RIGHTS RESPECTING SCHOOLS AWARD THEORY OF CHANGE

Children

of agency





Results for children **IMPACT**

Children feel safe in school Children feel listened to and valued

Children feel included and a sense of belonging at school

feel a sense

greater

Children feel more confident Children's wellbeing is and have improved self-esteem

Children eniov school and are more engaged in learning and school life

Children make greater progress and reach their full potential

Children become active citizens and rights champions in local and global communities

Children develop a long-term commitment to social justice

Changes in performance **OUTCOMES**

Children enjoy their rights in school

Children raise concerns with adults

Children promote and advocate for the rights of others

Children get involved in shaping their school community

Children play an active role in their learning

Children respect each other

Children communicate using accurate rights language and concepts

Ethos and culture of school has the child at the centre and is informed by child rights

Nurturina, safe and supportive environment Inclusion and diversity are actively promoted and celebrated

Action is taken to support local and global community

Greater sharing of power

Relationships are based on dignity and respect

Leaders use the CRC as a driver for school improvement

Schools monitor and respond to non rights respecting situations

Adults encourage and support children to advocate for children's rights

Adults give due weight to the views of children School strategy, decision-making and policies are based on child rights

The practice and approach of adults is rights respecting

Adults understand children can claim their own rights

Adults communicate using accurate rights language and concepts

Adults in school

children's rights

and the nature

know about

of rights

The CRC is included in teaching and learning

Schools articulate their commitment to rights through their vision and values

Changes in capacities

Children have the skills. belief and agency to claim their own rights

Children have the skills, belief and agency to respect and advocate for the rights of others

Children are aware of and understand dignity and respect Children are aware of and understand non-discrimination and equity

Children know their views are taken seriously and adults should act in their best interests

Children know about rights and the nature of riahts

Children know that duty bearers are responsible for protecting their rights Children understand what rights mean for them and children around the world

Adults are aware

of and understand

dignity and respect

Adults are aware of and understand non-discrimination and equity

and support the rights of others

Adults value the views of children and understand what it means to act in children's best interests

School staff understand their responsibilities as duty bearers

School staff understand how to implement a child rights approach

The wider school community knows about children's rights and the nature of rights

Children as rights holders

Adults as duty bearers