

SCHOOL EVALUATION: GOLD

ABOUT THIS DOCUMENT

This is a summary document that you should use to check your progress towards the outcomes of the Gold Rights Respecting Schools Award. It should be completed by the headteacher with input from your RRSA Coordinator and RRSA Steering Group.

There are several parts to the form:

- 1. Headteacher declaration:** We ask for headteachers to sign a declaration that the school is not subject to any external investigation about rights infringements.
- 2. School information:** We ask for some information about your school so that report readers can set the report in context.
- 3. Impact statements:** We ask for the headteacher to identify the impact of the RRSA. We have been asking schools these questions for many years and they form part of our long-term evaluation.
- 4. RAG rated outcomes:** RAG rate each outcome descriptor. Colour or code against each statement in the School Evaluation:

RED – little or no evidence, **AMBER** – some evidence, **GREEN** – a lot of evidence

Please use the form to:

- Briefly describe how you know this outcome has been achieved
- What has changed for the children and young people as a result of your actions towards achieving each outcome.
- Mention, where relevant, the evidence that will be available to the assessor, for example pupil, staff and parent questionnaires, external inspection evidence, school attendance, behaviour and attainment data, school monitoring

We expect that most of the Gold outcome descriptors would be rated as green and that you can identify the difference that Rights Respecting has made so far. If an outcome has been identified as amber, please provide a brief description of why this is the case. This won't necessarily prevent you from achieving Gold. We will make an informed judgement with you on the accreditation visit.

You will need to send this completed form to your Professional Adviser when you feel you are ready to be accredited for Gold.

SCHOOL AND ACCREDITATION VISIT DETAILS

School name	St. Wilfrid's CofE Primary School, Northenden.		
Local authority	Manchester	Date of Gold accreditation visit	14 th July 2020

KEEP IN TOUCH

Please let us know if anyone's contact details have changed so we can keep our records up to date.

Headteacher name	Helena Miller	Headteacher email	h.miller@st-wilfridscofe.manchester.sch.uk
RRSA coordinator name	Lauren Smith	Coordinator email	l.smith@st-wilfridscofe.manchester.sch.uk

HEADTEACHER DECLARATION

DUTY TO DISCLOSE

For the attention of the headteacher

Very occasionally, incidents or circumstances occur in schools which may have required, or still be subject to, external investigation or legal processes. Schools may also be subject to intense media or public scrutiny over a particular issue. Where such situations involve a potential infringement of the rights of any child(ren) at the school or could damage the reputation of the school or of Unicef UK, we ask that the information is shared, confidentially and within legal parameters, with Unicef UK's Programme Director for RRSA.

Please send an email to rrsa@unicef.org.uk marked CONFIDENTIAL for the attention of the Programme Director alerting us to the fact that you have some confidential information to share. This information could then be shared in a telephone conversation with the Programme Director or by sending a password protected attachment with the password sent in a separate email.

Any disclosure will be handled sensitively and will not necessarily affect the process or outcome of your RRSA accreditation.

Failure to share relevant information which subsequently comes to the attention of Unicef UK may result in the school's RRSA accreditation status being suspended, pending further investigation or discussion.

Please initial the box below to confirm you have read the above.



Headteacher

SCHOOL INFORMATION

Part of our remit working for Unicef is to show that RRSA is successfully accredited in a wide range of schools. Our Accreditation and Standards Committee who read all the Gold reports also find it useful to understand the school context. Please complete the section below to tell us about your school.

Number on roll:	330
% pupils eligible for Pupil Premium/ Pupil Equity Funding/ Free School Meals / measure of deprivation	62/330 PP(18.8%) 48/330 (14.5%)
% pupils in your school with an EHCP, IEP or a SEN statement.	7/330 EHCP (2.1%) 31/330 SEN (9.4%)
% pupils who speak English as an Additional Language / number of languages spoken	EAL (10.9%) 14 languages spoken.
Most recent inspection judgement and date of inspection	SILVER: 16/07/19
Any other relevant information	Click here to enter text.

IMPACT STATEMENTS

For the attention of the headteacher

These impact judgements are not part of the accreditation process. Please be honest – responses such as little or no impact, are not uncommon. As part of our annual reporting, we aggregate this data with all of our schools to monitor the long-term impact of the RRSA programme.

Please **highlight one** of the impact measures against each statement.

As a result of working to become a Gold: Rights Respecting school...

1. Children and young people have improved respect for themselves and for others.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence
2. Children and young people are more engaged in their learning.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence
3. Children and young people develop positive relationships.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence
4. Children and young people demonstrate positive attitudes towards diversity in society and overcoming prejudices.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence
5. There are reduced numbers of exclusions and less bullying.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence
6. Increasing percentages of pupils like school.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence
7. Children and young people feel empowered to respect the rights of others locally, nationally and globally, and to uphold their own rights.	No impact / A little impact / Some noticeable impact / Significant impact / No evidence

RAG RATED OUTCOMES

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 RATED	HOW HAS THIS BEEN ACHIEVED? WHAT DIFFERENCE HAS BEEN MADE? WHAT EVIDENCE DO YOU HAVE? EVIDENCE SENT IS HIGHLIGHTED IN YELLOW.
<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.</p> <p>They understand the concept of duty bearers and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional.</p> <p>Most children and young people understand how local and global issues and sustainable development are linked to rights.</p> <p>Adults and the wider school community show a commitment to the CRC.</p>		<ul style="list-style-type: none"> • Rights are an integral part of worship times, school life and lessons. Evidenced in lessons, assemblies, and children's written work/lesson activity. • Rights have been interwoven into the curriculum and are evident on curriculum maps for each half term. This makes the links clear to staff to plan/teach from and for children to learn and engage with in the most appropriate way for the topic. For example, in the topic of rainforests in Lower Key Stage Two, the curriculum map specifies Article 30 and children learn about indigenous rainforest tribes. They reflect on their right to their own culture and the dangers possibly affecting them. They also act by raising awareness of deforestation and writing to their local MP about these issues. • Children learn about sustainable development and global issues through worship times, and the introduction this year of Picture News, as well as daily watching or Newsround, with a clear link to Article 17. See Picture News examples and long-term worship time plan. • Home learning during COVID-19 has been linked to rights so children can continue their learning and discussions at home. See examples. • Children can name and discuss a wide range of rights in conversation and this is evident in the recent school questionnaire findings. They know that ALL children have these rights and are with them from birth. • Rights are a fundamental part of classroom discussions and reflections – 'growth reflections' are used to reflect on the learning the children have done. Several examples are included. Children actively discuss their rights, which is evident too at home.

School Evaluation: Gold

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- Rights-respecting language is used in school to promote positive behaviours. All staff, including lunchtime organisers have been given training on this. Staff wear rights-respecting lanyards, with our key rights on here.
- Class Charters are still in full effect and are **evidenced in photograph form**. Displays around the school now also promote rights – our hall is a dedicated rights-respecting display space so that all children can see this visibly each day. Each phase in school has created their own display based on their learning, and there is a large display for our rights-respecting journey in the hall. A large mural is to be painted in the outdoor space dedicated to children’s rights and designed by the children – local spray-paint artist is waiting to do this after lockdown. Children have raised money through bake sales to pay for this. **See evidence.**
- Curriculum design focuses on developing children’s ‘cultural capital’ and global citizenship skills and examples of rights are made evident in this. **See writing and history/geography curriculum plans for this.**
- School council and the eco council are involved in leading assemblies to educate the school about rights. They also discuss this with other adults and children in their wider-community work. For example, there were regular posts on Twitter sharing examples of children’s work with the wider community – for example, the eco council recently planted bulbs in the local playground by the river (Riverside Park), as well as litter picking and opening the playground to the community with local councillors, so other children could access their right to rest and play. **See Twitter pre-lockdown. Evidence of this can be seen in attached PDFs**, showing our work on Fairtrade amongst others, towards our International Schools’ Award.
- Rights are a regular point of discussion in SLT meetings, governors’ meetings and in the newsletter for parents. **See evidence of newsletters and in SIP.**
- Rights are key part of class reflection books and link well with our Christian ethos. **See photographic evidence.**
- Rights are a regular and fundamental part of assemblies and are discussed and learnt regularly – for example, when raising money for Children In Need, children learnt about the rights of children locally and globally. **See evidenced PPTs.**
- Policies have clear links to rights within them and are ‘lived’ in their implementation – e.g. Behaviour Policy. **See evidenced policies.**
- Lessons and worship times involve tackling global issues and learning about our community as well as other parts of the world/children’s experiences there, reflecting back on fairness/injustice in relation to rights. Initiatives the school have been involved in include: Knife Crime Prevention, Show Racism the Red Card, Anti-Bullying Week,

			<p>Pupil Parliament, Anti-Slavery workshops, Safer Internet Day, Black History Month, Mental Health Awareness Week, City in the Community: Choose Your Cause, Refugee projects, Shoebox Appeal, Charitable festivals and events such as Harvest, Sports Relief, Children in Need, Fairtrade Fortnight, Indonesian Tsunami Appeal, Barnabus, etc. Many of these learning experiences are repeated annually, and many of them are interwoven into curriculum. (see evidence for several examples)</p>
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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 well-being.

OUTCOME	AT GOLD	RAG RATE	HOW HAS THIS BEEN ACHIEVED? WHAT DIFFERENCE HAS BEEN MADE? WHAT EVIDENCE DO YOU HAVE?
<p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p>	<p>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> <p>They understand the concepts of fairness and equity and are able to describe how the school promotes such principles and puts them into practice.</p> <p>Most children and young people know and trust that the school will act upon any concerns about their rights not being met.</p>		<ul style="list-style-type: none"> • Class Charters are used – children know their responsibilities in this as well as adults’ responsibilities in ensuring they can facilitate children to access their rights. See PPT of Charter pictures. • Behaviour Policy, including Child-Friendly version, is known and available to all children. DOJO behaviour points and ‘make the right choices’ visual charts are in all classes and are all linked to rights. Children understand the correct way to behave and why. Rights-Reflection sheets are used to encourage children to reflect on any of their negative behaviours, thinking about how the behaviour has impacted on others in school. See behaviour policy and visuals attached. • Pupil-led groups steer the school in enjoying their rights, including the school council leading anti-bullying assemblies and leading health projects, such as promoting healthy lunchboxes. Eco council have also been involved in many projects, such as tree-planting, implantation of recycling practices and banning the use of single plastic bottles through writing to our head and executive head. They discussed their right to a clean and safe environment. All children can join different groups and attend extra-curricular activities if they want to. See various attached evidence of some school initiatives. • Children take a key role in various initiatives to promote fairness and equality, including through lesson content (see examples of lessons and children’s work. • Behaviour of pupils is always commented upon positively at our school. Rights-respecting ethos intertwines with British Values/Christian Values/school vision of Belonging, Believing, Becoming. Children understand the right way to behave and what to do if they are worried or feeling unsafe, which can be evidenced in our latest Ofsted report, RRSA report and our questionnaire evidence. • See below outcome for further evidence of this outcome.

<p>3. Relationships are positive and founded on dignity and a mutual respect for rights</p>	<p>Relationships are identified by most children, young people and adults as mutually respectful.</p> <p>There is evidence that respectful relationships are strengthening consistently over time.</p> <p>Many children and young people can talk about the concept of dignity. They can explain how dignity and rights explicitly inform life in school.</p> <p>School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.</p>	<ul style="list-style-type: none"> • Evidence can be seen in previous outcomes. • Children’s rights are embedded through our behaviour system. DOJO points are linked to core rights. The DOJO visual system is visual and linked to rights, displayed in all classes. Rights are clearly ‘lived’ in school and are clearly linked in policies. Rights-reflection sheets are used to encourage children to reflect on negative behaviours and how they have affected the rights of others. Parents/carers have access to the DOJO system and can see when children have earned/lost DOJO points. Home communication slips are also used. See evidence of Behaviour System. • Through lessons, worship time and RE lessons, children learn about different people, their beliefs, history, experiences and religions – e.g. Black History Month, LGBTQ awareness (including script for tackling any inappropriate language), visitors to school such as athletes to discuss racism, Autism Awareness, etc. See assembly examples. • Differences are celebrated in school. For example, during World Book Week, children all took part in a ‘mushaira’, a traditional poetry reading in Pakistan. Children all wrote their own poems about the concept of ‘home’ and performed it in their own language. See BHM evidence and examples of photos and worship time PPTs. • Class Charters are established at the start of every new academic year with the children playing a core role in agreeing which rights they think are more prevalent for their classroom and establishing how they and adults in the room can meet these rights. See photographs of Class Charters. • British values are embedded throughout school and are regularly promoted in worship times, lessons and learning experiences, with a link to rights. For example, with the value of democracy, school recently received a Parliamentary Loan Box and children used the resources inside to learn about parliament and democracy, with a link to Article 12, as they discussed key issues in our community. See PPT/photos attached. • City in the Community Values and School Games Values: these are taught to the children a rigorous PE programme, which teaches the children how to be fair, gracious, honest, respectful, etc. These are promoted in PE lessons and sessions have been used to vote for which community projects they would like to donate funds to help other children access their rights. See PPT and sporting achievements. • Children are regularly encouraged to talk to someone if they need to and ways to promote this are apparent, including posters in the toilets, mental health and well-being assemblies and lessons, and talking about ways to keep safe with links to rights. (e.g. Anti-Bullying assemblies, Internet Safety, etc.) See PPTs/work examples/policies.
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			<ul style="list-style-type: none"> • Pupil voice is treasured in school and initiatives are child-led based on changes the children would like to see in school and in our community. Children feel valued and safe in school. For examples, please see achievements of eco council. • Safeguarding policies in school are clear and precise. Children understand what bullying is, what to do if they/someone else is being bullied and the different ways this can happen (e.g. cyber, physical, etc.) Children take part in regular lessons and discussions about this. Anti-Bullying policy was created into a child-friendly version by school council. See policy. Children know they should and can talk to a trusted adult. There are also school councillors, eco councillors, ethos group and a sports council who report any concerns or issues. Lunchtime organisers have been given training on this. • PSHE lessons teach core values: our school has recently bought into SCARF as a PSHE scheme, which places emphasis on respectful relationships and has clear units to teach 'rights and responsibilities'. More information here: www.coramlifeeducation.org.uk/How SCARF meets Relationships Education and Health Education r equirements
<p>4. Children and young people are safe and protected and know what to do if they need support.</p>	<p>Nearly all children and young people say they feel safe at school and can describe how becoming rights respecting contributes to this.</p> <p>The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining).</p> <p>Most children and young people have trust in the school systems that enable them to report any sense of not feeling safe both within and beyond school.</p>		<ul style="list-style-type: none"> • As above, dedicated lesson time, worship time, visitors and pupil groups mean that children have trust in the school systems and know how to report any concerns to staff. • Evidence can be seen in previous outcomes – e.g. see evidence of behaviour policy and guides. • Greater understanding of their rights and the rights of others has led to better relationships and less playtime/dinnertime incidents. All staff, including lunchtime organisers, have had training on use rights-respecting language to encourage positive behaviours. Children also sometimes use this language when dealing with conflicts with one another. For example, there have been many examples of children using voting as a peaceful means of making decisions on the playground independently. See attached PPT and examples of training. • Violent, bullying or discriminatory behaviour is exceptionally rare. School uses CPOMS to record any incidents or concerns to ensure children are safe/happy so that DSLs can act immediately where necessary. • 97% of pupils said that they feel safe at school, with only 1 saying that they sometimes do, and none saying that they don't. 100% of pupils said that they could tell an adult if they felt unsafe. See questionnaire results. • Our latest OFSTED report rated our school 'Good' in all areas, including for behaviour of our pupils. They commented on the wonderful behaviour of our children and stated that any issues of bullying are dealt with effectively. They stated that, "<i>The school has a</i>

			<p><i>clear system for managing behaviour, which the pupils understand.” See OFSTED report. “Pupils behave well in the playground and when moving around the school. Without prompting, even the youngest stand back or hold the door open when they meet someone coming towards them.”</i></p>
<p>5. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Most children and young people describe how the school provides information and support for a range of physical, mental, social and emotional needs.</p>		<ul style="list-style-type: none"> • Evidence can be seen in previous outcomes. • A focus on learning about and discussing mental health, including during Mental Health Awareness Week. Texts to develop social and emotional wellbeing are used, such as The Huge Bag of Worries, The Lion Inside and Ruby’s Worry. See PPT example. • Development of lunches: School council have taken a lead role in promoting healthy lunches, including an assembly, a letter that they wrote to parents and lunchbox workshops. Eco council met with the manager of Manchester Fayre (the company who supply lunches to our school) to discuss how to make the kitchen a more environmentally-friendly place – plastic packaging has been reduced enormously as a result. Dinner Time Charter displayed in hall for lunchtimes. See letter, document and photos. • We have been Awarded Silver Healthy Schools Award twice for our work on wellbeing, sporting achievements and healthy food. Children also take part in CPR workshops, trips and safety workshops annually. UKS2 children go on residential, take part in Swim Safe and Bikeability each year. See photos, PPTs and Sporting Achievements documents and evidence. • Child-led groups enable children to develop their social, emotional, mental and physical needs as well as promote this through the whole school – school council (also RRSA Steering Group), ethos group, eco council and sporting council. • Recent OFSTED report stated that, “The school’s work to promote pupils’ personal development and welfare is good.” They continued to state that, “pupils who met with the lead inspector knew how to conduct themselves in a meeting. They listened carefully to each other, even when they did not necessarily agree with the views being expressed. They asked their own questions as well as answering those posed by the inspector and were eager to engage in the conversation. In classrooms, they are happy to express their opinions when asked to do so and respond readily to questions.” • OFSTED school questionnaire found: “Almost all the pupils who responded to the online questionnaire said that the school encourages them to look after their physical, emotional and mental health.”

			<ul style="list-style-type: none"> • PE coaches work with every year group on develop physical and social skills as well as emotional resilience. • Extensive extra-curricular activities are available at our school. Ofsted found that, “The pupils who met with the inspector were very enthusiastic about the wide range of sporting and other extra-curricular activities available to them.” See extra-curricular activities list.
<p>6. Children and young people are included and are valued as individuals.</p>	<p>Nearly all children and young people interviewed describe how everyone is included and valued and can describe how becoming rights respecting contributes to this.</p> <p>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.</p>		<ul style="list-style-type: none"> • Evidence can be seen in previous outcomes. • Through regular promotion of Article 12, children know they have a right to their own opinion and are given plenty of opportunities to debate and vote in class and during worship time. Time to discuss local and global issues is integral to Picture News and worship time. See Picture News and long term worship plan. • School council (RRSA) ensures all children’s voices are heard: the school council are elected democratically each year through a voting system in each class. Every child has the opportunity to apply and vote. Throughout the year, the school councillors bring their class’s opinions and ideas to meetings. See photos of SC elections. • Rich and broad curriculum means that children learn about global issues, local issues and different types of people. Children are given opportunities to celebrate their own individualities – for example, learning in BHM, learning about autism, sharing languages in our Mushaira, etc. See curriculum documents and previous evidence. • <u>Pupil voice is treasured and acted on</u> – for example, the ‘eco warriors’ strongly felt they wanted to ban the use of single-use plastic bottles, as they had the right to a clean and safe environment and had noticed litter on the playground/in the community, and knew this was also a problem around the world. They wrote speeches and letters which they read/sent to the headteacher and executive head. They then wrote letters to parents to explain that bottles were banned. We applied for reusable bottles from United Utilities, which the eco warriors delivered to each child in school. See photos and letter from eco warriors to parents. • Extensive extra-curricular activities offer and variety of pupil groups mean there is something available to appeal to all children and nurture their strengths. See extra-curricular overview and achievement of pupil-led groups. • School have the Inclusion Quality Mark. See website. • Most children at school feel that they can influence decisions about school. See questionnaire evidence.

			<ul style="list-style-type: none"> • School mission statement wholly summarises this right: “Our Christian school exists to provide a welcoming environment (belonging) in which everybody is cherished and challenged (believing) to fulfil their potential (becoming).” See vision/mission PPT. • OFSTED: “<i>The pupils are keen to contribute to the life of the school and their community and are able to empathise with others. This is clear from their charitable activities and from a recent project where they were asked to imagine what it is like to be a refugee. Pupils also said that they are encouraged to be independent and take on responsibilities. <u>In addition, they are encouraged to respect people from other backgrounds and to treat everyone equally.</u></i>” • See Silver RRSA report.
<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>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.</p> <p>Nearly all children and young people explain how they play an active role in their learning.</p>		<ul style="list-style-type: none"> • See evidence from previous outcomes. • Children understand the active role they play in their learning and can explain this. As in previous outcomes, behaviour policy and Class Charters ensure children understand their rights and their responsibilities in the classrooms. See policy evidence and Class Charters. • As in previous outcomes, see achievements of pupil-led groups. • 91% of children said that they can influence decisions in school, with the others saying that they sometimes can. 94% of children said that their teachers listen to them, with the others saying they sometimes do. See questionnaire evidence. • Children learn about other children around the world who can not/could not access their right to an education and see the injustice in this. For example, children in UKS2 learn about Malala and her story. All children in the school learn about refugees and their experiences. Children in LKS2 learnt about homelessness and raised money for charity. All children learn about Fairtrade. Children feel lucky to receive their education and know the importance of this. See curriculum coverage and photo evidence. • Pupil groups have the opportunity to speak to governors and teachers to tell them what is going well and what they would like to do further. For example, the school council collected children’s ideas and thoughts on the playgrounds then presented them to governors. See PPT. • See OFSTED report. • Silver RRSA Accreditation report: “When asked to describe how they felt about their school, a selection of pupils said they felt; ‘safe’, ‘listened to’, ‘respected’, ‘allowed to be ourselves’, ‘more confident’, ‘happy’, ‘in the perfect place’, ‘content’, ‘welcome’, ‘important’, ‘I can be heard’. A Y5 child stressed that the mission statement of the school, ‘Belonging, Believing, Becoming’, summed up how she felt about the school.”

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 RATE	HOW HAS THIS BEEN ACHIEVED? WHAT DIFFERENCE HAS BEEN MADE? WHAT EVIDENCE DO YOU HAVE?
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.		<ul style="list-style-type: none"> • See evidence from previous outcomes and outcome 9. • Children and young people have the opportunity to say what they think and what improvements they would like to see happen – for example, the school council collected children’s ideas and presented their findings to governors. This led to banning single-use plastic bottles, and more child-led church services. See PPT. • The opportunity to meet with influential people such as the manager of Manchester Fayre, local community councillors and local neighbours about recycling projects has meant that school has improved hugely by a reduction of plastic waste, tree planting and new recycling schemes. • All children were involved in designing an emblem or piece of artwork to summarise rights-respecting schools and this will be painted onto our school playground walls by a spray-paint artist with the help of every child in school. Children recently painted and planted a reading bench in the playground so children could enjoy Article 31 further. See email and design photos. • All children can share their opinions about the curriculum and have discussed what and how they like to learn in class and with their school councillors who brought that to meetings to improve how teachers teach and children learn. Children can steer the direction of their learning in class. • Rights-Respecting Schools is a priority on our School Improvement Plan and is discussed in all SIP related matters and in governors’ meetings. See minutes and SIP. • Worship time is now often child-led, with school groups leading assemblies and initiatives. This is also true in church, with church services being child-led. Children develop the scripts and lead the services, as well as assemblies. See photos. • Children are eager to play a key role in sharing their achievements and achievements of their groups – they enjoy discussing their ideas, local issues and plans with other local

			<p>schools in Young Voices meeting and during Pupil Parliament. They are proud when their achievements are published in the Together magazine. See examples of magazine for children's rights and advocacy of eco initiatives.</p> <ul style="list-style-type: none"> • See OFSTED and Silver reports.
<p>9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.</p>	<p>Children and young people engage in action to campaign and/or advocate for the rights of children locally and globally. Most children and young people understand their role as global citizens.</p>		<ul style="list-style-type: none"> • Evidence can be seen in previous outcomes. • Charity work is linked to rights and children understand and learn where the money goes to and why. Sports Relief, Children in Need, etc. See PPT, work and photographic evidence. • Classes have written to our headteacher, MPS and other influential people with regards to rights in different contexts. See above for single-use plastic bottle example. • City in the Community coaches gave children the opportunity to learn about different charity causes for children around the world. The children could vote on which cause they would like to donate to. • The eco warriors have met with local community councillors and have been involved in li • The eco council recently attended a Climate Action Summit in Manchester town centre, where they met with other schools, including those from Gold Rights-Respecting Schools to share ideas about moving forward more sustainably. One child commented that it was the best day of his life. Many eco initiatives came from this, with the children feeling empowered to make a difference. We have planted trees in our school to help the environment, banned plastic bottles, raised money to purchase recycling bins and we are having solar panels fitted to school. See PPT and photo. • Children learn about the experiences of children in different parts of the world and understand barriers to some children accessing their rights. Children can comment on the injustice of this and feel passionate and empowered to make a difference. For example, we have been involved in the Shoe Box Appeal before. We also learn about Fairtrade, and following this, children bought Fairtrade chocolates, made truffles and sold them to parents outside school. The money was sent to Fairtrade. See Fairtrade example. • Children learn about their role as global citizens and can explain what this means. They learn about global issues, as mentioned in various previous outcomes, and they can suggest changes. For example, when learning about palm oil and deforestation, the children felt very strongly that all local businesses should be using sustainable palm oil. They discovered that Costa, owned by Whitbread, did not use sustainable palm oil, so

wrote to them to explain the issues with this. Whitbread wrote back with a commitment to using sustainable palm oil by 2021. [See photographic evidence.](#)

- Children learnt about homelessness and poverty in the local community. A visitor from Barnabus charity came to school to talk to the children about these vulnerable people and the work the charity does to help them. All children in school held a collection at Christmas for clothes/food, etc. which was hugely generous and filled an entire van! Some of the collection also went to the local food bank. The choir also went to Manchester Airport to sing for the travellers there and raised a huge £160 for an afternoon's singing, which was also given to charity. [See photos.](#)