

EXPECTED OUTCOMES AT LEVEL 1



Standard A: Rights-respecting values underpin leadership and management

The best interests of the child are a top priority in all actions. Leaders are committed to placing the values and principles of the Convention at the heart of all policies and practice.

(Criteria 1 - 5 are actioned and delivered by the school's leadership/management.)

	REQUIREMENTS AT LEVEL 1	EXPECTED OUTCOMES
1	The school uses RRSA to underpin its vision for school improvement.	Headteacher and senior leaders describe the school's vision in terms of rights-respecting values.
2	Becoming a sustainable Rights Respecting School is included in the school's strategic planning. Policies and practice are reviewed with reference to the Convention.	RRSA is in the school development plan (SDP) as a clear priority with allocated personnel and time. Or, the SDP specifically references development towards being a Rights Respecting School. There are some links to the Convention in other areas of the SDP. Policies and practice are reviewed with reference to the Convention.
3	The school effectively promotes the values and principles of the Convention.	Headteacher and senior leaders demonstrate a good understanding of the Convention and have taken steps to ensure all adults and children in the school learn about it.
4	The school uses the Convention to inform and add value to its work within the school and local communities.	There are examples of planning and actions taken by the headteacher and senior leaders within the wider community that are underpinned by the Convention.
5	School leadership promotes global citizenship and sustainable development, guided by the values and principles of the Convention.	There are examples of planning and actions taken by the headteacher and senior leaders to establish clear links between children's rights and the global dimension. There should be evidence that the actions taken are beginning to be part of a systematic approach to curriculum development rather than being "ad hoc" and solely responding to events.

Standard B: The whole school community learns about the Convention

The Convention is made known to children and adults who use this shared understanding to work for global justice and sustainable living.

	REQUIREMENTS AT LEVEL 1	EXPECTED OUTCOMES
6	Most staff and young people are aware of some of the articles of the Convention.	The school can show that the majority of pupils and staff interviewed can briefly describe some of the Convention articles and how these affect children's lives, as well as understand that the Convention applies to every child, everywhere, all the time.
7	Parents/carers and governors have been given information about the Convention and why the school is working towards the RRSA.	Parents/carers and governors are informed that the school is doing the RRSA. Parents/carers and governors are informed about the Convention.
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the Convention.	Some assemblies show a focus on the Convention. Displays about RRSA and the Convention are prominent. Lesson plans covering the Convention are available for at least two curriculum areas.
9	The Convention is included in teaching and learning about all citizenship matters, including global citizenship and sustainable development.	The majority of pupils interviewed are able to talk about how they have learnt to link rights with global citizenship and sustainable development. The majority of staff interviewed are able to talk about how they have used rights to teach aspects of global citizenship and sustainable development.

Standard C: The school has a rights-respecting ethos

Young people and adults collaborate to develop and maintain a rights-respecting school community in all areas and in all aspects of life based on the Convention.

	REQUIREMENTS AT LEVEL 1	EXPECTED OUTCOMES
10	Charters or agreements based on the Convention, which help everyone to understand rights, are introduced into all classrooms and the wider school.	Charters or agreements based upon the Convention are in the majority of all classrooms visited and in public areas. Children interviewed can explain how they were created, show ownership of them, demonstrate what their importance is. Staff and pupils interviewed can explain how the charter is used in school.
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and attitudes.	Nearly all classroom practitioners and a majority of adults interviewed use rights-respecting language and model rights-respecting attitudes to create a positive learning environment.
12	The majority of young people and adults adhere to the standards agreed in their charters.	The large majority of pupils and staff interviewed report that they and others act according to the standards agreed in their charters or agreements to create a rights-respecting environment.
13	Young people and adults in the school learn how the values and principles of the Convention help to create a safe and healthy environment. Nearly all young people say they usually feel safe at school.	The large majority of pupils interviewed say they feel in a safe and healthy environment at school and can describe how their actions and those of others contribute to this.
14	The majority of young people and adults respect each others' needs and interests and make responsible and reasoned judgements on moral dilemmas.	The large majority of pupils interviewed report that they and other pupils and adults are guided by rights and think and act accordingly in school. Rights and principles of the Convention are used to clarify moral dilemmas and consider rights-respecting solutions.
15	Young people and adults use the values and language of the Convention to help them become rights-respecting global citizens.	The large majority of pupils interviewed are starting to use the language of rights and respect in relationship to global citizenship.

Standard D: Children are empowered to become active citizens and learners

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop their confidence through their experience of an inclusive rights-respecting school community, play an active role in their own learning and speak and act for the rights of all to be respected locally and globally.

	REQUIREMENTS AT LEVEL 1	EXPECTED OUTCOMES
16	Most young people hold clear views about their learning and wellbeing. They are encouraged and supported to express their views appropriately and are involved in decisions that affect their lives in school.	The large majority of pupils and staff interviewed can give examples of how young people can express their opinions, have been involved in decisions about their learning and wellbeing, and understand this to be a right and not a “permission”.
17	Young people have access to information that enables them to make informed decisions about their learning, health and wellbeing.	The large majority of pupils interviewed have access to information, feel equipped to make informed decisions and understand this to be a right and not a “permission”. The majority of staff interviewed are able to talk about how they have equipped pupils to make informed decisions.
18	Some children are involved in taking action to improve the lives of children locally and globally.	The majority of pupils interviewed have been involved in a range of activities to promote children’s rights on a local and global scale.