

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	Chorlton Park Primary School
Local Authority	Manchester
Headteacher	Meryl Blackburn (KS2) Stef Haberson (EYFS and KS1)
RRSA coordinator	Rachel Appleby
Date	November 2021

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
<p>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.</p>	<p>Most children and young people are familiar with a wide range of Articles of the CRC. They understand the concept of duty bearers.</p>		<p>Rights Ambassadors will attend weekly meetings where Articles and the UNCRC are discussed.</p> <p>Rights Ambassadors will regularly get involved in assemblies to tell other pupils about their rights.</p> <p>Rights Ambassadors will make sure all the display boards in their classrooms have Articles attached to them.</p> <p>Rights Ambassadors will tell pupils in need where to get help. If they know another pupil needs help, they will tell an adult about it</p> <p>Charters to be very prominent in all rooms and children have good knowledge of what they say and can give examples of how these are used.</p> <p>Rights to become part of everyday language - All staff</p>
	<p>Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p>		<p>Rights Ambassadors will know that all they need to do to get their rights is to be alive.</p> <p>They will know that their rights cannot be taken away.</p> <p>They know that no one right is more important than all the other rights.</p> <p>They know that they are entitled to their rights no matter what they do or say.</p>

			Rights Ambassadors will share this information with other pupils in their class. (on-going)
	Most children and young people understand how local and global issues and sustainable development are linked to rights.		Rights Ambassadors will reduce, re-use, recycle wherever possible and encourage others to do the same. (on-going) Audit all pupils to get insight into pupils' awareness of information and what information they would like.
	Adults and the wider school community show a commitment to the CRC.		Rights Ambassadors will talk to their teachers and other pupils in their class about what they are doing. Rights Ambassadors will share their ideas with adults and the wider school community in Steering Group meetings, taking charge of items on the agenda. (on-going) Rights Ambassadors will develop the Parent Charter and share with the community. Share practice with other schools in the local authority – Pupil Parliament

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.		<p>Rights Ambassadors will learn the school charter, they will understand what it means for everyone in the classroom.</p> <p>Rights Ambassadors will regularly review the school charter. (Sept yearly)</p> <p>Rights Ambassadors will review the Lunchtime Charter and develop a Playground Charter using pupil voice.</p>
	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.		<p>Rights Ambassadors will run Anti-Bullying campaign highlighting how everyone is different but equal.</p> <p>Rights Ambassadors will review the Child Friendly Anti-Bullying Policy (Yearly Nov)</p>
	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.		<p>Rights Ambassadors will be able to describe five places where someone who needs help can go to if they need it.</p> <p>Rights Ambassadors will speak up for people who cannot speak up for themselves.</p>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships are identified by most children, young people and adults as mutually respectful.		<p>Rights Ambassadors will lead by example, treating pupils and adults with respect.</p>

	There is evidence that respectful relationships are strengthening consistently over time.		Rights Ambassadors will use Rights Respecting language. They will correct other pupils if they do not use Rights Respecting language or if unable to do so they will tell an adult.
	Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.		Rights Ambassadors can explain our School Charter and will understand why this helps make our school a Rights Respecting School.
	School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.		Rights Ambassadors will use pupil voice and work alongside the school behaviour lead to develop a new behaviour system and help to rewrite our school behaviour policy
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.		Rights Ambassadors will make a video clip about anti-bullying.
	The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).		Rights Ambassadors will set up a buddy point in the playground where pupils can go if they need help. Ambassadors will think about where bullying is most likely to happen and will put posters up in those places explaining where to go for help
	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.		Rights Ambassadors will help make our Anti-Bullying policy better by reviewing the child friendly version on a yearly basis.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Most children and young people can describe how the school provides information and support for a range of physical, social and emotional needs.		Ambassadors will run yearly AntiBullying Week challenges (On-going).

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.		Rights Ambassadors will try to help anyone who is feeling excluded Rights Ambassadors will make Playground and revise the Lunchtime charters alongside the lunchtime organisers.
	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.		Rights Ambassadors will pass on ideas from their classmates for various projects such as Clubs, Reward Days, UNICEF projects. (on-going) A parents' questionnaire to be carried out to show that parents feel their child is safe in school and that concerns are responded to.
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.		Rights Ambassadors will follow their School Charter and class charters and will encourage others to do the same Continue to monitor the teachers planning to ensure that teaching about the articles and developing themes such as global citizenship and sustainability is fully embedded in the curriculum. The Eco Schools Award to be maintained Through the School Council children decide annually which charities to support – normally they would choose one local, one national and one global charity.
	Nearly all children and young people interviewed explain how they play an active role in their learning.		Rights Ambassadors will try their best in lessons and will try to improve themselves by achieving their targets. Rights Ambassadors will review their targets half termly

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.		<p>Rights Ambassadors will speak their opinions in meetings and Steering Group meetings.</p> <p>Rights Ambassadors will set up suggestion boxes in their classrooms and will check on these weekly</p> <p>Through the curriculum links to continue to broaden their knowledge about children’s rights and how in different cultures and contexts children’s rights might not be in place and what they can do about it.</p> <p>Children to give examples of what they do and what they have done to demonstrate their understanding of the convention.</p>
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.		<p>Rights Ambassadors will engage in the World’s Largest Lesson – Global Goals project with the Eco Committee.</p> <p>Rights Ambassadors will participate in UNICEF Outright yearly.</p> <p>Rights Ambassadors will promote our Shoe Share campaign yearly.</p> <p>Rights Ambassadors will run a yearly fundraiser for UNICEF</p> <p>Rights Ambassadors will join the Manchester Pupil Parliament</p>
	Most children and young people understand their role as global citizens.		Rights Ambassadors will support the work of our Eco-Schools Committee

			<p>Rights Ambassadors will support the understanding of Global Goals and educate their peers.</p> <p>Organise campaigns that result in all children being involved, increasing their understanding of children's rights and needs in different countries and shown them they can make their voices heard locally and nationally.</p>
--	--	--	--