# RRS lockup-85cyan_long

# **school evaluation: Silver**

**About this document**

This is a summary document that you should use to check your progress towards the outcomes of the Silver 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. **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.
3. **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 because 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 Silver 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 Silver. 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 Silver.

**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 Silver 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. |
| RRSA coordinator name | Click or tap here to enter text. | Coordinator email | Click or tap here to enter text. |

**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](mailto: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. Please complete the section below to tell us about your school.

|  |  |
| --- | --- |
| Number and age of pupils 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.

We recognise that RRSA is one part of the wide range of factors within a school and in children’s lives that impact on children and your school’s practice and environment. However, please answer the questions focusing on the specific impact that you perceive is created as the result of RRSA.

If your reporting systems and practices for recording data around specific topics (e.g., number of exclusions) has changed, base your answer on your professional judgement.

Please highlight one of the impact measures against each statement.

**As a result of working to become a Silver: Rights Aware school…**

|  |  |
| --- | --- |
| 1. The influence of children’s rights on the ethos and culture of the school has increased | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Pupils develop respectful relationships with each other | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Pupils and staff develop respectful relationships with each other | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. There has been a reduction in incidents reported related to rights being disrespected (e.g., bullying, discrimination) | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. There has been reduced numbers of suspensions and exclusions | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Adults in school increasingly recognise and respond to concerns raised by individual pupils including safeguarding issues | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Pupils demonstrate improved confidence and self-esteem | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Children’s rights contribute positively to the way we celebrate and promote diversity and inclusion | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Our school makes changes when needed to ensure that pupils with different needs can join in | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Pupils are more engaged in their learning | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Pupils are more engaged in school life (e.g., participating in clubs/extracurricular activities, leadership roles/groups, whole school events) | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. The actions and decisions of adults at school are influenced by pupils’ views | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |
| 1. Pupils and adults take action to respect and advocate for the rights of others locally and globally | No impact / A little impact / Some noticeable impact / Significant impact / No evidence |

**RAG rated outcomes**

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| --- | --- | --- | --- |
| **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 Silver** | **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. | Many children and young people are familiar with a number of Articles of the CRC and can communicate the rights they enjoy.  They know rights are universal and unconditional; the CRC applies to all children and young people everywhere, all the time.  They demonstrate an awareness of where and why some children may not be able to access their rights.  Adults and the wider school community know about and understand the CRC. |  |  |

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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 silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 1. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child. | Many children and young people know and understand how school facilitates them in enjoying a range of their rights. They (and staff) share how they and others act to create a rights respecting environment. |  |  |
| 1. Relationships are positive and founded on dignity and a mutual respect for rights | Many children and young people can communicate about how positive relationships are encouraged. Rights are used to explore moral dilemmas and rights respecting approaches are developed. |  |  |
| 1. Children and young people are safe and protected and know what to do if they need support. | Many children and young people share that they feel in a safe environment at school and can describe how their actions and those of others contribute to this. They can show what they would do / who they would speak to if, for any reason, they did not feel safe. |  |  |
| 1. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Many children know how the school supports them with their physical and mental health, social and emotional needs. |  |  |
| 1. Children and young people are included and are valued as individuals. | Many children and young people can share how they are included and valued at school and understand how their actions and those of others contribute to this. |  |  |
| 1. Children and young people value education and are involved in making decisions about their education. | Many children and young people are positive about their school and their learning. They understand and can communicate about the role they play in their learning. Many adults explain how rights respecting language shapes a positive learning environment. |  |  |

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| **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 silver** | **RAG rate** | **How has this been Achieved? What difference has been made?**  **What evidence do you Have?** |
| 1. Children and young people know that their views are taken seriously. | Many children, young people and adults know how young people can express their opinions and have been involved in decisions about their life in school. |  |  |
| 1. Children and young people have taken action to claim their rights and promote the rights of others, locally and globally. | Many children and young people have been involved in a range of activities to promote children and young people’s rights on a local and global scale. |  |  |