

# 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.

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| School name      | Cwmaber Infants and Cwmaber Junior School |
| Local Authority  | Caerphilly County Borough Council         |
| Headteacher      | Mrs. Bethan Davies                        |
| RRSA coordinator | Miss E Knight<br>Mrs S Cribb              |
| Date             | Autumn 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 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.      |     | The Rights Leads will continue to promote Pupils Rights through weekly assemblies. We will encourage the pupil voice groups to talk about what they have been learning in each class and feedback to all pupils. All classes will have a class charter to refer to by Autumn 2023. <b>ACHIEVED</b>                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                         | Most children and young people understand the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. |     | The Rights leads will showcase the ABCDE rights during assemblies and each class have a copy to display in their classroom by Autumn 2023 <b>ACHIEVED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                         | Most children and young people understand how local and global issues and sustainable development are linked to rights.                 |     | We will encourage the pupils to take part in events throughout the year to understand that local and global issues can affect pupils' rights. <b>ONGOING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                         | Adults and the wider school community show a commitment to the CRC.                                                                     |     | SC/EK to monitor planning to ensure a range of rights covered. SC/EK to complete listening to learners to see how rights are being taught in classes by Spring 24. <b>ACHIEVED</b><br>Start using the Rights Planner as a basis for termly planning and complete relevant activities in class by Autumn 23. <b>ACHIEVED</b><br><br>Put all our Rights evidence on the school website. Ensure that governors and parents are aware of the articles and rights we cover in school. <b>ONGOING</b><br>Pupils to present their rights work to the governors during a meeting Spring 24. <b>SUMMER 24.</b><br>JP/CJ will keep parents informed of rights through newsletters, texts, letters and through seesaw feeds. <b>ONGOING</b> |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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>All classes will continue to use the Rights planner to incorporate different themed days and international days to promote children's rights. Pupils will be asked during assemblies about their work. We will complete learning walks and book looks to encourage the pupils to talk about how school helps to facilitate them to enjoy a whole school approach to a Rights based curriculum. <b>By Spring 24 ONGOING</b></p> <p>Conduct questionnaires with the pupils to see if they feel that they are treated fairly and equally by Autumn 23. <b>ACHIEVED</b></p> <p>The Ambassadors and School Council will talk to the children about any concerns and queries they have. Each class has a worry box and weekly through our Jigsaw sessions we can insure any worries or concerns are addressed. <b>ONGOING - WEEKLY</b></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. |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                | 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 mutual respect for rights.                                          | Relationships are identified by most children, young people and adults as mutually respectful.                                                                              |     | <p>The school ethos demonstrates that relationships between young people and adults and mutually respectful. <b>ONGOING</b></p> <p>Link behaviour for learning with language of respect for rights. LH to lead and link with Teaching and Learning Council and LE to lead Ambassadors. <b>ONGOING</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                | There is evidence that respectful relationships are strengthening consistently over time.                                                                                   |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                       | Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.                  |  | Through our whole school approach to mental health and wellbeing and our Jigsaw lessons about relationships pupils will have the opportunity to talk about the concept of dignity and how rights explicitly inform the life of the school. <b>ONGOING</b>                                                                                                                                                                 |
|                                                                                                       | School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults. |  | We encourage all staff to use the pivotal behaviour restorative dialogue to demonstrate the mutual respect between staff and pupils. <b>ONGOING</b><br>In our school policies we will continue to address disagreements and show how each pupil and adult are treated fairly. <b>ONGOING</b>                                                                                                                              |
| 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.               |  | All teachers to give out Pupil Questionnaires to all pupils at the beginning of the year Autumn 23. SC/EK to measure impact. <b>ACHIEVED</b>                                                                                                                                                                                                                                                                              |
|                                                                                                       | The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).                                                         |  | BD to ensure bullying policy is up to date. All classes to complete activities linked to Anti-bullying week from the rights planner. <b>ACHIEVED</b>                                                                                                                                                                                                                                                                      |
|                                                                                                       | 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.         |  | Continue to regularly question both pupils and parents about the school systems through questionnaires and parents evenings. <b>ONGOING</b>                                                                                                                                                                                                                                                                               |
| 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.                 |  | Hold monthly meetings with the pupil voice groups to talk about how the school is supportive in ensuring that their social, emotional and physical needs are met. <b>ONGOING</b><br>The new curriculum also ensures all pupils become Ambitious Capable Learners, Enterprising Creative Contributors, Ethically Informed Citizens and Healthy Confident Individuals where all pupils' needs are addressed. <b>ONGOING</b> |
| 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.          |  | SC/EK to continue to promote Family Values in assemblies weekly. All staff to include values in their termly planning. <b>ONGOING</b>                                                                                                                                                                                                                                                                                     |

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|                                                                                                         | 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. |  | Conduct PASS surveys with Years Two to Six. <b>ACHIEVED</b>                                                                                                                                                                                                                                                                                                  |
| 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.            |  | Through AFL opportunities the pupils complete weekly self and peer assessment for the pupils to talk about their learning. Coordinators will also have the opportunity to listen to learners and take part in drop in sessions for the pupils to share what they are learning about and to talk about the commitment of the rights of others. <b>ONGOING</b> |
|                                                                                                         | Nearly all children and young people interviewed explain how they play an active role in their learning.                                                   |  | JR/BD will continue to monitor attendance and talk to the pupils about the importance of coming to school. Pupils can talk about the commitment of the rights of others. Pupils are encouraged termly to feedback through questionnaires. <b>ONGOING</b><br><br>SC/EK will send out parental questionnaires and review findings. (Spring 24) <b>ONGOING</b>  |

## 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                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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.         |     | SC/EK to meet with councils to explore difference in adult/pupil perceptions about question 8 (influencing decisions) on questionnaires. Spring term 2024 <b>ONGOING</b>                                                                                                                                                                                                                                                                |
| 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. |     | Through our AOLE action plans we will demonstrate how pupil participation has a significant impact on school improvement. <b>ONGOING</b>                                                                                                                                                                                                                                                                                                |
|                                                                                                                              | Most children and young people understand their role as global citizens.                                                |     | All charity work to involve School Council and be linked to relevant Articles – EK/SC Link with Comic Relief, Children in Need, Velindre, UNICEF. <b>ONGOING</b><br><br>Our Eco council links to exploring what being a rights respecting global citizen means and how making small changes can have a positive impact on the planet – recycle, reuse, how we use energy etc. SC to lead infants and LB to lead Juniors. <b>ONGOING</b> |