

# RRSA GOLD: REACCREDITATION EVALUATION FORM

## ABOUT THIS DOCUMENT

This is a document for you to record your progress and key achievements against each RRSA Strand to demonstrate how you are sustaining your Gold Rights Respecting work in school. The evidence you share with us will be referred to in your reaccreditation report.

This document should be completed jointly by the RRSA coordinator and RRSA Steering Group and agreed by the headteacher. To complete it, you might find it useful to have the [RRSA Strands and Outcomes](https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2015/06/RRSA-Strands-and-Outcomes-at-Silver-and-Gold.pdf) in front of you.

There are several parts to this 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 of the programme.
4. **Evidence and key achievements against the RRSA Strands:** List your top three actions against each Rights Respecting Strand. The evidence you share with us will be referred to in your reaccreditation report. To complete this section:

* Briefly describe how each Strand is still being achieved through continued and new actions
* The impact sustaining each Strand has for children and young people as a result of your actions
* Mention, where relevant, the evidence that will be available to the assessor(s), for example pupil, staff and parent questionnaires, external inspection evidence, school attendance, behaviour and attainment data, school monitoring.

You will need to send this completed form to your Professional Adviser when you feel you are ready to be reaccredited at Gold.

## SCHOOL AND REACCREDITATION VISIT INFORMATION

|  |  |  |  |
| --- | --- | --- | --- |
| School name | Click or tap here to enter text. |  |  |
| Local authority | Click or tap here to enter text. | Date of  reaccreditation 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 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 reaccreditation.

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 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 where used as a measure of deprivation. In Scotland - % of pupils in SIMD Q1 | Click here to enter text. |
| % pupils in your school with an EHCP, or a Statement of SEN. In Scotland, % identified as have Additional Support Needs. | 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. |

**Sustaining Gold: Reaccreditation Submission Form** Rights Respecting Schools Award © Unicef UK 2025[, unicef.org.uk/rights-respecting-schools](http://www.unicef.org.uk/rights-respecting-schools)

## 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 sustaining our Gold Rights Respecting practice…**

|  |  |
| --- | --- |
| 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 |

## EVIDENCE AND KEY ACHIEVEMENTS FOR THE RRSA STRANDS

List your top three actions against each Rights Respecting Strand. The evidence you share with us will be referred to in your reaccreditation report.

|  |  |
| --- | --- |
| **Strand** | **Evidence and key achievements** |
| **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. | * Click here to enter text. * Click here to enter text. * Click here to enter text. |
| **Strand B: Teaching and learning through rights – ethos and relationships**  Actions and decisions affecting children are rooted in, 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 wellbeing. | * Click here to enter text. * Click here to enter text. * Click here to enter text. |
| **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. | * Click here to enter text. * Click here to enter text. * Click here to enter text. |

**DO YOU HAVE A STORY TO TELL?**

|  |
| --- |
| **Do you have a story to tell about the impact of sustaining your rights based practice over time and the difference that this 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. |