

# SCHOOL 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.

### 2) 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:** Clermiston Primary School

**DATE:** April 2019

## School Evaluation: Silver

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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.		<ul style="list-style-type: none"> <li>• Most children can confidently refer to the charter and their rights and how they respect them</li> <li>• Children regularly share work they have been doing, linked with our Building Resilience Assemblies</li> <li>• Adults are now more aware of children's Rights and how this relates to everyday learning and teaching (for example in the language they are using)</li> <li>• Children now have a deeper understanding of differing experiences around the world and in their own communities</li> <li>• Through the Pupil Voice groups, every child now has a clear platform where they can express their views about the running of the school</li> <li>• Parents are actively engaging with the RRS work across the school and through interaction with our social media</li> <li>• Taking part in the MUN Conference has deepened children's understanding of the Rights of the Child and was a wonderful opportunity to apply their knowledge</li> </ul>

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			<ul style="list-style-type: none"> <li>• Rights Respecting work is visible in the school and regularly interacted/commented on by passing children and visiting adults</li> </ul>
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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 / <b>Significant impact</b> / No evidence
Children and young people are more engaged in their learning.	No impact / A little impact / Some noticeable impact / <b>Significant impact</b> / No evidence
Children and young people develop positive relationships	No impact / A little impact / <b>Some noticeable impact</b> / 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 / <b>Significant impact</b> / No evidence
There are reduced numbers of exclusions and less bullying	No impact / A little impact / Some noticeable impact / Significant impact / <b>No evidence</b>
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?
2. 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.		<ul style="list-style-type: none"> <li>Children are now directly involved in the running of the school through Pupil Voice groups and actions/impact are displayed and discussed</li> <li>Through Pupil Voice groups, firm links are now made between school and outside agencies e.g. Local Foodbank, Police, Mercy Corps</li> <li>Children share their views, opinions and experiences with the wider community with increasing confidence</li> </ul>

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3. 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.		<ul style="list-style-type: none"> <li>SMT have noticed that there are less incidents in the playground requiring adult involvement as pupils are displaying conflict resolution skills</li> <li>All teachers and PSAs now use the language of the Big Three</li> </ul>
4. 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.		<ul style="list-style-type: none"> <li>80% of our children report feeling safe in school (see questionnaire results)</li> <li>82% said that they would know who to go to if they were getting bullied</li> <li>Through whole school engagement with Anti-Bullying week and Safer Internet Day, children were active in discussing how their own actions contribute to the safety of them and others</li> <li>P7 Buddies in the playground have reported that because they now have better guidelines (developed by pupils), the infant playground feels much safer and more fun</li> </ul>
5. 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.		<ul style="list-style-type: none"> <li>Through involvement in the building resilience programme, children can identify their emotions and have developed some strategies to help themselves and their peers</li> </ul>
6. 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.		<ul style="list-style-type: none"> <li>In a recent Health and wellbeing survey, 87.5 % of pupils felt that their teachers cared about them, 78.6% felt that adults listened to them.</li> <li>Through engagement with The Big Three and class charters, children can describe how their choices affect others. 87.1% reported that they treat others the way they would like to be treated.</li> </ul>

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<p>7. Children and young people value education and are involved in making decisions about their education.</p>	<p>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</p>		<ul style="list-style-type: none"> <li>• Every child in the school has now been part of a Bonus Ball discussion with SMT. The small group organisation allows time and space for each individual to feel valued and heard</li> <li>• Every child is an active part of a Pupil Voice group</li> <li>• PSAs and Teachers have reported that implementation of the Big 3 and engagement with the work of Paul Dix has given more structure and meaning to their conversations with children. This also has provided consistency in language throughout the whole school.</li> </ul>
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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?
8. 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.		<ul style="list-style-type: none"> <li>Pupils continue to contribute directly to social media and communication sent out to parents, giving them greater ownership</li> <li>Positive Feedback from Pupil groups highlights the impact they have directly made on the running of the school.</li> </ul>
9. 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.		<ul style="list-style-type: none"> <li>Children have engaged with a number of charities, such as our local Foodbank, Water Aid, Shelter and Mercy Corps</li> <li>Children have been active campaigners. For example, the Cross Country team voiced concerns about the quality of the school team t-shirts, applied for funding from the parent council and all t-shirts have been redesigned and worn with pride!</li> </ul>

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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!*

Becoming a Rights Respecting School has been an incredibly rewarding experience for all involved. Over the past couple of years, we have been looking at ways to involve as many pupils as we can, with our proudest moment so far being our Walk for Your Rights walk. It was organised by the Super Rights Groups and Pupil council, in collaboration with Mercy Corps.

Our pupil groups worked incredibly hard to get the whole school on board with Super Rights Week. It was a week to allow the children to engage with the UN Convention of the Rights of the Child as well as raise awareness (and money!) for the amazing work that Mercy Corps to support refugees.

We were so proud of the way that our pupils took on the challenges of Super Rights Week in 2017. Having the staff from Mercy Corps, our local councillor and lots of Clermiston parents join us on the walk made our week even more meaningful. Mercy Corps staff were so complimentary about the conversations they had had with our pupils along the way, and even used our message as part of their campaign pack to get more schools on board with supporting them to support refugees.

This action set us in good stead to embedding Rights across the whole school, and now we have found ways to allow every single child a platform to have their voices heard and actioned upon, through Pupil Voice and Bonus Ball activities. We have seen campaigns led solely by the pupils, such as a campaign to replace their beloved Frog-bin and more recently, a campaign entirely lead by the pupils to reduce plastic waste in the dinner hall (specifically the plastic spoons). We have also had a group of children who were able to secure funding for new team t-shirts for our Interscholastics, Swimming and Cross Country teams.

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