

UNICEF UK Rights Respecting Schools in England



Briefing Paper 2008



UNICEF's mission

UNICEF, the United Nations Children's Fund, is the only global organisation working specifically for children and their rights as set out in the United Nations Convention on the Rights of the Child (CRC¹). UNICEF's mission is to campaign for the protection of children's rights in order to meet children's basic needs and empower them to realise their full potential. UNICEF UK is one of 36 UNICEF National Committees based in industrialised countries.

1. www2.ohchr.org/english/law/crc.htm

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Why the Rights Respecting School Award?

The United Nations Convention on the Rights of the Child (CRC) is based on an analysis of what children need in order to thrive. These needs can be grouped into four key categories:

- to survive as a fit and healthy person
- to be protected from harm and abuse
- to develop physically, mentally and socially
- to participate as an active citizen.

The CRC is based on these needs. UNICEF UK believes that the principles and values of the CRC should be embedded in the ethos and curriculum of our schools. This is the purpose of the Rights Respecting School Award.

Rights are of little use to children unless they are aware of them. Article 42 of the Convention on the Rights of the Child states that all State Parties are obliged to ensure that adults and children know about the CRC. Despite this, the national curriculum for England, Wales and Northern Ireland still does not include education about the CRC.



What are Rights Respecting Schools?

UNICEF UK's Rights Respecting School Award (RRSA) provides a framework to help schools to use the CRC as the basis for their ethos. In a rights respecting school, children learn about their rights and the responsibilities that are implied. Children learn to associate rights with needs and distinguish between their rights and 'wants'. They learn that if they have rights, they need to respect the rights of others.

In 2007, UNICEF UK was awarded £0.5m over 3 years by the Department for Children, Schools and Families to expand the RRSA pilot in partnership with five Local Authorities: Dorset, Hampshire, Bracknell Forest, Rochdale and Durham. This is being externally evaluated by Sussex University School of Education, whose first interim report is now available².



Number of schools ³ in:	England	411
	Scotland	76
	Wales	15
	N. Ireland	32
TOTAL NUMBER OF SCHOOLS REGISTERED WITH THE RRSA		534 ⁴
Number of children in:	Early Years Settings	660
	Primary schools (age 3–10)	116753
	Schools for children with special needs	2365
	Secondary schools (age 11-16/18)	63870
TOTAL NUMBER OF CHILDREN INVOLVED		183648
Number of schools with the Level 1 of the Award		102
Number of schools with the Level 2 of the Award		13

"The school's work on the UNICEF Rights Respecting Schools programme has enabled pupils to grow in maturity and develop a positive understanding of their rights and responsibilities. Pupils talk about the school's very good links with the community ... By the time pupils leave the school they are articulate and confident and prepared very well for the next stage of their education."

OFSTED Inspection Report on Bridport Primary School, March 2008.

2. www.unicef.org/rrsa

3. There are 31,000 schools in the UK.

4. Figures for July 2008

How does the Rights Respecting Schools Award work?

The Rights Respecting School Award journey

Step 1:

Establish school leadership team

Step 2:

All staff, parents and governors at the school are introduced to the RRSA

Step 3:

Steering group, representing all sections of the school community, is formed

Step 4:

School completes baseline audit to see what needs to be done and sets priorities

Step 5:

School uses the baseline audit and the student interviews to complete the What Needs to be Done? section of the action plan

Step 6:

Implement Action Plan so that the CRC permeates all areas of school life

Step 7:

School gathers evidence of the impact of the RRSA which is used to judge when the criteria for Level One of the Award have been met

Step 8:

External assessment required to validate self-evaluation. Principles and values of the CRC are judged to be sufficiently embedded to achieve the Award

Step 9:

Steering group leads implementation of Action Plan for level 2

Step 10:

Stages 4 to 7 are repeated

Step 11:

Level 2 Awarded

The average time for a primary school to progress to Level 1 is 18 months. Secondary schools take longer.

The award recognises achievement under the following four aspects of school life:

- Leadership and management for embedding the values of the UNCRC in the life of the school
- Knowledge and understanding of the CRC
- Classroom climate and culture: rights-respecting classrooms
- Pupils actively participate in decision-making throughout the school.

Level 1 describes the school that has made good progress across all four dimensions so that the values and principles of the CRC are at least partially embedded in the life of the school. Level 2 of the award recognises that these principles and values are as fully embedded as can be realistically and reasonably expected.

The four aspects are set out in UNICEF's school action plan which is used by the school to plan their progress to achieve the award. When a school has conducted a self-evaluation of its progress using the validation statements, it invites an Education Officer to conduct an external assessment. Following this assessment, a judgement is made and a verbal and written report is given. UNICEF UK encourages schools to work together in clusters. This way of working encourages them to collaborate, share good practice, and support each other as they progress towards the RRSA status.



What does a Rights Respecting School look like?

Since the Rights Respecting Schools Award began, there is a clear pattern in the emerging evidence; the positive effects on schools are significant. Sometimes it is the whole school community whose attitudes have changed as a result of working with the values and principles of the Convention on the Rights of the Child. A quote from a Level 1 external assessment report of a secondary school is included here:

"[The RRSA] has inspired the community with a shared vision over a two-year period since the school opened following an amalgamation of four schools ... for inclusive learning relevant to the RRSA for pupils of different ages, abilities and learning needs across the school. These groups include young people with Multiple Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties as well as those with complex social and/or communication needs. This strategy has resulted in the breaking down of barriers between formerly disparate groups of pupils and provided professional learning opportunities for a range of staff."

The Oaks (Secondary School), County Durham

There is considerable anecdotal evidence from local authorities, teachers and pupils that demonstrates that the Rights Respecting Schools Award is having a positive impact on the day-to-day experiences of teachers and pupils in school. All local authorities involved with the RRSA report that the uptake by schools has been greater than anticipated, quite significantly so in some cases. A consistent message from school heads is that the RRSA has had a positive impact on their leadership. School leadership teams highlight the important contribution the RRSA has made to their ability to create and share a vision with the whole school community, which provides focus and a coherent rationale to the many strands of their work.

The RRSA community is generating a wide range of resources both for the curriculum and to record and celebrate their "RRSA journey". There are many examples of children playing a prominent role in this process. Many schools have been inspired to generate their own curriculum planning and other resources as the CRC becomes embedded in their ethos. School websites are beginning to carry a feature on becoming a Rights Respecting School, which helps parents and the wider community understand and support them.

At St. Hubert's Catholic Primary School in the West Midlands, pupils are happy to engage and talk about the rights of the child and can explain the importance of respecting each other's rights. Aspects of the CRC and its relevance, both nationally and globally, are not only included in a range of subjects but also form the core of whole-school themes in Citizenship. In Year 5 Science, pupils looked at water from a playground puddle under a microscope, which led into a discussion on the right to and the importance of clean water.

"There have been a lot of changes in how we react to things ... Everything's changed for the better."

Child at Stower Provost Primary School, Dorset

"Children have time to think what their right is and what their responsibility is. The language is more positive and works with children ... they tune into the language."

Teaching Assistant at Bell Farm Junior School, Surrey

"The UNCRC has become a natural part of curriculum planning."

Teacher at Tavistock Infant School, Hampshire



Components for fostering a rights-respecting school environment

- *Senior level buy-in to the principle of the RRSA*
- *High-quality professional development to ensure all staff demonstrate rights-respecting behaviour*
- *Steering group formed to embed the scheme in the life of the school*
- *Whole school⁵ involvement: Children, young people, staff, governors and parents*
- *Whole-school involvement in monitoring process and completing self-evaluation*
- *Schools form clusters to build the RRSA learning community*
- *Dissemination of good practice at Local Authority level*

A number of Ofsted reports now recognise the positive impact that the RRSA is having on well-being and behaviour in schools. A Joint Area Review report⁶ on Bracknell Forest highlighted the contribution that the RRSA is having:

“There is particularly exciting community cohesion and human rights practice in the large number of local schools that have adopted the UNICEF Rights Respecting agenda, with very good impact on behaviour and personal development⁷.”

Many schools report that the RRSA process helps them to prepare the self evaluation forms they are required to complete prior to an OFSTED inspection.

5. A whole-school approach means that the entire school including, children and teaching assistants, is involved in devising and implementing school policy
 6. www.bracknell-forest.gov.uk/living/liv-change-for-children/liv-joint-area-review-jar.htm
 7. Bracknell Forest joint area review of children’s services, www.ofsted.gov.uk

Evidence base

Integration of the CRC across the school curriculum and school policies has a positive effect on relationships, teaching approaches, attitudes and behaviour of everyone at the school. Evidence on UNICEF's Rights Respecting School Award and Hampshire's Rights Respect Responsibility (RRR⁸) programme suggests that when the values of the Convention on the Rights of the Child underpin the ethos and curriculum of a school, they have a significant, positive impact on several important aspects of child well-being and school improvement. The research of Covell and Howe⁹ into "Rights, Respect, and Responsibility" outlines a number of positive developments in schools following the implementation of RRR in Hampshire. This research, which involved 14 schools, found that teachers' morale was boosted, children felt empowered and behaviour improved significantly.

The University of Sussex is currently conducting research¹⁰ to evaluate the impact of the RRSA programme on the well-being and achievement of children and young people in the participating schools as set out in Every Child Matters¹¹. The aim of the evaluation is to assess the impact of the RRSA scheme on the well-being and achievement of children and young people in the participating schools. The University's interim report on the first year of the evaluation provides an overview of their findings to date.

Quality of teaching

The impact on staff has surprised some schools, which had seen the programme as predominantly aimed at the pupils. Teachers are reported to be behaving differently in the classroom – valuing pupils' opinions and giving pupils a say. There have been examples where pupils have said they did not like a lesson, which staff initially found threatening but they have engaged pupils in discussion about what changes should be made and teaching has improved as a result.

Importantly, a very strong theme of the feedback from teachers is the improvement they have observed in their own teaching and in their enjoyment of teaching. "The RRSA has reminded me of what I came into teaching for." is a common sentiment expressed.

Behaviour

"We now use a language of [rights and respect] in school. Things like with behaviour management, we wouldn't just say "Be quiet", we may say something like: "Could you be quiet because ..." Teaching Assistant at Ranvilles Junior School, Fareham.

"We now talk about *rights and respect*, and if they are fighting or something, we talk to them about respecting each other and about how each other feels." Lunchtime Play leader, Ranvilles Junior School.

"When teachers talk to us about our behaviour, they use the same language, it's always about *rights and responsibilities*." Pupil at Ranvilles Junior School.

Most schools had not adopted the RRSA in order to address

"Peer mediators are like a walking display because they know all the rights and responsibilities and they use rights and responsibilities to sort things out."

Ross, Year 5 pupil at Maidenbower Junior School, West Sussex



8. Whilst UNICEF UK was developing the RRSA, Hampshire Local Authority launched its own scheme called "Rights, Respect and Responsibility" to introduce the CRC into schools. Hampshire Local Authority and UNICEF UK work very closely and many of the schools in Hampshire now refer to RRR/RRS to mean the same thing. The work of Covell and Howe in Cape Breton, Canada, through which teaching about the CRC was introduced in a number of schools, provided the inspiration for Hampshire's RRR scheme. See <http://discovery.cbu.ca/psych/index.php?children/index/>
9. Katherine Covell & R. Brian Howe, *Rights Respect and Responsibility: Report on the Hampshire County Initiative*, September 2007.
10. *Evaluation of UNICEF'S Rights Respecting Schools Award; Interim report at end of Year 1*; J Sebba & C Robinson; 25 July 2008
11. *The Government's Every Child Matters (ECM) framework identifies five outcomes that are most important to children and young people: Be healthy, Stay safe, Enjoy and achieve, Make a positive contribution, Achieve economic well-being.*



Highlights from the University of Sussex's Interim Report

- *Of those schools that had been involved in the RRSA scheme for at least a year, there was evidence of pupils and staff using a rights-respecting language*
- *Lunchtime Supervisors and pupils commented on how pupils are now able to manage conflict in the playground through the use of a 'rights and responsibilities' language*
- *Pupils feel empowered to respect the rights of others locally, nationally and globally*
- *Pupils actively participate in decision-making in the school community*

Key findings relating to Every Child Matters outcomes. The schools reported:

Stay Safe

- *Fewer accidents in the playground*
- *Fewer breakages of equipment as pupils more respectful towards school equipment*

Enjoy and Achieve

- *Pupils gain an understanding of Fairtrade and the experience of pupils in Africa*
- *Playground leaders ensure everyone included*

Make a positive contribution

- *Pupil councils make decisions relating to school life*
- *Pupils give feedback on staff appointments and governors*

behavioural issues. However, every school reported improved behaviour. Pupils and midday supervisors in particular commented upon the improvement in behaviour in the playground. There is some evidence to indicate that schools that have been involved in the RRSA scheme for at least a year have noticed an improvement in the standard of behaviour in lessons, with pupils showing more understanding of the rights of others to learn.

Special educational needs

In most schools, the pupils interviewed by the Sussex University researchers included children with special educational needs (SEN). Many of these pupils were confident to express their views about the RRSA programme. Increasing the confidence of all pupils in expressing their needs and rights, but in particular those seen as vulnerable or with identified SEN, was seen as a potential strength of the RRSA.

Staff at some schools where there are a relatively high proportion of pupils with special educational needs were of the opinion that many of these pupils are unable to understand the concepts of a rights respecting school. However, because others in the school behave in a rights respecting way, they hope that this behaviour will change the atmosphere in the school and the more vulnerable pupils will benefit from this.

At Cherbourg Primary School in Eastleigh, there is a unit for pupils with emotional and behavioural difficulties and other pupils are encouraged to understand the needs of those pupils in the unit. One teacher at the school commented on the improved interaction between the disabled and non-disabled children; "You see it in the playground – the children have an awareness of each other's feelings and rights and their responsibilities towards each other. The children know that some of them go to a different playground because they can't handle being in the bigger playground. You hear them (the pupils) talking about their responsibilities in the playground and the children really seem to have taken it on board." Another teacher at Cherbourg School said, "The children are very good at accepting others, we have some here who have very disruptive behaviour, because of their autism, and the children can accept that it is just how they are, but they don't hold it against them. They have an understanding and they are still happy to play and work with them even though the previous day there may have been some quite big problems with an individual."¹²

¹² Evaluation of UNICEF'S Rights Respecting Schools Award; Interim report at end of Year 1; J. Sebba & C. Robinson; 25 July 2008

Parents and the wider community

The RRSA can provide schools with a link to parents and the wider community. The Sussex University study has found that in schools that had been involved in the RRSA scheme for at least a year, there was evidence of pupils and staff using rights-respecting language. One senior manager described this development as "a negotiating language rather than a demanding to do it language". This sometimes carried over into the home. It was reported that one child went home and complained that another child had sworn at him in the playground. His parent suggested he should have given the other child a mouthful back. The child said "No, we have a right not to be sworn at."

Some students mentioned that they found it difficult to continue behaving in a rights-respecting way outside of school, saying that it was stressful to behave in a rights-respecting way all of the time because at times they just want to relax. Several pupils also mentioned that the way they behave towards others out of school, such as their siblings, had not altered. One pupil commented "I don't use RR when I'm with my sister!"

Opportunities are created for pupils to undertake the 'education' of their parents and their wider community about being a rights-respecting school. A particularly strong example of this has been St Hubert's Fair Trade Campaign. Year Six pupils explained to their parents about their 'Why Fair Trade?' campaign and the need to change family shopping habits based upon their links with a school and community in India.

King's Park School in Bournemouth keeps parents up-to-date on their progress with the Rights Respecting Schools Award through regular newsletters. Following a visit to the school in 2007, the Children's Commissioner for England, Al Aynsley-Green, describes King's Park as an "exceptional school in terms of ethos" - where rights and respect are not taught as an add-on to the curriculum but are embedded in the school's entire philosophy. Pupils understand they have the right to be listened to and the right to an education not distracted by bullies."

The RRSA can challenge the status quo and some staff taking part in the Sussex study state that a small minority of pupils in their school found it difficult to understand the rights and responsibilities concept.

"It's more difficult to reach children from homes that are less supportive: the ones where the values out of school are not always consistent with the values we have in school." Assistant Head Teacher

"The Rights, Respect & Responsibilities course has taught me how to listen to my child ... although they are only children, they do have their own opinions and thoughts that should be listened to."

Parent of a child at a Rights Respecting School

Rights respecting schools and Government policy



“The school’s “Rights, Respect and Responsibilities” project is very successful in promoting these core values.

The three themes are incorporated into lessons well, modelled very well by teachers, and provide a strong link to the Every Child Matters outcomes.”
Ofsted report on Tweseldown Infant School, May 2006

Children and young people at Rights Respecting Schools learn what their rights and responsibilities are according to the Convention on the Rights of the Child and how to use this understanding as a guide to living. The RRSA is closely related to the Government’s Every Child Matters policy that aims to ensure that every child and young person, whatever their background or circumstances, have the support they need.

The Every Child Matters framework aims to achieve five outcomes for children and young people: being healthy; staying safe; enjoying and achieving; making a positive contribution and economic well-being¹³. Furthermore, the Government’s Children’s Plan sets out a number of goals including a commitment to ensuring that “all young people participate in positive activities to develop personal and social skills, promote well-being and reduce behaviour that puts them at risk.” UNICEF UK applauds these ambitions and urges the Government to do all it can to encourage and support schools to follow the Rights Respecting pathway to achieving them.

UNICEF UK welcomes the Government’s latest guidance¹⁴ for schools on pupil participation, which refers to the the Rights Respecting Schools Award as a model of good practice, whilst highlighting that the award also offers local authorities and schools recognition for their good work in this area.

The Rights Respecting School Award has a great deal of synergy with the Government’s existing programme on Social and Emotional Aspects of Learning (SEAL)¹⁵. Furthermore, existing evidence suggests that teachers find that the RRSA enhances the teaching of the SEAL materials. This is because the CRC provides a values framework that is missing from the SEAL materials. Like the RRSA, SEAL advocates a whole-school approach. Crucially, however, there is no specific reference to the CRC in existing SEAL materials.

13. The Every Child Matters framework proposed reforms in policy and legislation in England to protect children and young people from birth to age 19 and to maximise their potential. The framework was developed in 2003 by the Department for Education and Skills (now the Department for Children, Schools and Families), following Lord Laming’s report into the death of Victoria Climbié. It was published as a Green Paper (2003) to strengthen services for children, young people and families. Following the consultation, the Government published *Every Child Matters: the Next Steps*, and passed the Children Act 2004. The Children Act 2004 provides the legal framework for children’s services, authorities and relevant partners working together to achieve the five outcomes. *Every Child Matters: Change for Children* was published in November 2004.

14. *Working together: listening to the voices of children and young people*; DCSF; <http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00410-2008.pdf>

15. SEAL (Social and Emotional Aspects of Learning) is the Government’s approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools.

The Rights Respecting Schools Award as a framework

A particular strength of the RRSA is that it can be used as a unifying structure for a range of Government-sponsored initiatives and other initiatives such as the Government's Healthy Schools Award¹⁶, which relates to Article 24 of the CRC and Eco Schools¹⁷.

"The RRR framework is not another add-on: it is part of everything we do at Harrison. We believe that by using RRR we can improve children's social skills, helping them to become responsible, fully involved citizens within the community: enjoying, achieving and contributing in every aspect of their lives".

Carolyn Clarke, Chair of Primary Head Teachers Executive, Harrison Primary School.

Schools report that RRSA acts as a complement to Government initiatives such as the Department for International Development's Global School Award¹⁸ and helps schools to achieve *Investing in Children*¹⁹ (IiC) membership. Most teachers quickly come to see that the RRSA is not just another initiative. It provides, instead, an overarching set of values that enhance and strengthen educational projects and initiatives in terms of the contribution they make to the empowerment and well-being of children.

Teachers in Rochdale, including St John's Primary School in Rochdale where over 75 per cent of pupils are eligible for free school meals, have described the RRSA as providing an umbrella for a variety of strands of work; PSHE²⁰, citizenship, Healthy Schools and Eco Schools. This is because the RRSA provides an underlying value system consistent with all these initiatives.

16. www.healthyschools.gov.uk/

17. www.eco-schools.org.uk

18. www.dfid.gov.uk/funding/globalschools.asp

19. *Investing in Children membership allows services to demonstrate that young people's views have made a difference. Significantly, the assessment is made by young people themselves, rather than being based on an adult or agency self-assessment. The Children and Young People's plan states that one measure of young people's success in making a positive contribution is the number of agencies achieving Investing in Children membership. A target has been set for the number of organisations achieving this status.*

20. *Personal, Social and Health Education*

Global citizenship



Developing active global citizens who understand the importance of achieving global justice is a key theme of the RRSA. When children and young people at Rights Respecting Schools learn about the universality of children's rights, they also learn about the importance of building a commitment to global solidarity. A number of schools have begun to observe the impact of a child rights' perspective on global citizenship. For example, St Mary's Primary School in Gateshead has a link with St Anthony's school in Kenya. When visiting St Mary's in Gateshead, teachers from St Anthony's joined the training on the CRC. As a result of learning about their rights, the Kenyan children wrote to their Government asking them to meet their basic right to clean water.

The Deputy Head of St Mary's feels that the rights and responsibilities language has increased the children's sense of justice and encouraged a positive interest in developing countries. This was confirmed by the children, who said because they had met Kenyan visitors they felt confident talking to people different from themselves. One child said the best thing about being at St Mary's was "learning about other countries."

The children we interviewed also talked about the Millennium Development Goals and were able to list them and the eight countries that had been the focus of a series of assemblies²¹."

A parent of a child at Beechcroft St Paul's Church of England Primary School remarked how her child became concerned for children in China and their right to education when she saw images of schools destroyed by the recent earthquake. Another parent observed, "My daughter insists that we buy fair trade produce" and older children gave very lucid explanations of how fair trade supports farming communities and their better enjoyment of their human rights in many parts of the world. Children at the school are engaging with major current global issues such as rising food prices and have discussed the reasons for the current shortage of rice and its impact on children's rights. The children are very committed to the importance of recycling and trying to live in a way that is environmentally sustainable. Some of them can explain why living sustainably is a way of supporting the rights of others. The School Council makes decisions regarding which charities the school will support and the school participates in major events such as World Environment Day²².

21. Excerpt from Level 1 assessment report for St Mary's Roman Catholic Primary School, Gateshead

22. Rights Respecting School Award Assessment Report; Beechcroft St Paul's CE VA Primary School, Weymouth, Dorset, 25 June 2008

Managing diversity & fostering community cohesion

"If someone believes in a different religion to you, it makes no difference; they have the same rights."

Year 2 Pupil at Tavistock Infant School, Hampshire

The CRC particularly appeals to children and adults in schools because it provides a moral framework that is appropriate for pupils regardless of their faith or ethnicity. The CRC removes any "moral relativism" because it provides an authority outside the school to which children and adults can appeal. Schools are now responsible for protecting and promoting the status of distinct cultural and religious groups and UNICEF UK believes that the RRSA, which takes the internationally accepted CRC as its foundation.

Participation

The Government's aim to improve child well-being cannot be achieved without the active participation of children and young people themselves. Real participation means adults working with children and young people to ensure that their views are heard and valued in the taking of decisions which affect them. The Rights Respecting Schools Award offers schools a strong framework for pupil participation. Where the RRSA is implemented effectively, participation runs like a thread through all aspects of school life, underpinning the principles of Every Child Matters.

For practical information on participation in schools visit

www.participationworks.org.uk

Resolving conflict

"Rights are things that help you not get bullied and stay safe ... they help you learn you mustn't hurt people and their things. They help us understand how people feel."

Year 2 pupil at Hazelbury Bryan Primary School, Dorset

It is noticeable that pupils at Rights Respecting Schools start using the language of rights and responsibility in the classroom rules and charters that they devise and sign up to. When asked about the school charter that children at Hartside Primary School in Durham wrote after being introduced to the Rights Respecting Schools concept, one pupil said "It's like a promise to ourselves and it is working well." In some schools, the rights respecting language and behaviour they learn in school begins to have a knock-on effect outside of the classroom and pupils start to use the language of rights and responsibilities to resolve conflict in the playground.

"The children sort out issues at playtime now ... They talk things through."

Teaching Assistant, Ranvilles Junior School, Fareham, Hampshire

"Bullying is seen as a rights and responsibilities issue at St Columba with abuses of this right being dealt with as a matter of urgency using a well understood policy that is clear to pupils and staff. There is



Spotlight on John Hanson Community School

John Hanson Community School (960 students on roll) is one of three mixed comprehensive schools for ages 11–16 in Andover, Hampshire. In early 2005, the school started working with UNICEF UK and became a pilot school for the Rights Respecting School Award. During the next two years, the school was able to demonstrate how the RRSa process supported, if not underpinned, the school's efforts to meet the aims of Every Child Matters. In December 2006, the school was accredited as a Level One Rights Respecting School.

Key points

- *The percentage of students who feel there is an adult they can talk to if they have a problem is above the county average.*
- *There has been a marked increase in the percentage of Year 11 students who feel that their rights are respected by their teachers.*
- *In November 2007, Ofsted praised the rights respecting ethos of the school.*
- *Behaviour has improved significantly, and was graded 'Good' by Ofsted against their revised criteria. In 2008, more than 70% of Year Eleven leavers reported positive changes in student behaviour following lessons on the CRC.*
- *Bullying has reduced significantly, albeit to different extents in different year groups. Following their inspection, OFSTED wrote that students, "... have little fear of bullying, and have positive and tolerant attitudes towards each other."*
- *The improved relationships across the school, and the support for students experiencing relationship difficulties of one form or another (including a well-established Peer Listener scheme), were central to the school's successful bid for Enhanced Healthy Schools Status.*

significant participation of children in rights respecting measures to prevent or deal with bullying. This includes making bullies aware of the consequence of their actions as well as peer support for bullied children. This must be effective as bullying was not seen as a problem in the school by children or adults, including parents."

Level 1 Assessment report, St Columba Primary School, Cupar, Fife, Scotland

"It has changed the way people behave. When I first came here, there was more fighting but things have settled down now. We're shown how what we do affects others and affects how they feel." Pupil, Ranvilles Junior School.

Good practice in Hampshire

In 2004, UNICEF UK started working with several schools in Hampshire that had been inspired by the Rights, Respect, Responsibilities (RRR) programme in Canada. Several Hampshire schools have subsequently achieved Level 1 of the UNICEF UK Award. In September 2005, research on 30 Hampshire primary schools that had been actively implementing the RRR programme revealed a considerable improvement in pupil behaviour, attendance and performance. Hampshire employed two researchers from Cape Breton University College (Covell and Howe) to evaluate RRR in Hampshire. In July 2005 and July 2007, they produced two reports on their findings. Many schools now working on the RRSa started with RRR. These schemes complement one another.

