# MAIN_RRS lockup-85cyan**MAIN_RRS lockup-85cyanschool evaluation: silver**

**About this document:**

This is a summary document that you should use to check your progress to the Silver Rights Respecting Schools Award.

There are two parts to the form:

1. **Impact statements**:

At the beginning of Strand B and C (Teaching and learning through rights and for rights), there are some statements where we ask you to identify the impact of the award. We have been asking schools these questions for many years and they form part of our long-term evaluation of the programme. Please highlight one of the impact statements in the column.

1. **RAG rating 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

We would 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. Please explain the change that has come about for children as a result of your actions, the extent to which this is making a positive difference, and how you know this to be the case.

* Briefly describe how you know this outcome has been achieved
* What has changed for the children and young people as a result of your progress with this 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

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 NAME \_\_\_\_\_Steam Mills Primary School

DATE \_\_\_\_\_\_\_\_\_\_\_\_\_30.6.19

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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** | **What difference has been made?** |
| 1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe 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 talk about 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. | G | Children across the school know that they have rights and can name some of them. They are able to talk about what the right means to them e.g. They know they have a right to an education and they can describe how they can be responsible for getting this right. Children know that if they are disturbing others in learning then they are impacting on their right to an education.  Adults in school are aware of rights and use language such as you are not allowing others the right to an education or you are not allowing other the right to join in with games, in a child friendly way. Children are more aware of others around them and knowing how they needs to ensure they have their rights too. |

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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. | | | | |
| Children and young people have improved respect for themselves and for others. | | No impact / A little impact / Some noticeable impact / Significant impact / No evidence | | |
| Children and young people are more engaged in their learning. | | No impact / A little impact / Some noticeable impact / Significant impact / No evidence | | |
| Children and young people develop positive relationships | | No impact / A little impact / Some noticeable impact / Significant impact / No evidence | | |
| 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 | | |
| There are reduced numbers of exclusions and less bullying | | No impact / A little impact / Some noticeable impact / Significant impact / No evidence | | |
| Increasing percentages of pupils like school. | | No impact / A little impact / Some noticeable impact / Significant impact / No evidence | | |
| **outcome** | **At silver** | | **RAG** | **What difference has been made?** |
| 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 are able to explain how school facilitates them to enjoy a range of their rights. They (and staff) describe how they and others act to create a rights respecting environment. | | G | Children are aware of their rights and can talk about how they can access them around school. There are articles labelled around the classrooms and school and some posters made by children to remind them about their rights. Children often offer help to their peers and are polite.  Children have been responsible in choosing the articles for their own class charters, based on the rights that they feel are the most important. |
| 1. Relationships are positive and founded on dignity and a mutual respect for rights | Many children and young people speak with confidence about how positive relationships are encouraged. Rights are used to clarify moral dilemmas and consider rights respecting approaches. | | G | Staff have suggested language to use in different scenarios e.g. if a child is disturbing the learning of others, teachers can say you have a right to an education and you are stopping … from accessing this right.  Children are encouraged to include everyone in playground games and in KS1 we have playground leaders to support the younger children in getting involved in activities with peers. |
| 1. Children and young people are safe and protected and know what to do if they need support. | Many children and young people say they feel in a safe environment at school and can describe how their actions and those of others contribute to this. They can describe what they would do / who they would speak to if, for any reason, they did not feel safe. | | G | Children respect the right for their peers to be safe and can identify if a situation has arisen where a peer feels unsafe. Children are able to approach any adult to ask for help or to discuss anything. They have a worry monster in each class to ensure they can write problems confidentially if needed.  Issues are dealt with quickly and parents informed if needed.  Children are increasingly able to resolve issues independently, especially from Y3 upwards.  Across the school children are always complimented on manners, both when visitors come to school and when they are out in public.  Many children on their ‘pupil voice’ section of reports this time reported that they feel safe in school and have lots of friends. They also said they like school and they can talk to their teachers if they need help. |
| 1. Children’s social and emotional wellbeing is a priority. They learn to develop healthy lifestyles. | Many children can describe how the school supports them with their health, social and emotional needs. | | G | Children across the school have had access to yoga to support mindfulness and mental health. This provides children with tools that they can use at home to have some ‘quiet time’.  Children are given the opportunity to access a variety of clubs in school and pupils used their own voice in pupil parliament to suggest clubs they would like. They have a real impact because as staff, we have then sat down and changed clubs to suit the needs of the children.  The school provides a range of sports clubs, including football, netball, multisports and GPJ, again which children have requested.  Children across the school from Y1-Y6 access a term of swimming and YR-Y4 access gymnastics at a professional centre.  We provided children in KS1 and KS2 with fruit each day to allow access to nutritious foods. At lunchtime, there is also a range of fruit available. Children are able to try a wide range of foods they may not have before. |
| 1. Children and young people are included and are valued as individuals. | Many children and young people can describe they feel included and valued at school and can describe how their actions and those of others contribute to this. | | G | All children are got to know as individuals and teachers know the children/ backgrounds well. This allows teachers flexibility in expectations etc. Curriculum is planned around the individual needs to allow every pupil to opportunity to succeed.  Children are all given the opportunity to share their views before a ‘pupil parliament’ and this is collated as a class so they have all been given a chance to discuss how they feel about an issue.  Children have their own sticker books and class rewards to recognise individual successes of children. This allows pupils to be recognised for individual achievements as well as working as a class for whole class rewards.  Children in Y6 are offered the opportunity of a ‘job’ to feel responsible for being part of the running of the school e.g. bringing fruit to each class. |
| 1. Children and young people value education and are involved in making decisions about their education. | Many children and young people speak positively of school and of their learning. They understand and can talk about the role they play in their learning. Many adults explain how rights-respecting language shapes a positive learning environment | | G | Many children reported as pupil voice on school reports that they liked school and it was clear they had a thrive for learning. Many said ‘I like school because you learn new things and see your friends’.  Children know that they are responsible for their learning and many can identify resources in the classroom to help themselves if they are ‘stuck’.  Children are resilient and are able to be supported by staff or peers if they are finding learning tricky and they have a willingness to succeed.  Children understand that when they make mistakes this is how their brain grows and how they are learning. |

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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. | | | | |
| 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 | | |
| **outcome** | **At silver** | | **RAG** | **What difference has been made?** |
| 1. Children and young people know that their views are taken seriously. | Many children, young people and adults describe how young people can express their opinions and have been involved in decisions about their life in school. | | G | Children take part in pupil parliament across the school. Children are given a topic area to discuss in class and every pupil is given the opportunity to share their opinion/ ideas. These are collated and each class is represented in front of the school. Recently, clubs was the discussion and as a result of the ideas put forwards by children some new clubs have been added e.g. KS1 art and modern dance.  In classrooms, children are given the opportunity to share ideas for class treats and then vote to ensure they are fairly represented.  Children can write a NIKI at the end of a piece of work to show how they feel about their learning and are regularly asked how they felt about a piece of work. |
| 1. All children and young people have taken action to uphold their rights and 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. | | A | We have set up a steering group, made up of 2 children per year group to get a fair representation across the school. The group have discussed rights and made posters to go around the school to promote rights. The children have also decided that they would like to hold an assembly to share more information about rights.  Children in the steering group have also decided that they would like to organise a ‘swap shop’ in the school hall to share unwanted items.  Some children have volunteered for the role of playground leaders to support younger children in getting involved with their peers at playtimes in games and being active. This has encouraged more of the KS1 children to play structured games and learn about turn taking.  C3 have recently taken part in a community project with elderly to share experiences of the forest from when they were younger. Children still find it tricky to understand diversity as we are from such an in diverse area. We have British Values as part of PSHE and C3 have recently looked at how people in Britain are all different and discussing tolerance in Britain. |

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| **Have you got any particular 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 – this will be completely anonymised but please indicate if you don't want the story to be used in this way. Thank you!* |