

EVALUATION OF UNIVERSITY OF UK RIGHTS REPEATING SCHOOL AWARD

FOR THE YEAR
2009
2010
PREPARED BY
& DEVELOPED BY
W. J. F. H. P. B. F. K.



University of Brighton



University of Sussex

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53 THE RRSA AND UNICEF'S RESEARCH	

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2. See www.unicef.org/crc/ for more information on the UN Convention on the Rights of the Child.

1. Knowledge and understanding of the United Nations Convention on the Rights of the Child (CRC)²

Children and young people (CYP), staff, governors, and some parents in all but one of the 31 schools had extensive knowledge and understanding of the CRC and this was reflected in their views of rights, respecting language, attitude, and relationships.

- In 11 of the 12 schools, all CYP, staff, governors, and some parents had extensive knowledge and understanding of the CRC and this was reflected in their views of rights, respecting language, attitude, and relationships.
- In 10 of the 12 schools, all CYP, staff, governors, and some parents had extensive knowledge and understanding of the CRC and this was reflected in their views of rights, respecting language, attitude, and relationships.
- In 9 of the 12 schools, all CYP, staff, governors, and some parents had extensive knowledge and understanding of the CRC and this was reflected in their views of rights, respecting language, attitude, and relationships.
- In 8 of the 12 schools, all CYP, staff, governors, and some parents had extensive knowledge and understanding of the CRC and this was reflected in their views of rights, respecting language, attitude, and relationships.

2. Relationship and behaviour

All 31 schools were characterised by a positive relationship between pupils, between staff, and between pupils and staff. Listening, respect and empathy were evident and there was little or no bullying or hazing. Staff and pupils reported experiencing a strong sense of belonging.

- Relationships between pupils, between staff, and between pupils and staff were positive.
- Listening, respect and empathy were evident.
- There was little or no bullying or hazing.
- Staff and pupils reported experiencing a strong sense of belonging.

3. Pupils feel empowered to respect the environment and rights of others, locally, nationally and globally

Across almost all the schools, pupils made a positive contribution on local and global issues as a result of their increased awareness of the universality of children's rights and the extent to which these are denied.

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2. ETHNOLOGOLOGY

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3. FINDING ON THE INDEX INDICATOR FOR QUALITY

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"After 16 years as head teacher at [...] school, I cannot think of anything else we have introduced that has had such an impact."

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 RR-A

3.1 K



ALL 31 SCHOOLS REPORTED THAT THE RR-A WORK HAD RESULTED IN HAD HAD HAD RK HAD REPRK RK-RESULTED IN RK

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"There's not just an assumption that we know [the Articles in the CRC], we now understand them and everyone is aware of them."

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"... you're actually turning what could be a negative situation into something more positive. You're asking questions rather than berating them. 'Is that respectful, what are your responsibilities?' ... There was a little period of time where most staff had to stop and think ... It's in the bloodstream now."

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R R A T R R A
R R A T
12

3.1.2 Use of a charter of rights

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R R A T R R A
R R A T
12

"Well you do have to sign the Charter, which is brilliant because the child signs too and they are aware that their parents are in collaboration with it."

P
I R I
R R A T R R A
R R A T
12

"I signed up because I thought I should sign up for it because I thought it was good, but there's got to be someone who signed it just because they thought, 'I'll get in big trouble if I don't sign it'. ... Not everyone should have signed it but everyone did."

Y 4

3. FINDING ON THE IX INDICATOR

P
 "All the classes I've worked in, the Charters are drawn up and they're gone over and then they're just stuck somewhere. They need to be brought out at least once a month and they (the teachers) need to go over them with the class and remind them."

L A
 F
 "... remember the charter, if you can't stick to it, you will lose your Golden minutes". T

H
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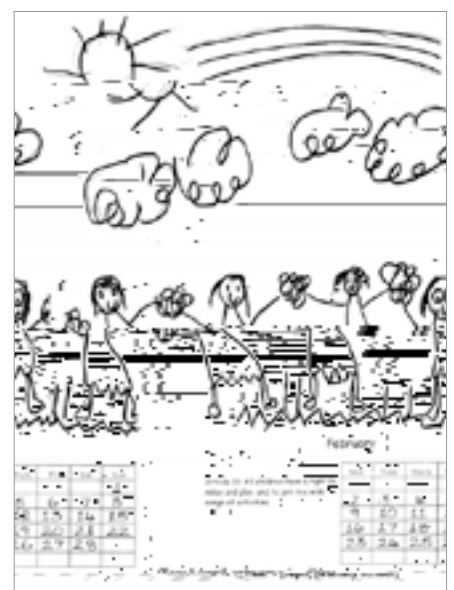
3.1.3 Understanding rights

E 12 RR A
 "It (the RRSA work) helps children with making decisions as they understand that they have rights and the right to make choices about their lives."

Y 3
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 "Once they've got their rights, they're more inclined to come round to your way of thinking, because they've made the decision themselves, rather than us telling them."

T
 A RR A T
 "It (the RR work) has definitely empowered the pupils, especially ... the kids who have been brought up to think they have no rights."

L
 E Y 1



3.2 R

I 31

3. FINDING ON THE IX INDICATOR

"Suddenly the term 'whole school' meant something different... Everyone was involved."

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RRSA
RRSA

"So before we could start on any of the thinking and discussions around rights and respect, we had to build the relationships between pupils and between staff and pupils to allow the discussions to be meaningful."

H
RRSA

3.2.3 Developing confidence and empathy

"I would definitely say that they think they have a voice now and stand up for themselves more. It's about teaching them to use it correctly."

T
RRSA
T

"We always get some disclosures when we talk about rights at the beginning of the school year. They feel empowered enough to say and we have to follow them up, they feel empowered to tell someone and that is something that probably wouldn't have happened if it wasn't for this [RRSA]."

RRSA
R
RRSA

"The fact that the work has raised awareness and so a lot of people aren't so selfish anymore and they show respect more, they make more of an effort but I think the biggest thing the RRSA work has done is to raise people's awareness."

Y

"I think they are kinder to each other as a result of the RRSA work and they help each other more. I suppose they think about each other's needs more now."

H Y

P

D



3. FINDING ON THE IX INDICATOR

"The staff who buy into this the least are the lunch time staff. I hear the kitchen staff barking at the kids sometimes! It can be pretty stressful for them (lunch time staff) as there are a lot of kids and they are all coming and going and it is difficult for them to understand when you say to them 'Try to listen to the children' or 'Don't talk to them like that'."

3.2.5 Conflict resolution

"We do have bullying. Kids are kids. Kids say nasty things to other kids. But we are dealing with that in a more restorative way. We talk to them individually at first and then get them to deal with it together."

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3.3 P



P

Each year group has a compost bin and puts fruit in it. The House that gets the most points for a week gets the cup for the week.

Y 5

The school has an allotment and we decide what we should plant in it. We look after the school grounds and clear the pond and keep it clear for the animals to live there.

Y 4

“One girl helped out in the soup kitchen on Christmas day and some pupils help in the local hospice ... some of the students ... they bring ideas to us, they see things outside and ask if we can do something about it... some of our Year 11s they saw something about homeless people and they asked if we could do a project to help them so we are... I think we've opened

3. FINDINGS ON THE SIX INDICATORS

CONTENTS
TOWARDS DIVERSE
AND INCLUSIVE
AMERICAN SOCIETY

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"Some of the work we do challenges the attitudes the students bring from home, like about immigrants. They may come with some ideas 'Oh my mum says this' or whatever and they challenge that themselves through the work we do."

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"We have one child here with particular needs and this child can react very negatively to other children, but the children have learnt how best to help this child and it's about respecting them and taking responsibility for working with this child. We try to be as inclusive as possible and the RRSA work gives us a way of doing this."

Y 3
 A / R

"Relationships are fabulous, absolutely amazing."

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 I PE

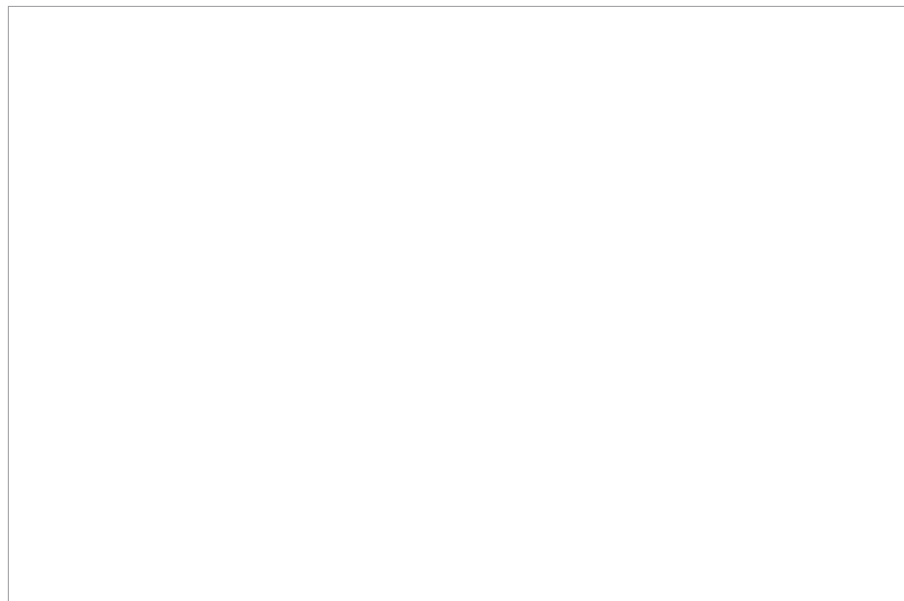
3. FINDING ON THE IX INDICATOR

3.5 P

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 RR-A

"Student voice has always been here and there are various sub groups such as RRS, a Sports group, Eco group etc. And we have Students as Learning Partners where students work with staff to plan lessons or parts of lessons and then observe staff and talk about the lesson together afterwards."

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IN ALL 31 SCHOOLS, STUDENTS AND STAFF RECOUNTED ACTIVITIES ILLUSTRATING PUPILS' PARTICIPATION IN DECISION-MAKING AND HOW THIS HAD INCREASED SINCE THE INTRODUCTION OF THE RRA. THEIR INVOLVEMENT IN DECISION-MAKING WAS MORE LIKELY TO BE FOCUSED UPON PLAYGROUND

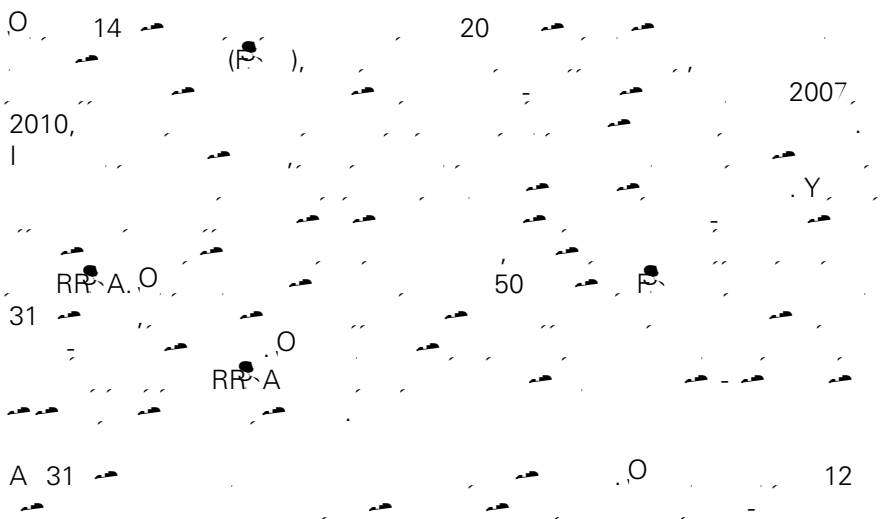
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3. FINDINGS ON THE SIX INDICATORS

Table 1: Summary of direction of change in attainment, value added, fixed-term exclusions and unauthorized absences for the 31 schools (2007–2009)

NO. OF SCHOOLS	INCREASE	DECREASE	NO CHANGE/ NO EXCLUSION	MISSING DATA
Achievement (% L4&5 K-2 E/ >5 GCSE A*/A) ()	1	10	1	1*
Value Added (K-1-2 / K-2-4)	12	14	4	1*
Fixed-term exclusions ()	5	13	**	5
Unauthorized absences (%)	14	11	4	2

* Infant school – no Key Stage (KS) tests or Contextual Value Added (CVA).
 ** Five schools had no fixed-term exclusions throughout the period.



"We have a lot less exclusions now. ... I think the ethos has improved, people see this as a friendly school ... the children understand each other better now and that makes them more tolerant of each other. They just seem to accept each other for who they are."

"I think it has reduced exclusion but it was never at a high rate. I think it has also raised standards in speaking and listening and the overall achievement in terms of developing literacy has been raised by it. People speak and listen to each other in a more rights, respecting way."

4. ADDITIONAL FINDINGS

4.1

“... if you keep the (CRC) articles in mind in whatever you’re doing, it really helps you to pinpoint what’s important and get rid of the bits that are superfluous.”

“It makes conversations with parents easier because, for instance, this morning I’ve had a conversation with a parent whose child is always late, misses a huge amount of school. So I can come at that by saying all children in the world have the right to an education and it’s our responsibility as parents and teachers to make sure that happens. So it gives me that sort of strength of argument to say ‘how can we work together to make sure your child gets their right to a good education?’ And it takes the wind out of people’s sails a bit and helps.”

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"We don't do R & R in lessons now, just maybe in PSHE but not in other lessons like we used to at primary school. It's just like all subjects now but nothing else."

Y 7

P RR

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P

RR-A

"It's (RR language) sort of used here. We do talk about rights and responsibilities when people do something wrong. And we have posters around the school which relate to the Articles but it's not used all the time, it's mainly when we do something wrong."

Y 7

W

RR

"... we did it in primary school, ... we already knew we had a right to be heard so we are more relaxed about saying what we think. But you can tell who hasn't been to a R & R primary school because they don't speak up so much."

Y 7

"I think people who have been to a rights respecting school have more respect for their rights and for the rights of others, you can definitely tell who hasn't been to a rights respecting school. Those who have been understand more about respect for the environment, like when I first came here and I saw people just dropping litter in the classroom and things like that and not really respecting the environment, it was strange. That just wouldn't have happened at primary school but because they would have behaved in a rights respecting way..."

Y 7

H

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T

4. ADDITIONAL FINDINGS

...T...F

"It's more difficult to voice your opinion here (than at primary school) I suppose because you see so many teachers whereas in primary school you could just talk to your teacher because you saw them all of the time."

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RR-A
IN-ET...UNIT EF
LA...RR-A
RR-A
RR-A
RR-A
A...LA

FINANCIAL EXPENDITURE IN RELATION TO RR-A WAS REPORTED BY SCHOOLS TO BE FINANCED IN NEARLY ALL 31 SCHOOLS TO A FEW EXTRA RESOURCES. HOWEVER, ATTRIBUTING SPECIFIC STAFF TIME TO RT E Y4D.

4.3.1 Monetary cost

A 12...N
1...T...RR-A

4.3.2 Cost in terms of time

RR-A...A 12...RR-A

4. ADDITIONAL FINDINGS

REF-A L 1 2

"Level 1 and 2 need to be more clearly defined, it's a fuzzy area at the minute. The levels need looking at so they are clearly defined."

"What about after Level 2, do we have that forever, is the idea to re-assess schools again in three years? I don't really think thought has been put into what happens after Level 2."

REF-A E

5. RESEARCH INTO CHILD WELL

UNICEF UK, 2007, p. 1.1.1

UNICEF, 2007

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UN (R)

Children and young people (CYP), staff, govt and some parents in all but one of the 31 schools have little knowledge and understanding of the CRC and this is reflected in their use of rights respecting language, attitude and relationship.

- In 11 of 12 schools...
- In 31 schools...
- In 31 schools...
- In 31 schools...

2 R

All 31 schools were characterised by positive relationships between pupils, between staff, and between pupils and staff. Listening, respect and empathy were evident and there was a little or no bullying or hazing. Staff and pupils reported experiencing a strong sense of belonging.

- R
- W

.3 P

Across almost all the 31 schools, pupils made a positive contribution on local and global issues as a result of their increased awareness of the universality of children's rights, and the extent to which these are denied.

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- P

.4 P

Across all 31 schools, uniform positive attitudes to diversity were reported and this was reported to have improved over the three years.

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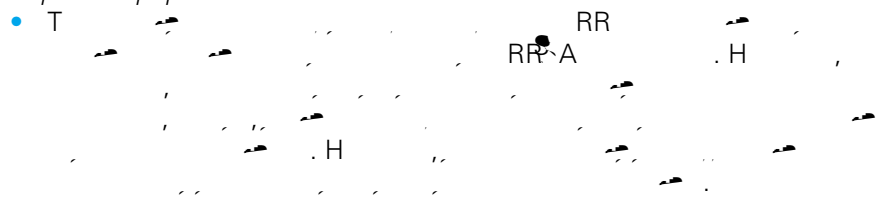
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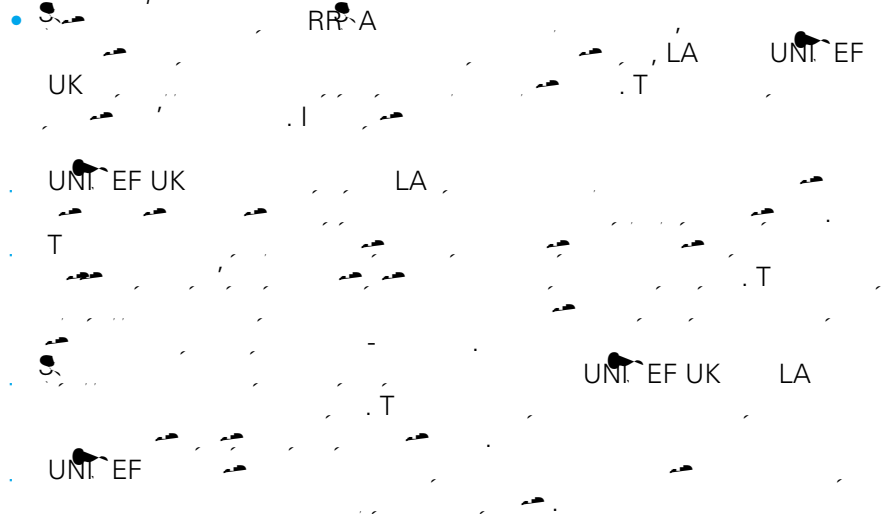
School leadership



Impact on pupils of transfer to another school



Costs of implementation



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U N ' F (UN I EF),
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F , UN I EF I R , 2007.

U N ' F (UN I EF) UK, YPF P
A F D. F, L , UN I EF, 2007.

W C W , E. R
L , D F (D. F), 2007.

Table 2: Background characteristics of the pupil population of the 12 schools

APPENDIX II | EXAMPLE OF INTERVIEW SCHEDULE | 200

UNIT OF UK RESEARCH EVALUATION • PUPIL INTERVIEW • ARCH 200

Prompt:

T
Is the work embedded in the lessons/school, addressed separately or just apparent in certain areas/with certain staff in the school.

I
D
D
RR-A
In the classroom (prompt on staff-pupil relationships & pupil-pupil relationships)

at lunch time

at break times.

W
(prompt on resolving conflicts, bullying, staying safe)?

W
RR-A
Social situation with peers, with family; in decision-making with family.

W
D
How do you think you will be able to do this?

W
RR-A
(Prompt on enjoy & achieve, making a positive contribution.)

I
How do you think you will be able to do this?

Prompt :

T
Is the work embedded in the lessons/school, addressed separately or just apparent in certain areas / with certain staff in the school.

I
W
D

D
I (prompt on staff-pupil relationships & pupil-pupil relationships, bullying, staying safe, make a positive contribution)

at lunch time

at break times

H (prompt on enjoy & achieve, etc.)

W (prompt on relationships with one another, management and pupils).

H (prompt on citizenship, PSHE, behaviour policy, SEAL, etc.)

H (prompt on citizenship, PSHE, behaviour policy, SEAL, etc.)

H (prompt on citizenship, PSHE, behaviour policy, SEAL, etc.)

W (socially with peers, with family; in decision-making with family, make positive contribution.)

W (socially with peers, with family; in decision-making with family, make positive contribution.)

W (socially with peers, with family; in decision-making with family, make positive contribution.)

APPENDIX III LIST OF SCHOOLS THAT PARTICIPATED IN THE EVALUATION

A		T	&	F	L
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B	P	D			
B	N	EP		D	
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B	P	H			
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E		H			
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P				H	
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	H			P	R
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W		W			
W		EP		B	F
W	H	P		W	
W		H			
W		H			

5

Rights Respecting School Award
UNICEF UK
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Registered Charity Number 1072612

Cover image: Students at Turton High School, Bolton,
learn about UNICEF's work to protect child rights.

