Wimbledon Chase Primary School
RRSA GOLD Sustaining Plan 2026–2027

To keep children's rights at the heart of school life and ensure we continue to grow and strengthen our Gold Rights Respecting ethos

Leadership & School Ethos

Priorities:

Continue to include RRS focus in the School Development Plan and share updates with governors.
Ensure all policies reference RRS
Ensure that all new staff are introduced to and understand our whole school rights-respecting approach

Teaching & Learning

Priorities:

Strengthen RRS links in all subjects
Involve children in curriculum development through audits, focus groups and co-planning
Provide staff with simple resources and CPD to support rights-based teaching

Success Measures:

Children can explain rights linked to their learning
Pupils' ideas shape future curriculum content

Participation, Voice & Leadership

Priorities:

Continue to develop our **Pupil Leadership teams** and strengthen roles further: Rights Respecting Ambassadors, School Council, Eco Team, House Ambassadors, Wellbeing Ambassadors. EDI Ambassadors, Curriculum Ambassadors
Create more opportunities for pupils to challenge injustice using the *UN Global Goals* and the UNICEF Youth

Advocacy Toolkit.
Ensure every year group takes part in at least one advocacy or social action project
Use the Rights Around the World resources for assemblies and planning for lessons
School to become part of Baraka Community Project to develop links with a community before the UK

Success Measures:

Children feel heard and know their voice shapes decisions
Visible pupil-led campaigns and actions throughout the year

Wellbeing, Relationships & Behaviour

Priorities:

Regularly refresh Class Charters and continue using restorative approaches linked to rights
Connect wellbeing activities (Zones of Regulation, Thrive, mental health teaching) with relevant UNCRC articles
Maintain strong safeguarding teaching through a rights lens

Success Measures:

Children feel safe, respected, and able to talk about their wellbeing rights
Positive relationships and behaviour rooted in shared rights understanding

Global Citizenship & Social Action

Priorities:

Link learning to global issues and the Sustainable Development Goals.
Continue partnerships with local and global organisations.
Promote whole-school fundraising, advocacy and campaigns linked to children's rights.
School to become part of Baraka Community Project to develop links with supporting their community

Success Measures:

Pupils show strong awareness of global issues and fairness.
Clear evidence of pupil involvement in social action.

Key Recommendations for Sustaining Gold - based on Evaluation visit June 2025 and review June 26

Keep revisiting rights language using UNICEF's **ABCDE of Rights**

Involve pupils in curriculum audits and co-planning

Give pupils more chances to challenge injustice through rights, Sustainable Development Goals and the UNICEF Youth Advocacy Toolkit

Protect time for RRSA leadership and staff training

Keep strengthening pupil voice and whole-school participation

As a RRS Gold school we will continue to ….

Highlight articles, ABCDE of Rights, Universal Children's Day, RRS weekly assemblies

Ensure that RRS is promoted as weekly theme and included in newsletters

Ensure safeguarding is a priority and anti bullying, equality,mental health/well being are constantly addressed and developed

Maintain links with other RRS Ambassador teams in local areas

Run a successful Foodbank to support our families and local community