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Children’s Rights – self evaluation

**Whole school Self Evaluation**

This checklist should be completed where possible by members of the SMT or by an implementation group within the school. It can also be adapted to be used with individual staff where appropriate.

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| **1 = Not part of current practice** | | **2 = Ongoing development** | **3 = Consistent practice** | |
| **1. Recognising  and Realising  Rights** | 1. We are aware of the history and development of human rights | | |  |
| 1. We are all familiar with the articles of the UNCRC | | |  |
| 1. We understand that the UNCRC underpins educational policy and practice (e.g. Getting it right for every child; CfE etc) | | |  |
| 1. We are knowledgeable about the various agencies which support children’s rights in education | | |  |
| 1. We all understand and demonstrate our role as duty bearers of children’s rights | | |  |
| **2. Culture, Values and Ethos** | 1. Protecting, respecting and pormoting children’s rights is a priority for the establishment’s leaders | | |  |
| 1. We have developed a vision and values for our establishment that has been developed by the whole school community. | | |  |
| 1. Our vision and values reflect and promote the rights of the child | | |  |
| 1. We ask pupils, parents, partners and staff about how well we demonstrate our vision and values | | |  |
| 1. We have explicitly linked our relationship strategy/policy (and all other relevant policies) to the articles of the UNCRC | | |  |
| 1. Articles displayed throughout the establishment have meaning and relevance | | |  |
| **3. Skills and attitudes** | 1. We reflect on our biases and endeavor to use constructive, non-judgmental and respectful language to describe people, issues or challenges | | |  |
| 1. We challenge our own assumptions and aim to know and understand the environment, backgrounds and experiences of our children, to help meet their needs | | |  |
| 1. We seek and act upon children’s views | | |  |
| 1. We consistently respect children’s rights, even amid challenging circumstances | | |  |
| 1. We build and sustain positive relationships which are based on an understanding of children’s rights | | |  |
| 1. We support children/staff/parents in developing their understanding of the establishment’s promotion of rights | | |  |
| **4. Links to the**  **curriculum** | 1. We know where the UNCRC articles are naturally taught within the curriculum | | |  |
| 1. Relevant articles are highlighted in planning, teaching and learning | | |  |
| 1. Relevant articles are highlighted in displays of children’s young people’s work/progress | | |  |
| 1. We explore and reference articles through opportunities for wider achievement | | |  |
| 1. We explore and reference articles through opportunities to engage with local, national and international community partners | | |  |
| 1. We explore and reference articles through assemblies | | |  |
| **5. Targeted support** | 1. The rights of all children are respected, including the most vulnerable and those most in need of support | | |  |

**IMPLEMENTING A RIGHTS BASED APPROACH - SOME IDEAS TO CONSIDER:**

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| **1. Recognising and Realising Rights** | Access and deliver awareness-raising training on the UNCRC |
| a) Access relevant agencies online: Education Scotland; CYPCS; Young Scot; SYP; Children’s Parliament; UNICEF; Save the Children; Amnesty  b) Contact LA officer with responsibility for children’s rights;  c) Contact and visit a school to observe good practice  d) Share good practice with others – make the success highly visible |
| a) Develop rights-based practice to promote non-discrimination, best interests of the child, right to life-survival-development, and participation  b) Offer awareness-raising/refresher training  c) Include as standing item on agenda at staff meetings – how you demonstrate the role of duty bearer of children’s rights;  d) Explore rights charters (e.g. canteen charter; playground charter; staffroom charter etc) |
| **2. Culture, Values and Ethos** | 1. Include as a priority on establishment improvement plan;   Invite a steering group to lead this priority;  Audit current knowledge of UNCRC;  Raise awareness with stakeholders (assemblies; INSET – make links with children protection; parent evenings etc);  Establishment leaders contribute to full-staff presentation to invite further exploration of rights |
| 1. Consult stakeholders in reviewing establishment’s values and vision, ensuring that the UNCRC is highlighted |
| 1. Review values and vision in light of the UNCRC and make any links explicit |
| 1. Use values and vision as a self-evaluation tool with stakeholders to audit current practice and plan for future action |
| 1. Evaluate current policies in light of UNCRC to identify needs and next steps |
| 1. Explicitly highlight the articles which link to the work and life of the school; explicitly inform stakeholders about your rights-based practice |
| **3. Skills and attitudes** | 1. Access training in restorative/solution-oriented approaches for development across the establishment |
| 1. Access training in nurture, social-emotional wellbeing, attachment, resilience, mitigating unconscious bias, combatting stereotyping, and Adverse Childhood Experiences;   Evaluate how information is recorded, shared and utilised within, across and beyond the school;  Utilise the Getting it Right for Every Child Wellbeing Indicators to evaluate how effectively we identify and meet children/young people’s needs with agencies and partners |
| 1. Evaluate current opportunities for participation across the 4 arenas, and plan for improvement (e.g. learning, teaching and assessment; opportunities for personal achievement; decision making groups and wider community) |
| 1. Access training in social-emotional wellbeing for staff (e.g. self-awareness, self-regulation, empathy etc) |
| 1. Access training in restorative approaches for development across the school |
| 1. Include children and young people in discussions about improvement priorities – using How Good is OUR school Parts 1 and 2 2. Utilise the Suite of Professional Standards and/or The Common Core in PRD discussions with staff 3. Inform and consult with parent council/forum members about the respecting of children’s rights |

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| **4. Links to the Curriculum** | 1. Audit and map where UNCRC articles naturally correlate to the curricular areas; identify important gaps in teaching about rights and plan to cover these across the year/contexts for learning; departments/stage-partners meet to review curriculum in light of articles |
| 1. Pilot the development, planning and teaching of curricular planners and teaching approaches which make the links to relevant articles explicit |
| 1. Plan displays of work and explicitly highlight links to any relevant UNCRC articles |
| 1. Identify UNCRC articles that are part of Interdisciplinary programmes |
| 1. Produce an outline of wider achievement opportunities that are available within the school and the local community; make explicit links to relevant articles and skills for life, learning and work |
| 1. Involve children and young people in making decisions about delivery, methodology and planning of learning, teaching and assesment |
| 1. Produce a calendar of assembly reflections for the year, each with a specific focus on certain articles; e.g. ‘article of the month’; |
| **5. Targeted support** | 1. Engage in professional dialogue with staff about:    1. how children’s/young people’s needs are expressed, identified and met    2. how effectively the language of rights is used when planning for and interacting with vulnerable pupils (e.g. on IEPs; CSPs etc)    3. how effectively exclusions are prevented or managed in line with national guidance (IEI2) |
| 1. Identify staff training needs around additional support and plan accordingly |
| 1. Review and update current staged intervention policy/procedures in light of the UNCRC |

PERSONAL SELF-EVALUATION

## Adapted from Common Core of Skills, Knowledge & Understanding and Values for the ‘Children’s Workforce’ in Scotland

See: <https://www2.gov.scot/Resource/0039/00395179.pdf>

**What “common” and “core” means:**

The Common Core is a description of the skills, knowledge and understanding and values that are valid for every employee and volunteer working with any child, young person or family. They are **common** because they apply to everyone, even though the detailed application may vary for different workers and/or different ages/groups of children, young people or families. They are **core** because they are fundamental if workers are to help improve the lives of children, young people and families.

**Strengths Based Approach and the Common Core:**

Our social policy frameworks (Early Years Framework, Equally Well and Achieving our Potential) promote an “assets” or strengths based approach to tackling poverty, inequality and ensuring that all of Scotland’s children get the best start in life.

**Key principles of the strengths based approach include:**

* Working with people, rather than seeing them as passive recipients of services – “doing with”, rather than “doing to”
* Helping people to identify and focus on the innate strengths within themselves and communities and enhancing and supporting them
* Supporting people to make changes for the better through enhancing skills for resilience, relationships, knowledge and self esteem
* Building networks and friendships so people can support each other, make sense of their environments and take control of their lives
* Demonstrating the characteristics and values within the Common Core helps to ensure all workers are able bring a strengths based approach to their work.

*The Common Core draws on the views of children and young people about what they want from those who work with them. It also reflects the areas of agreement from respondents to a public consultation. So no-one should be surprised by the content of the Common Core, but the question to ask is not whether you demonstrate the characteristics within the Common Core, but how well you do it.”*

Please take time to read the following statements. Consider each statement in relation to the UNCRC guiding principles, select a number on the scale 1- 5 which best describes where you would gauge your own level of skills & knowledge. Identify key evidence which relates to this work and areas to further improve your practice. ***(1- strongly disagree; 5 strongly agree)***

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| **UNCRC Article 2 - Non-discrimination**  **All the rights guaranteed by the Convention must be made available to all children without discrimination** | | |
| *Relationships with children, young people and families* | | |
| I recognise that the needs and strengths of children, young people and families are unique and will be influenced by their environment, backgrounds and circumstances (Common Core ref: A1) | | 1 2 3 4 5 |
| I understand my impact on children, young people and families and how they might perceive me. I adapt my tone, language and behaviour to suit the circumstances (Common Core ref: A2) | | 1 2 3 4 5 |
| *Relationships between workers* | | |
| I am aware of who can help when provision for the needs or promotion of the strengths of children, young people or families is affected by their environment, backgrounds and circumstances (Common Core ref: B1) | | 1 2 3 4 5 |
| I am aware of who can help when I cannot communicate effectively with children, young people or families for any reason (Common Core ref: B2) | | 1 2 3 4 5 |
| *Evidence of my practice* | *Areas I would like to further develop* | |

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| **UNCRC Article 3 - Best interests of the child** *That the best interests of the child must always come first* | | |
| *Relationships with children, young people and families* | | |
| I help to identify and work with the needs and strengths in parents, carers and their networks in the interests of children and young people for whom they care (Common Core ref: A3) | | 1 2 3 4 5 |
| I ensure children, young people and families understand what information will be kept in confidence; and why some information from or about them may be shared (Common Core ref: A4) | | 1 2 3 4 5 |
| *Relationships between workers* | | |
| I understand the extent of my own role and am aware of the roles of other workers (Common Core ref: B3) | | 1 2 3 4 5 |
| I respect and value the contribution of other workers (Common Core ref: B4) | | 1 2 3 4 5 |
| I know what information to share, when to share it and with whom (Common Core ref: B5) | | 1 2 3 4 5 |
| I am aware of who can help parents or carers identify their own needs or strengths (Common Core ref: B6) | | 1 2 3 4 5 |
| *Evidence of my practice* | *Areas I would like to further develop* | |

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| **UNCRC Article 6 - Right to life, survival & development** All children have the right to life, survival and development | | |
| *Relationships with children, young people and families* | | |
| I am aware of how children and young people develop, seek to understand vulnerability and promote resilience (Common Core ref: A5) | | 1 2 3 4 5 |
| I understand appropriate child protection procedures and act accordingly (Common Core ref: A6) | | 1 2 3 4 5 |
| I consider the needs and potential risks for each child and young person in the context of where they live, their relationships and their wider world (Common Core ref: A7) | | 1 2 3 4 5 |
| *Relationships between workers* | | |
| I know who to contact if I have a concern or wish to make a positive recommendation about children, young people or families (Common Core ref: B7) | | 1 2 3 4 5 |
| I contribute to assessing, planning for and managing risks in partnership with others (Common Core ref: B8) | | 1 2 3 4 5 |
| *Evidence of my practice* | *Areas I would like to further develop* | |

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| **UNCRC Article 12 - Respect the views of the child**  **Children's views must be considered and taken into account in all matters affecting them.** | | |
| *Relationships with children, young people and families* | | |
| I include children, young people and families as active participants, offering them choices and listening to their views (Common Core ref: A8) | | 1 2 3 4 5 |
| I explain decisions to ensure children, young people and families understand them and their implications, especially if the final decision isn't what they hoped for (Common Core ref: A9) | | 1 2 3 4 5 |
| I keep children, young people and families informed of progress (Common Core ref: A10) | | 1 2 3 4 5 |
| *Relationships between workers* | | |
| I seek to support children, young people and families in partnership with them, their networks and other workers (Common Core ref: B9) | | 1 2 3 4 5 |
| I recognise that timely, appropriate and proportionate action is appreciated by children, young people and families as well as other workers (Common Core ref: B10) | | 1 2 3 4 5 |
| *Evidence of my practice* | *Areas I would like to further develop* | |

# Preparation for Children’s Rights Professional Learning

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| **What are your key priorities for attending Children’s Rights training?** | | | | |
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| **What rights based work have you already undertaken in your setting?** | | | | |
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| **What areas do you think require development in terms of rights based work in your setting?** | | | | |
|  | | | | |
| **How would you rate your current knowledge of rights based learning? (please highlight)** | | | | |
| Very little knowledge | Little knowledge | Adequate knowledge | Good knowledge | Very good knowledge |
| **What areas of knowledge would you like to develop?** | | | | |
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