



Denying
child rights
is wrong.
Put it right.

RIGHTS RESPECTING SCHOOL AWARD STANDARDS

The Rights Respecting School Award seeks to put the UNCRC at the heart of a school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential.

<p>Standard A: Rights-respecting values underpin leadership and management. The best interests of the child are a top priority in all actions. Leaders are committed to placing the values and principles of the UNCRC at the heart of all policies and practice.</p>		
<p>Criteria 1 - 5 are actioned and delivered by the school's leadership/management</p>		
	Requirements at Level 1	Requirements at Level 2
1	The school uses RRSA to underpin its vision for school improvement.	Rights-respecting values and an understanding of global citizenship and sustainability inform all practice. Impact on the well-being, achievement and progress of young people is high.
2	Becoming a sustainable Rights Respecting School is included in the school's strategic planning. Policies and practice are reviewed with reference to the UNCRC.	Developing as a Rights Respecting School is an integral part of the school's strategic planning and review arrangements.
3	The school effectively promotes the values and principles of the UNCRC.	The school has an inclusive and participatory ethos based on the UNCRC. Good practice is shared with other schools. The school is an ambassador for the RRSA.
4	The school uses the UNCRC to inform and add value to its work within the school, local, UK and global communities.	The UNCRC underpins the school's actions to promote work with a wide range of communities and has a markedly beneficial impact within its local community and beyond.
5	School leadership promotes global citizenship and sustainable development, guided by the values and principles of the UNCRC in assemblies and at least two curriculum areas.	School leadership ensures that the curriculum provides comprehensive coverage of global citizenship and sustainable development guided by the values and principles of the UNCRC.
<p>Standard B: The whole school community learns about the UNCRC. The Convention is made known to children and adults. Young people and adults use this shared understanding to work for global justice and sustainable living.</p>		
	Requirements at Level 1	Requirements at Level 2
6	Most staff and young people are aware of some of the articles of UNCRC and links with global citizenship.	Nearly all of young people and staff have a good understanding of the articles of the UNCRC. Young people and staff are ambassadors for rights when talking to others.
7	Parents/carers and governors have been given information about the UNCRC and why the school is working towards the RRSA.	Most parents/carers and governors know about the UNCRC and the school provides opportunities to contribute to the school's development as a Rights Respecting School.
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the UNCRC.	Nearly all curriculum areas provide rich opportunities for high-quality learning about the UNCRC and wider personal development and well-being.
9	The UNCRC is included in teaching and learning about all citizenship matters including global citizenship and sustainable development.	The UNCRC is embedded in teaching and learning about global citizenship and sustainable development.



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Standard C: The school has a rights-respecting ethos.

Young people and adults collaborate to develop and maintain a rights-respecting school community, based on the UNCRC, in all areas and in all aspects of school life.

	Requirements at Level 1	Requirements at Level 2
10	Charters or agreements based on the UNCRC which help everyone to understand their responsibilities in relation to rights are introduced into all classrooms and the wider school.	Charters or agreements have created a whole-school ethos based on mutual respect for rights in which a traditional structure of rules is rarely required.
11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and behaviour.	Rights-respecting language and behaviour is established throughout the whole-school.
12	The majority of young people and adults adhere to the standards agreed in their charters.	Young people and adults demonstrate respect for the right of others to learn. Young people's behaviour is thoughtful and creates a positive learning ethos in nearly all lessons.
13	Young people and adults in the school learn how the values and principles of the UNCRC help to create a safe and healthy environment. Nearly all young people say they usually feel safe at school.	The whole-school community understands how the values and principles of the UNCRC help to create a safe and healthy environment. Nearly all young people say they feel safe at school at all times.
14	The majority of young people and adults respect each others' needs and interests and make responsible and reasoned judgements on moral dilemmas.	Nearly all young people and adults attempt to resolve conflicts and seek consensus while accepting the rights of others to hold different opinions and beliefs.
15	The school develops an environment where young people and adults use the values and language of the UNCRC to help them become rights-respecting global citizens.	The values and language of the UNCRC help all young people and adults become rights-respecting global citizens.

Standard D: Children are empowered to become active citizens and learners.

Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

	Requirements at Level 1	Requirements at Level 2
16	Most young people hold clear views about their learning and well-being. They are encouraged and supported to express their views appropriately and are involved in decisions which affect their lives in school.	Nearly all children and young people have a strong voice in decisions affecting their lives in school.
17	Young people have access to information which enables them to make informed decisions about their learning, health and well-being.	Young people are empowered to access information which enables them to make informed decisions about their learning, health and well-being.
18	Some children are involved in taking action to improve the lives of children locally and globally.	Young people's involvement in the school and their interaction in the community locally and globally are substantial, highly valued and effective.