblies and committees across the school