

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	Click or tap here to enter text.		
Local authority	Click or tap here to enter text.	Date of Gold accreditation visit	Click or tap here to enter text.

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	Click or tap here to enter text.	Headteacher email	Click or tap here to enter text.
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RRSA coordinator name	Click or tap here to enter text.	Coordinator email	Click or tap here to enter text.
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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 UK 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:	Click here to enter text.
% pupils eligible for Pupil Premium/ Pupil Equity Funding/ Free School Meals / measure of deprivation	Click here to enter text.
% pupils in your school with an EHCP, IEP or a SEN statement.	Click here to enter text.
% pupils who speak English as an Additional Language / number of languages spoken	Click here to enter text.
Most recent inspection judgement and date of inspection	Click here to enter text.
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 RATE	HOW HAS THIS BEEN ACHIEVED? WHAT DIFFERENCE HAS BEEN MADE? WHAT EVIDENCE DO YOU HAVE?
1. Children, young people and the wider school community know about and understand the United Nations Convention on the Rights of the Child and can share 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 and the concepts of rights being inherent, inalienable, indivisible, universal and unconditional. Most children and young people understand how local and global issues and sustainable development are linked to rights. Adults and the wider school community show a commitment to the CRC.		

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?
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	<p>Most children and young people are able to share how school, and duty bearers, facilitate them to enjoy a wide range of their rights. They understand the concepts of fairness and equity and can convey how their 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>		
3. Relationships are positive and founded on dignity and a mutual respect for rights	<p>Relationships are identified by most children, young people and adults as mutually respectful.</p> <p>There is evidence that respectful relationships are strengthening over time. Many children and young people understand the concept of dignity through their lived experience.</p> <p>They can express 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>		

<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 share that they feel safe at school and can describe how becoming rights respecting contributes to this. The school can show that bullying, violent and discriminatory behaviour is rare (or steadily declining). 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>		
<p>5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.</p>	<p>Most children and young people know how the school provides information and support for a range of physical, mental, social and emotional needs.</p>		
<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 acknowledge how becoming rights respecting contributes to this. The school is actively working towards (or is sustaining) a strong culture of inclusion and can show how this is underpinned by non-discrimination.</p>		
<p>7. Children and young people value education and are involved in making decisions about their learning.</p>	<p>Most children and young people demonstrate their commitment to the right of others to learn and can describe how they actively respect this right. Nearly all children and young people express how they play an active role in their learning.</p>		

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 know how their participation has a significant impact on school improvement.		
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. Most children and young people understand their role as global citizens.		

DO YOU HAVE A STORY TO TELL?

Do you have a story to tell about the difference that becoming rights respecting has made to your school or a particular individual (children or adults)?

We may use this in our communications activities to show the positive impact the RRSA has on children, adults and school communities – please anonymise any information and indicate if you don't want the story to be used in this way. Thank you!

Click here to enter text.