

RRSA OUTCOMES AT SILVER AND GOLD

Children and young people’s verbal communication is age/ability dependent and may not always be demonstrated in nursery and additional needs settings. Evidence of practice based on equality, dignity, respect, non-discrimination and participation being ‘visible around the school’ and children’s rights being displayed and spoken about by adults is particularly important in these settings.

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 wellbeing, school improvement, global justice and sustainable living.

| OUTCOME | AT SILVER | AT GOLD |
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| <p>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.</p> | <p>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.</p> | <p>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.</p> |

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.

| OUTCOME | AT SILVER | AT GOLD |
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| <p>2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.</p> | <p>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.</p> | <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. Most children and young people know and trust that the school will act upon any concerns about their rights not being met.</p> |
| <p>3. Relationships are positive and founded on dignity and a mutual respect for rights.</p> | <p>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.</p> | <p>Relationships are identified by most children, young people and adults as mutually respectful. There is evidence that respectful relationships are strengthening over time. Many children and young people understand the concept of dignity through their lived experience. They can express how dignity and rights explicitly inform life in school. School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived as transparent, fair and effective by children and adults.</p> |

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| <p>4. Children and young people are safe and protected and know what to do if they need support.</p> | <p>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.</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>Many children know how the school supports them with their physical and mental health, social and emotional needs.</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>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.</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>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.</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.

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| 8. 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. | 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. | 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. | 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. |