







## Rights Respecting Schools

### Corley Academy School Charter

Article	What these rights ensure in school	Adults (duty bearers) respect these rights by	How the children's (rights holders) rights are upheld in our school	How we will further embed these rights throughout school
	<ul style="list-style-type: none"> <li>• To have your voice heard throughout school</li> <li>• To be taken seriously</li> <li>• To share ideas</li> <li>• To impact change within school for the better</li> <li>• To feel like you are able to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to concerns of each student</li> <li>• Providing a platform for student voice</li> <li>• Ensuring each student is given sufficient time and space to give their views</li> <li>• Following up on concerns so show students are not being ignored</li> </ul>	<ul style="list-style-type: none"> <li>• School council allows students to make change within school</li> <li>• Baraza is an open opportunity for all students to raise concerns and impact change</li> <li>• Action Against Bullying Committee allows students to report bullying and support victims of bullying</li> <li>• Comment boxes allow students to make suggestions anonymously</li> </ul>	<ul style="list-style-type: none"> <li>• RRS Notice Board to have more information on how students can give us their views</li> <li>• Convention article icons on display in classrooms</li> <li>• Remind students of the comment boxes next to library</li> <li>• Assemblies to raise awareness</li> <li>• Mentor competition about awareness of children's rights</li> </ul>

	<ul style="list-style-type: none"> <li>• To share special interests with like-minded others</li> <li>• To foster friendships and positive relationships</li> <li>• To have a sense of community</li> <li>• To give meaning to a cause or movement</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing students to suggest and create their own clubs</li> <li>• Giving up time to support and help run clubs and groups</li> <li>• Staff who are passionate about specific interests are valued members of different groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime clubs allow students to explore other interests that are not part of their regular timetable</li> <li>• Anti-bullying group</li> <li>• RRS Steering Group</li> </ul>	<ul style="list-style-type: none"> <li>• Possibility of students running clubs with minimal staff supervision</li> <li>• Girls' club</li> <li>• Social club</li> <li>• Rollercoaster club</li> <li>• Termly Baraza keeps student views up to date</li> </ul>
	<ul style="list-style-type: none"> <li>• Students are not victims of, or in fear of violence at school</li> <li>• Students feel safe at school</li> <li>• Students are able to report violence without fear</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing clear boundaries and consequences</li> <li>• Promoting a culture of kindness and tolerance</li> <li>• Providing alternatives to violence through discussion and practice</li> </ul>	<ul style="list-style-type: none"> <li>• Action Against Bullying Committee promotes anti-violence message across school</li> <li>• Protective behaviours teaches ways of dealing with different situations which involve violence</li> <li>• Blue forms are a clear way of reporting violent bullying incidents</li> </ul>	<ul style="list-style-type: none"> <li>• AABC refresher assemblies to be held and new year 7s recruited into committee</li> <li>• Students reminded of policy and procedure of how to report bullying and support victims</li> <li>• Protective behaviours will be completed by end Winter term 2025</li> </ul>
	<ul style="list-style-type: none"> <li>• Children with a range of disabilities are given equal opportunities to succeed</li> <li>• Everyone is treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Providing whatever is needed for each individual to reach their potential</li> <li>• Adapting their teaching to suit the needs of individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive teaching and differentiation allows all students to access the curriculum</li> <li>• Access arrangements give all students the opportunity to access accreditation and exams</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of 'Our inclusive school' map</li> <li>• Guinea pigs are being introduced into school as emotional support animals</li> </ul>

	<ul style="list-style-type: none"> <li>• Students have what they need to reach their potential</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an environment that caters to the needs of all</li> <li>• Providing 1-1 support to those students who require it</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 support is provided for those students who require it</li> <li>• The school buildings are adapted for a range of disabilities where possible</li> <li>• Work is adapted to suit the needs of individuals (enlarged, coloured acetate etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• More sensory tools and rooms to be made available</li> </ul>
 <p>AIMS OF EDUCATION 29</p>	<ul style="list-style-type: none"> <li>• A broad and balanced curriculum which prepares students for adult life</li> <li>• Different pathways that provide the most suitable journey into adulthood</li> <li>• Opportunity to gain accreditation</li> <li>• To enrich and provide a sense of self through creativity, exploration and experimentation</li> <li>• To gain interests and hobbies</li> <li>• To improve and discover what students are good at</li> <li>• To begin journey towards a career</li> </ul>	<ul style="list-style-type: none"> <li>• Providing an education that will give skills and knowledge needed to prepare students for adulthood</li> <li>• Providing excellent core teaching</li> <li>• Giving broad options at KS4</li> <li>• Preparing students for exams</li> <li>• To provide opportunities for creativity and discovery</li> <li>• To make learning fun</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum is continuously scrutinised and judged if it is fit for purpose</li> <li>• Teaching is good across subjects and year groups</li> <li>• A range of options is given at KS4, and refreshed regularly</li> <li>• Preparation for adulthood gives opportunity for creativity and exploration</li> <li>• Exams are fitted to the student, not the other way around, and exams are often run for individuals with a particular talent or ability</li> </ul>	<ul style="list-style-type: none"> <li>• Creating an environment where difference in communication, sensory needs, learning style and strengths are recognised, respected and celebrated.</li> <li>• Personalised learning plans based on strengths, sensory profiles and special interests</li> <li>• Lessons are highly structured and have clear routines.</li> <li>• Use of special interests to motivate students in their learning.</li> <li>• Keys to Success that allow personalised</li> </ul>

				<p>targets and challenges for each student.</p>
 <p>42 EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>	<ul style="list-style-type: none"> <li>• Rights are shared across school so all students are aware of what rights they are entitled to</li> <li>• What the rights actually mean in different situations and contexts</li> <li>• How they can ensure everyone has the rights they are entitled to</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing children's rights during lessons and mentor times</li> <li>• Focusing on different rights and themes throughout the year</li> <li>• Raising awareness of RRS around school</li> </ul>	<ul style="list-style-type: none"> <li>• Theme of the week is linked to children's rights each week</li> <li>• RRS is shared and discussed when opportunity arises</li> <li>• Display boards around school raise awareness of children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• UNCRC articles embedded into PSHCE lessons</li> <li>• RRS mentor programme to be implemented for Spring term 2026</li> <li>• Article of the week to be shared and discussed by staff each week</li> </ul>