

SAFE, RESPECTED AND ENGAGED

THE IMPACT OF CHILD RIGHTS EDUCATION IN UK RIGHTS RESPECTING SCHOOLS IN 2017

The Unicef Rights Respecting Schools Award improves the lives of children in the UK by taking a whole school approach to putting child rights at the heart of school policy and practice. We are making children's rights a lived reality in over 4,800 schools for 1.6 million children across in England, Wales, Scotland and Northern Ireland.

Governments and adults have an obligation to make rights known to children but more than that, teaching and learning about rights within school can improve engagement in learning, make children feel safe in school and create mutually respectful relationships between adults and children.

Currently:

- 1534 schools are Bronze: Rights Committed with 466 achieving this in 2017.
- 1396 are Silver: Rights Aware with 316 achieving this in 2017.
- 394 are Gold: Rights Respecting with 89 achieving this in 2017.

Last year we introduced new measures to see the impact the Award has for individual children as well as whole schools. The findings here draw on questionnaires with children and staff, headteachers' reports, observations and quotes recorded during assessments, and Ofsted Inspection reports.

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OVERVIEW

In 2017 we found children in Rights Respecting schools felt...

SAFE

Children and young people attending Rights Respecting schools feel safe.

- 87% of children of Gold schools say they feel safe, a rise of 7% since work began.
- 52% of headteachers of Gold schools say there has been a significant reduction in bullying, a rise of 20% from Silver.
- 87% of children at Gold schools say they are happy with who they are, a rise of 14% since work began.
- 48% of children attending Gold schools can name up to five rights, a rise of 37% since work began.

RESPECTED

Children and young people attending Rights Respecting schools feel respected and respect others.

- 80% of headteachers at Gold schools say that there has been an improvement in children's attitudes towards diversity, this is a rise of 20% from Silver..
- 83% of headteachers at Gold schools say that children feel more empowered to help others, a rise of 18% from Silver.
- 88% of children at Gold schools feel respected by adults, up by 6% since work began.
- 82% of headteachers at Gold schools say there has been a significant improvement in children's respect for themselves and others, as well as a significant improvement on the quality of relationships and behaviour since work began.
- 70% of children at Gold schools say that other pupils are kind and helpful, and increase of 6% since work began.

ENGAGED

Children and young people attending Rights Respecting schools are engaged in their education.

- 84% of children attending Gold schools say they know what they need to do to progress in class, a rise of 11% since work began.
- 78% of children attending Gold schools say they enjoy school, this is a rise of 10% since work began.
- 75% of headteachers at Gold schools say there has been a significant improvement in children engaging with learning, a rise of 33% from Silver.
- 69% of headteachers at Gold schools say there has been a significant improvement on attainment, this is a rise of 36% from Silver.
- 69% of children attending Gold schools felt that they could influence schools decision, a rise of 13% since work began.
- 62% of children attending Gold schools say they can help others locally, this is a 12% rise since work began.

METHODS

As schools progress through the Award, we ask headteachers to provide their perspective, with supporting evidence, on the impact that becoming a Rights Respecting school has on their children and young people. These reports provide a rating and qualitative comments which draw on a range of evidence from school surveys, attainment and attendance data, and headteachers' experience of the school and children.

Throughout the report, we present a comparison of headteachers' ratings at Silver and Gold. The data consistently shows not only a strong endorsement for the impact of the Award, but also that the impact increases as schools progress from Bronze to Gold. In every case, headteachers at Gold schools report increased impact compared with Silver schools.

In this report we also draw on the perspectives of others across the school, gathered and recorded in the assessment processes themselves. These quotes from children and young people, parents and staff in the schools provide a richer picture of how the Award has impacted on them and others in the school community.

We draw on recent school inspection reports, taken from Ofsted (in England), Estyn (in Wales), Education Scotland and the Education Training Inspectorate (in Northern Ireland), to provide an independent view on how the Award contributes to overall school performance.

In September 2017 we introduced new questionnaires to gather data directly from children and young people just prior to their schools assessment at Bronze, Silver and Gold. Since this system is new, the numbers completing these questionnaires in 2017 are relatively small - a total of 60 schools across the UK.

CHILDREN KNOW THEIR RIGHTS

The goal of child rights education is to ensure children and adults know about and understand children's rights. This knowledge is the first step to ensuring that rights are respected and that breaches of rights can be challenged.

The UN Convention on the Rights of the Child (CRC), Article 42, requires Governments to work to ensure that people are aware of children's rights. There is, however, currently no requirement to teach children and young people about their rights through school curricula.

Rights Respecting schools are asked to show how they inform children, young people and adults about children's rights. This is typically done in a wide variety of ways, including *Class Charters* that cite CRC articles, assemblies and PSHE lessons that teach about rights, and including links to rights across the school curriculum.

In surveys completed at each Award stage, children and young people were asked to name as many rights as they could. The table below shows the average proportion of children who could name at least five of their rights at each stage of the Award.¹ A clear increase is seen as schools progress through the Award.

Award level	N	Mean per cent of children and young people naming at least five rights
Bronze	42	11%
Silver	10	18.4%
Gold	6	42.8%
Total	58	15.6%

Adults are asked how comfortable they feel talking to children and young people about their rights. This is an indication of how much adults feel they know about children's rights, and also about their confidence discussing rights in the school. Again, a clear improvement is seen as schools progress through Award. Schools at Bronze already show high proportions of adults who are comfortable talking about rights, and while at this stage of the Award schools have yet to implement a lot of the work involved in the RRSA this may reflect that many schools undertake staff training early in their Rights Respecting journey.

Award level	N	Mean per cent of adults who say they are comfortable talking about rights
Bronze	37	83.4%
Silver	10	96.2%
Gold	4	100.0%
Total	53	87.4%

Children and young people describe how knowledge of rights helps them to assess their own behaviour, and allows the school as a whole to ensure that rights are respected. They are a basis for

¹ It is likely that these figures are affected by the context in which pupils are asked to complete the surveys, including how much time they are given. Overall figures are provided by schools after completing the surveys.

understanding equality and diversity. Parents tell us that their children use the language of rights at home, and help to spread the knowledge of rights beyond the school.

In inspection reports, inspectors describe children and young people talking about rights and demonstrating their understanding of what they mean.

'We talk about our rights in everything we do. In RE we are learning about other religions and always start the lesson by talking about the right to practice a religion.'

Child, Silver Primary, England

'[It is] important to know about rights as it helps you to choose the right path. It also makes you think much more about other people.'

Pupil, Silver Primary, England

It is evident at home what is happening in school – my child keeps using the word inalienable!

Parent, Silver Primary, England

I have two children in the school and they both come home and tell me all about their rights and the things they have been learning and have also talked about how lucky they are compared to other children in this country and other countries throughout the world.

Parent, Gold Primary, Scotland

'When people are being mean they are not respecting other's rights. Because we know about rights now the school can make sure that rights are always being respected.'

Pupil, Silver Primary, England

What the school inspectorates say...

"Pupils mention their rights and refer to their class charters frequently when interviewed about school life. [...] The school places significant emphasis on the UN Rights of the Child and its role as a Rights Respecting School. This underpins the strong ethos of the school community. Many pupils are able to explain their rights as pupils of the school, highlighting values such as honesty, kindness, fairness and respect for truth."

Estyn report, Bronze Primary, Wales

"The school is proud of its clear focus on children's rights, which is evident throughout daily life in school, whether through behaviour and respect throughout the primary stages, displays in classrooms, corridors, whole school areas, or by the children's knowledge of the work of their "Rights, respecting bureau". There is a focus on an individual "right of the month", which children are knowledgeable about and which is reflected on throughout the school. [...] The language of children's rights is becoming commonplace throughout the school. Children confidently discuss their understanding of rights and have translated this into individual class charters."

Education Scotland report, Silver Primary, Scotland

CHILDREN FEEL SAFE AT SCHOOL

Through knowing about their own rights and respecting those of others, children and young people come to feel confident that they will be safe in the school community. This confidence should be supported by schools taking a rights-based approach to their policies and processes, and through the clear commitment they make to ensuring that children's rights are respected.

Our survey for children and young people shows an improvement, once again, as schools progress through the Award. This is shown not only in the mean percentage of children and young people saying they feel safe, but also in the minimum for schools at each level, increasing from 23% in Bronze schools to 66% in Gold.

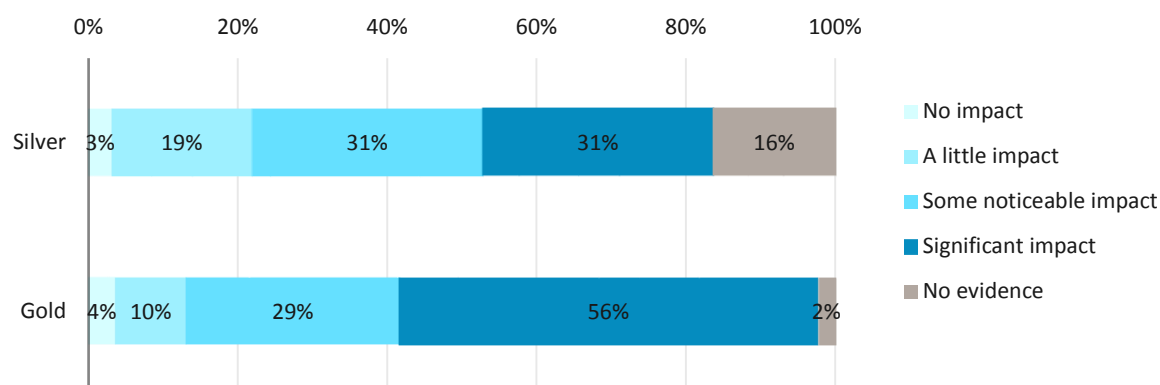
Award level	N	Mean per cent of children and young people who say they feel safe at school	Minimum per cent of children and young people who say they feel safe at school
Bronze	43	80.1%	23%
Silver	11	81.4%	51%
Gold	6	87.0%	66%
Total	60	81.0%	23%

Child Rights Education helps ensure that everyone respects rights and it empowers children to feel able to challenge behaviour that is disrespectful of those rights. This is essential in supporting schools' safeguarding procedures and ensuring that behaviour which puts children at risk is identified and addressed. In surveys, most children and young people in schools at all levels said they could report any behaviour that made them feel unsafe. While there is very little difference in the mean across school levels, a difference is seen in the minimum percentage, increasing from 42% in Bronze schools to 62% in Gold schools.

Award level	N	Mean per cent of children and young people who say they could report behaviour that made them feel unsafe	Minimum per cent of children and young people who say they could report behaviour that made them feel unsafe
Bronze	43	79.3%	42%
Silver	11	81.8%	60%
Gold	6	81.5%	62%
Total	60	80.0%	42%

A key aspect of child safety at school is the incidence of bullying which can have profound impacts on children and young peoples' physical and emotional wellbeing. Through a greater understanding of rights and improved respect for each other, it is expected that Rights Respecting schools will have low levels of bullying. Headteachers report that undertaking the Award does have an impact on both bullying and numbers of exclusions. At Gold schools over half the headteachers say they have seen a significant impact.

There are reduced numbers of exclusions and less bullying (Silver award=288; Gold award=84)



Children and young people, staff and inspectors reinforce the message that bullying is rare in a school environment where children's rights are paramount. They also suggest that this is not because of an unwillingness to recognise bullying when it does occur, but due to a 'vigilant culture' in which staff and young people alike are not prepared to tolerate bullying.

Rights Respecting Schools has made a difference –to know you are safe and your Rights are being upheld.

Child, Silver Primary, England

It helps us to understand our own rights and raises awareness, it helps us to learn about others and makes adults remember to listen to our opinions. It also helps us to keep ourselves and others safe because if somebody isn't getting their basic rights we need to tell someone.

Child, Gold Primary, Scotland

Principal comments on the dramatic reduction in pupils referred for poor behaviour since we became a Rights Respecting School. There have been few incidents of reported bullying during the last and current school year. Any friendship issues are resolved very quickly using our Rights Respecting ethos and charter based on rights. PASS 2017 survey shows that children scored, 'Promoting racial harmony,' 'School security' and 'Control of bullying' as outstanding. Pupil surveys indicate that bullying rarely happens and if it does occur it is dealt with promptly.

Headteacher, Gold Primary, Northern Ireland

The school has a very open environment and I know that my children are cared for and safe here. Their rights are being met.

Parent, Silver Primary, Scotland

No exclusions and no bullying incidents reported this term. Children's behaviour in the playground has improved as a result of outdoor charters and a shared language between children and staff to discuss any issues that may arise. [...] Children are aware of a range of ways that they can report their concerns including using our online report system.

Headteacher, Gold Primary, England

What the school inspectorates say...

"The school's commitment to ensuring that pupils' rights are promoted supports the development of a vigilant culture where pupils' welfare and safety are paramount."

Ofsted report, Silver Primary, England

RELATIONSHIPS ARE BASED ON DIGNITY AND INCLUSION

Knowing and respecting children’s rights leads to positive relationships across the school community. These relationships are based on mutual respect, and a commitment to diversity and inclusion. Survey findings show that most children and young people feel that they are treated with respect by adults in the school. Fewer – but still a majority – feel that other children and young people are kind and helpful. In both cases, the mean and the minimum proportion of children and young people supporting this view increases as schools progress through the Award.

Award Level	N	Mean per cent of children and young people who say they feel respected by adults in the school	Minimum per cent of children and young people who say they feel respected by adults in the school
Bronze	43	81.8%	47%
Silver	11	84.5%	69%
Gold	6	87.7%	74%
Total	60	82.9%	47%

Award Level	N	Mean per cent of children and young people who say that other children and young people are kind and helpful	Minimum per cent of children and young people who say that other children and young people are kind and helpful
Bronze	42	63.5%	10%
Silver	11	65.2%	43%
Gold	6	70%	47%
Total	59	64.5%	10%

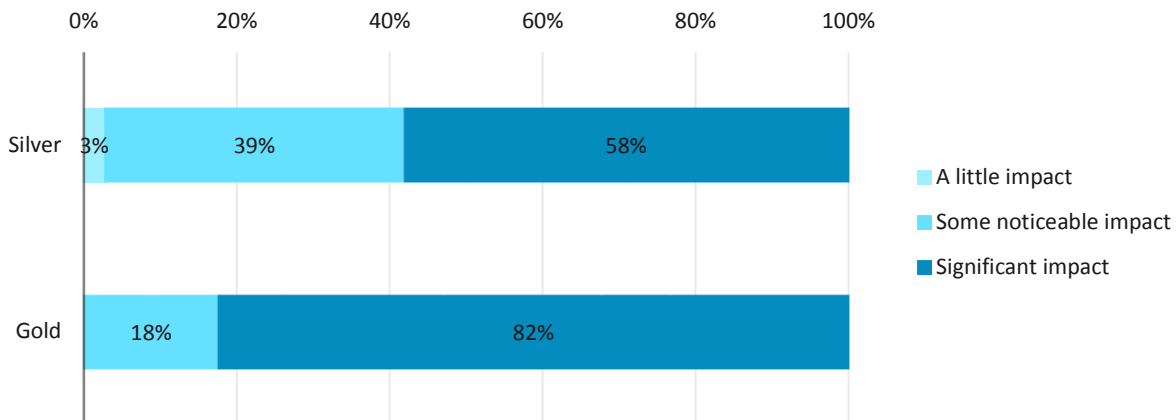
In their assessment of impact, almost all headteachers describe a noticeable or significant impact on the respect that children and young people show for themselves and others. At Gold, over 80% of headteachers feel that the Award has had a significant impact on this.

A very similar pattern is seen in headteachers’ perceived impact on behaviours and relationships in the school. Improved relationships are attributed both to a greater respect for others and a greater sense of ownership over agreed standards of behaviour and approaches to behaviour management.

Pupils have a great deal of self-respect and consider their learning and success to be important, this was reflected in a survey completed by pupils. [...] Data regarding the behaviour of pupils in school shows that overall behaviour is outstanding and again has further improved, particularly with less playtime and football related incidents since the introduction of the Playground and Football charters (written by the Year 6 Leadership Team). Children across the school feel that they have more ownership of behaviour strategies, rewards and sanctions through the introduction of classroom charters, and child leadership roles [...]. Children want to be actively involved in promoting their rights and want to be respectful of rights because they know it is right thing to do and because they have an educated understanding what the rights mean to them and to others.

Headteacher, Silver Primary, England

Children and young people have improved respect for themselves and for others (Silver=288; Gold=84)



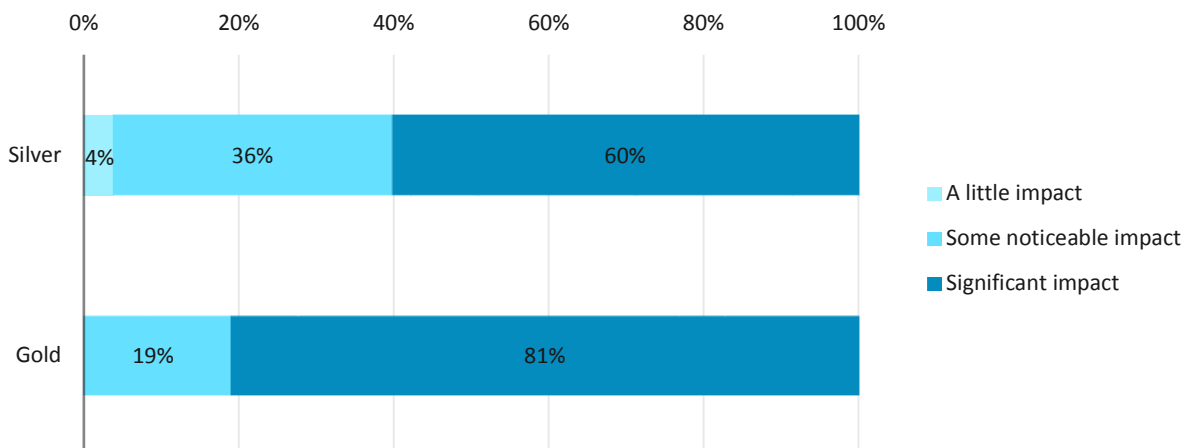
The children have demonstrated improved respect for themselves and others within lessons where they are more respectful of others during lessons as they are more aware of allowing each child to be able to fulfil their Right to an Education and therefore to allow their peers to be able to listen and participate fully in their lessons.

Headteacher, Silver Primary, England

[Respect] has always been important in our school but the RRS journey has helped to enhance and embed this. Visitors comment on how friendly and well-mannered our children are. Our children do feel it is important to help others. If we were to stop promoting our work on positive relationships and friendships we would see a breakdown here and this would have a major impact on how our children respond to each other. Our children show respect for school property and for the local environment. This is very important to them. They are proud of their community and want to look after it.

Headteacher, Gold Primary, England

Children develop positive relationships and behaviour (Silver=288; Gold=84)



Rights are for everyone so we decide how we should behave to show respect to each other

Pupil, Gold Primary, Wales

When discussing conflicts and disagreements, children seem more able to consider their actions and whether they were appropriate. Children seem more concerned about the impact their actions have on others.

Adult, Silver Primary, England

[The Class Charter] is our code of conduct, how we will respect each other, keep ourselves safe and get the most from our learning. I'm proud when I see the poster.

Pupil, Gold Secondary, Scotland

I make sure I listen to my kids. I am seeing that my daughter is showing more respect and fairness at home when she is playing with her little brother.

Parent, Gold Primary, Scotland

What the school inspectorates say...

"The school successfully built the United Nations Convention on the Rights of the Child into their curriculum. Pupils speak knowledgeably about their own rights and respecting other people through their own behaviour. Consequently, fixed term exclusions, which had been much higher than other primary schools nationally, have not been used since early autumn 2015."

Ofsted report, Gold Primary, England

Comments from children and young people, staff and parents are clear that respect stems not only from understanding expected behaviours better, but also from an ethos across the school in which respect for all is modelled. This impacts on the way that adults in the school respect children and young people, as well as how children and young people respect adults and each other.

I know that the school now views my son as an individual and he is respected as an individual. I have watched him develop and realise respect runs both ways.

Parent, Gold Secondary, Scotland

It has made me think about how I respect their (children's) rights [...] it is now more of a partnership between staff and pupils.

Adult, Silver Primary, England

What the school inspectorates say...

"The provision for the care and welfare of the children within the school and nursery unit is of an outstanding quality. This is evidenced through the welcoming, inclusive ethos, the respect for diversity, the value placed on respecting the rights of all in the school community and the successful extension of care and support such as counselling services to the children and their families and to the staff."

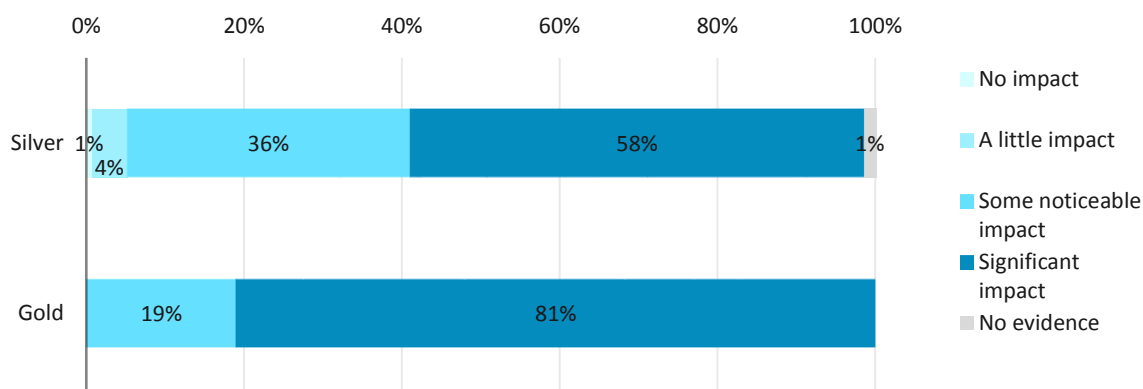
Education Training Inspectorate, Bronze Primary, Northern Ireland

"Leaders set the highest expectations for conduct. They model this through their own actions and emphasise the right of every child to a good education. Consequently, pupils instinctively self-manage their own behaviour because they know it is the right thing to do. They are polite, courteous and respectful to one another without the apparent need for rules."

VALUING DIVERSITY

Importantly, respect for each other is viewed in terms of inclusion and respect for difference. At the centre of learning about Children’s Rights is the recognition that these are for all children, regardless of the differences between them. Headteachers overwhelmingly feel that becoming a Rights Respecting School has helped children and young people to develop a positive attitude to diversity.

Children develop positive attitudes to diversity (Silver award=288; Gold award=84)



Working towards becoming a Rights Respecting School has had significant impact on improving our pupils’ attitudes to diversity and overcoming prejudice. We have one little girl in our school who is completely blind. At first, many of our pupils were wary of her as she was “different” to them and they were scared they might hurt her. They would avoid her in the corridor and in the canteen lunch time. Becoming a Rights Respecting School has helped our pupils to embrace diversity. Educating pupils about the rights of ALL children has encouraged our pupils to think about how they treat this little girl and others. Pupils are now all keen to talk to this little girl and spend time with her. Some help to guide her around the school and others have actually started to learn some braille! Pupils have realised that being blind doesn’t stop her from being a fun-loving girl with a fantastic personality. She is now very popular amongst the pupils.

Headteacher, Gold Primary, England

Children and young people emphasised valuing difference and recognising equality. As one pupil said, ‘We can all be equal and you don’t have to worry if you are different.’ This was echoed by children from minority groups, including LGBTQ+ children and young people and disabled children and young people, who themselves felt that learning about rights improved the way they were viewed and treated by others.

“Without the school doing RRSAs, we don’t feel we would have the respect that we do now from other pupils. The whole school charter has really helped with this”

LGBTQ+ pupil, Silver Secondary, Scotland

“Being in a wheelchair does not mean I am not involved. I have the right to be included”

Pupil, Gold Special School, England

CHILDREN KNOW THEIR VIEWS ARE TAKEN SERIOUSLY

The CRC specifies children’s right to be heard and to have their views taken seriously. In school, this means providing space for children to express their views, to each other and to adults.

In surveys, children and young people say that they feel listened to by teachers, with both the mean and the minimum proportion of children and young people increasing as schools progress through the award.

Award Level	N	Mean per cent of children and young people who say they are listened to by teachers	Minimum per cent of children and young people who say they are listened to by teachers
Bronze	44	80.5%	49%
Silver	11	84.3%	67%
Gold	6	84%	72%
Total	61	81.5%	49%

Pupil and parent comments demonstrate that adults in schools do listen, and that children and young people feel confident that if they have something to say, it will be taken seriously. This ranges from expressing opinions to reporting concerns, to specifying what support they need.

We have to be safe, we can change the way the world sees us and make sure adults take us seriously.

Child, Silver Primary, England

We know that we can speak to a member of staff if we need to and that they will listen to us and be there for us when we need them. What more do you need?

Child, Gold Secondary, Scotland

My child is involved in deciding their own care, they have a voice here.

Parent, Gold Special School, Scotland

This school taught me to talk and I know the teachers will listen to me.

Child, Gold Special School, Scotland

What the school inspectorates say...

“There is a strong, purposeful emphasis on promoting the rights of all children. The school promotes a range of values that reflect the belief that all children should be able to voice their opinions and that everyone deserves respect. As a result, pupils are fully aware of their rights and responsibilities. This enables them to work well together in an atmosphere of support and appreciation of diversity.”

Estyn report, Gold Primary, Wales

Rights Respecting schools must demonstrate the ways in which student voice is heard in the school and involved in a wide range of decisions. Effective student participation in school decisions can help to significantly improve school practices and environment. It is also an important way for children and young people to learn that their views are important and that they can influence the world around them.

A majority of young people feel that they can influence decisions made in school. Though the overall proportions here are lower, a clear improvement in mean and minimum can be seen at Silver and

Gold, when schools will have undertaken increasingly significant work to embed the principles of children’s rights. Adults in the school also overwhelmingly endorse the view that children and young people can influence decisions, though here there is no clear progress from Bronze to Gold.

Award Level	N	Mean per cent of children and young people who feel they can influence school decisions	Minimum per cent of children and young people who feel they can influence school decisions
Bronze	44	55.7%	25%
Silver	11	67.6%	42%
Gold	6	68.5%	40%
Total	61	59.1%	25%

Award Level	N	Mean per cent of adults who think children and young people can influence school decisions	Minimum per cent of adults who think children and young people can influence school decisions
Bronze	38	87.9%	20%
Silver	10	92.8%	63%
Gold	5	83.4%	30%
Total	53	88.4%	20%

When we [be]came a Rights Respecting school more and more of our ideas have come to life in our school.

Child, Gold Primary, England

It is important that the school hears the voices of the pupils about their ideas to make the school even better.

Child, Gold Special School, England

Rights are an invaluable framework to help children to voice their opinions and tell us what they think. It is important pupils feel they are important and have a voice at school.

Child, Gold Primary, England

What the school inspectorates say...

“Members of the school council, the wellbeing committee, ambassadors and other officers play an active and important part in the school. They represent pupils’ views well and enthusiastically. Through these committees, and by reflecting on children’s rights, most of them have an opportunity to express an opinion and make decisions that affect their life at school.”

Estyn report, Primary School, Wales

“The children and young people feel that they are consulted and that the staff listen to what they say. [...] There are regular meetings where the children and young people are given the opportunity to talk about how the residential unit is run, and how they feel the unit can be a better place. This fully includes the children and young people in decision-making, and promotes their rights and their equality and diversity.”

Ofsted report, Special School, England

IMPACT ON PUPIL WELLBEING AND EMOTIONAL RESILIENCE

Through improving self-respect and respectful behaviours, valuing children and young people's opinions and responding to their views, Rights Respecting schools are expected to have a positive impact on children and young people's wellbeing. Many of those things which are known to impact negatively on pupil wellbeing, including bullying and feeling different or excluded, are explicitly addressed through the focus on rights, and the impact of this is shown in this report.

In surveys, children and young people are asked whether they like the way they are. This question, used in other pupil surveys, is a proxy measure of pupil wellbeing. The results below show that pupil wellbeing increases substantially as the schools progress through the Award. Care should be taken with this finding, as a wide range of factors are likely to impact on pupil wellbeing, including many that are outside the schools' control. Based on large-scale surveys of pupil wellbeing, we would also expect that pupil age will impact on wellbeing, with older children and young people likely to report lower levels of happiness and higher levels of stress. Given the small numbers of schools at this stage, it is possible that this may skew the findings.

Award Level	N	Mean per cent of children and young people who say they like the way they are	Min per cent of children and young people who say they like the way they are
Bronze	44	73.4%	45%
Silver	11	79.8%	70%
Gold	6	86.7%	77%
Total	61	75.9%	45%

It is hard being a teenager and we know that not everyone is happy. We want to make sure everyone is heard and knows what to do if they are having a hard time.

Pupil, Gold Secondary, Scotland

For me, this has massively empowered my children in a really good way.

Parent, Silver Primary, England

I like being myself. We are all different so we can use all our skills to help each other.

Pupil, Silver Primary, England

What the school inspectorates say...

"The excellent quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing. The school promotes pupils' spiritual, moral, social and cultural development very well. For example, the staff encourage pupils to reflect on their rights and responsibilities effectively, and this impacts very positively on their respect for one another."

Ofsted report, Primary School, England

"The school places a very strong emphasis on moral values and care and respect through its focus on the rights of the child. It is an extremely inclusive and welcoming environment, which has a very positive effect on pupils' achievement and wellbeing."

Estyn report, Primary School, Wales

"Ensuring children's wellbeing is a major strength of the school's provision. In recent times, its focus on initiatives such as the health committee and 'Rights Respecting Schools' are impacting positively on children's wellbeing overall."

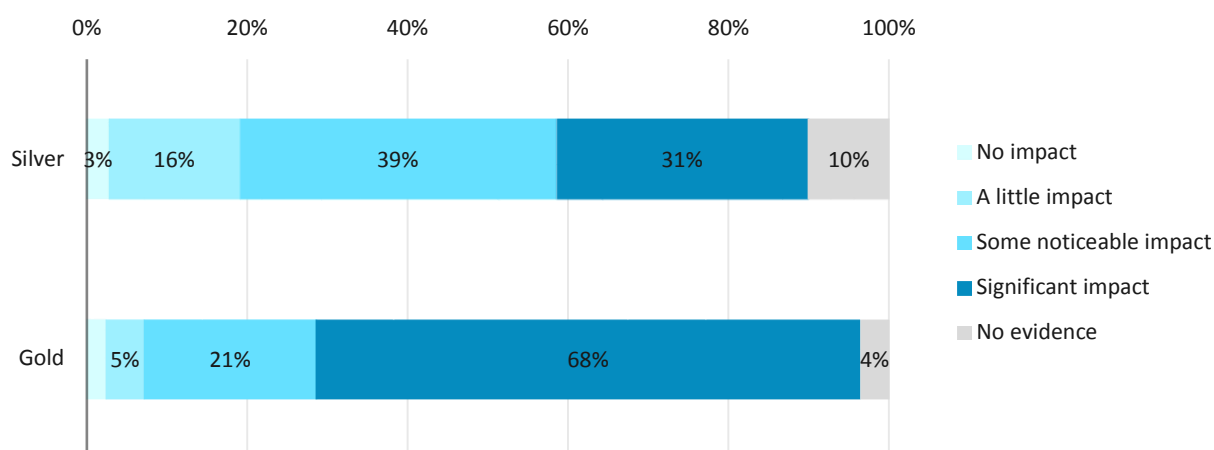
Education Scotland report, Primary School, Scotland

CHILDREN AND YOUNG PEOPLE SAY THEY ENJOY SCHOOL AND LEARNING

As Rights Respecting Schools create a school environment that values and listens to them, and where relationships and behaviours are positive, we expect that children and young people will enjoy being at school more. Through learning about their rights, and the situation of many other children around the world, children and young people come to value their right to education more highly.

Headteachers report positive impact on children and young people enjoying school. In Silver schools, 70% report some or significant impact, and in Gold schools almost 90% report such impact.

Increasing percentages of pupils like school (Silver =288; Gold=84)



In support of their rating, schools frequently evidence student and parent surveys which ask whether children and young people enjoy school, with many showing increases in percentage since undertaking the Award. They also cite improvements in attendance.

School attendance has improved over the last few years. 99% of the parents have said 'My child is happy at school' (Ofsted Parent View - October 2017). 98% of the parents have said 'My child feels safe at school' (Ofsted Parent View – October 2017). 97.82% Children enjoy being at the school (pupil questionnaire October 2017).

Head, Silver Primary School, England

Pupils love coming to school because they see it as their own, not the education authorities. We have dedicated one whole corridor in school to 'our rights'. Each class has produced a piece of work to be displayed and celebrated.

Head, Gold Special School, Scotland

In discussions with the inspectors, the Primary 6 children talked with enthusiasm about their school. [...] The attendance at school has increased during our involvement in RRS and remains on average at 97%. Children are keen to attend school and display their enjoyment of school through their participation in the classrooms, their high standard of homework and their interaction with both adults and children within the school community. It is testament to their enjoyment of [our school] that past pupils return regularly to 'visit' the school.

Head, Silver Primary School, Scotland

Children and young people are asked directly whether they enjoy school in surveys. High proportions enjoy school at all award levels, though the percentage of children and young people who enjoy school in Gold awarded schools is higher. The minimum levels, however, show that in some schools, many children and young people do not enjoy school.

Award Level	N	Mean per cent of children and young people who say they enjoy school	Minimum per cent of children and young people who say they enjoy school
Bronze	44	72.8%	32%
Silver	11	70.2%	54%
Gold	6	78%	54%
Total	61	72.9%	32%

It's safe and it's good and if you put them things together that makes it brilliant!

Pupil, Gold Primary, Scotland

Children now want to come to school and that raises attainment.

Adult, Gold Primary, England

Academic achievement is a by-product of learning at [our school]. Our children come to school and enjoy it which breaks down the barriers to learning. There is a team ethos here which boosts their confidence.

Adult, Silver Primary, Scotland

What the school inspectorates say...

"You place a strong emphasis on promoting 'pupils' rights' such as the 'right to be listened to', and the 'right to learn'. These principles are integral to the decisions you make and support pupils' academic and personal development very well. Pupils enjoy school very much and work hard."

Ofsted report, Primary School, England

"Staff encourage pupils to take on responsibilities, show initiative and develop an understanding of living in a caring community. All staff create an inclusive community with a clear, supportive and caring ethos. Many pupils are able to explain how the school promotes equal opportunities for everyone and agree that staff treat all pupils fairly. As a result, nearly all pupils enjoy school and feel included fully in the school and the wider community".

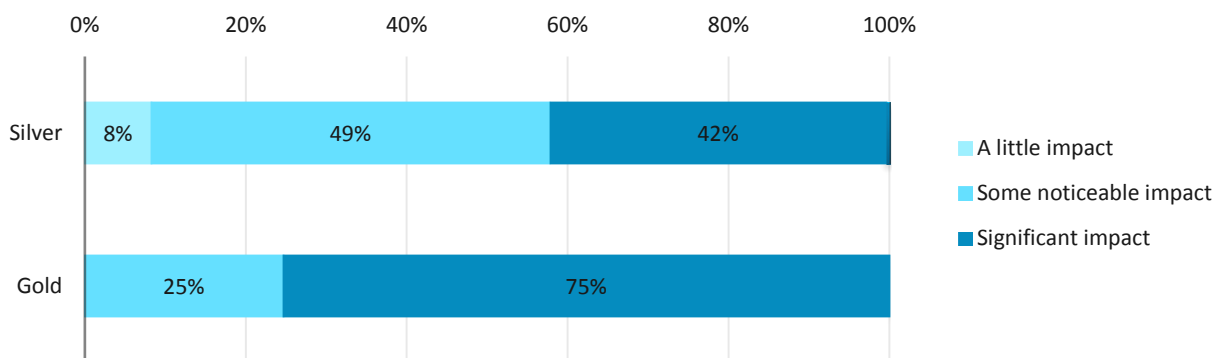
Estyn report, Primary School, Wales

IMPROVEMENT IN PUPIL ENGAGEMENT AND ATTAINMENT

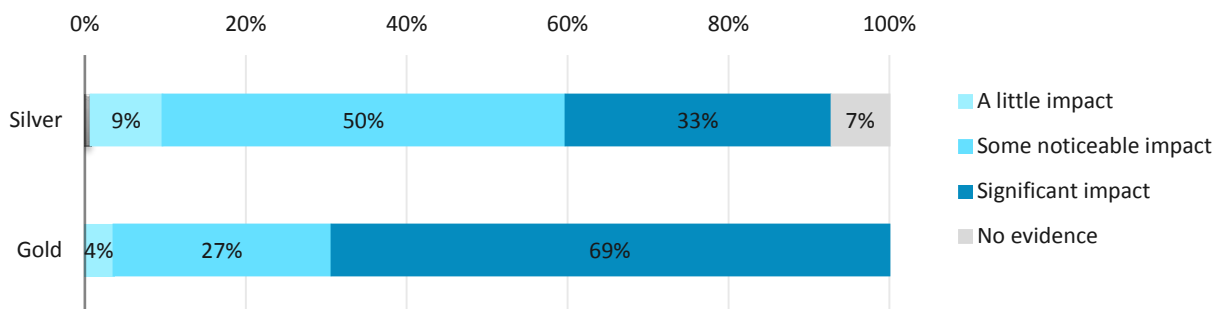
Through encouraging children and young people to have a say in the school, and through making school more enjoyable, children and young people become more engaged in their learning, with positive impacts on their overall attainment.

Headteachers report very positive impacts on both engagement and educational achievement. In comments, they attribute this to a number of specific changes. Learning is felt to be more individualised with a greater emphasis on listening to children and young people. Achievement is celebrated more across the school, not only academic achievement but a wide range of skills and behaviours. Some schools have children and young people nominate others to receive awards. Behaviour in classrooms is also felt to have improved, creating an environment that supports learning.

Children and young people are more engaged in their learning (Silver=288; Gold=84)



Education achievement is enhanced (Silver=288; Gold=84)



“Children are fully engaged in their learning which is evident in observation and the quality of learning outcomes in their books. They understand they have a right to be educated and enjoy the learning process. They also understand their responsibility to ensure all children enjoy this right to learn in a very supportive atmosphere.”

Headteacher, Silver Primary School, England

“Because the youngsters, particularly at secondary age, know they have a right to learn they will not tolerate minor disruptions and will challenge pupils who are spoiling learning for a class.”

Headteacher, Gold Special School, England

“When children are doing work with a purpose they are more engaged and their quality of work improves. Persuasive writing, debates and presentations have often focused on issues the children feel passionate about (e.g. refugees, giving to charities, sustainable travel).”

Headteacher, Silver Primary School, England

“At the start, behaviour was such that learning and teaching were being impacted upon. Teachers would play safe with their plans trying to maintain control and so lessons were not as active and engaging as they are now. Consequently now children are more interested and motivated to learn. Children are happy to engage in conversations about their learning and want to know how they can improve.”

Headteacher, Silver Primary School, Scotland

In our surveys we asked adults working across the school whether children and young people were engaged in their learning. We found consistently high ratings but no pattern of progression through the Award.

Award Level	N	Mean per cent of adults who say that children and young people are engaged in their learning	Minimum per cent of adults who say that children and young people are engaged in their learning
Bronze	38	95.3%	54%
Silver	10	97.5%	93%
Gold	5	94%	77%
Total	53	95.6%	54%

Adults across the schools particularly highlighted that children and young people had an increased awareness of the wider world and were engaged in news and current affairs. This helped to engage them in the curriculum, especially where clear links were drawn between rights and the curriculum. In comments, parents also observed that their children were more engaged and aware of wider issues, reflecting skills in thinking and obtaining information and maturity in responding.

It took my breath away how they were able to reason everything out, the skills, taking points, asking questions, fact checking, putting themselves in other’s shoes, empathy in practice.

[RRSA has given the pupils] a sense of real empowerment, helping them to really talk about issues such as the recent awful attack in Manchester.

Adult, Silver Primary, England

Parent, Gold Primary, Northern Ireland

I can see my child maturing and changing. He is alert to what is going on around the world. The school keep the children well informed. I can see a real holistic approach and that the children are leaving here as good citizens with good social skills and an awareness of the world around them”

Parent, Gold Secondary, Scotland

What the school inspectorates say...

“Pupils were keen to go well beyond learning facts, by recording their personal responses to how it relates to human society. They linked their understanding of differences in species to the different backgrounds, cultures and needs of people around the world. Pupils recorded their thinking about how the rights respecting ‘golden thread’ of the school’s personal development programme related to their scientific knowledge and the religious values of the school.”

Ofsted report, Primary School, England

Children and young people were asked whether they know how to make progress in class, a question intended to gauge their level of ownership over the learning. Here we do see progress throughout the award levels, with the proportion of children and young people saying they do know how to make progress rising from 73% in bronze award schools to 84% in gold award schools.

Award Level	N	Mean per cent of children and young people who say they know how to make progress in class	Min per cent of children and young people who say they know how to make progress in class
Bronze	43	72.7%	30%
Silver	11	78.5%	58%
Gold	6	83.8%	68%
Total	60	74.9%	30%

“The teachers give you a tracking report so you know how you are doing and you can feed back to that. We go through it together so you are included because it is your learning so you need to be involved”.

Pupil. Gold Secondary. Scotland

Everyone in the school gets the same opportunities. Just because we come from an area of deprivation does not mean we cannot still achieve, and the school really helps us to do this.

Pupil, Silver Secondary, Scotland

What the school inspectorates say...

“The school places a very strong emphasis on moral values and care and respect through its focus on the rights of the child. It is an extremely inclusive and welcoming environment, which has a very positive effect on pupils’ achievement and wellbeing. It promotes an ethos based on fairness and personal responsibility, which helps to create a learning environment that, encourages participation by all.”

Estyn report, Primary School, Wales

“The Rights Respecting Schools Programme is central to the work of the school and impacts positively on the learning experiences provided for, and the outcomes attained by, the children across all areas of the curriculum. From an early age, the children demonstrate a clear understanding of and respect for their rights and responsibilities, and those of others. They respond maturely and enthusiastically to current local and global issues, empathising with and, as appropriate, challenging the views of others.”

Education Training Inspectorate report, Primary School, Northern Ireland

“As a result of their work to become a Rights Respecting School, children have a good awareness of their rights and responsibilities within school and in the community. Children’s right to participate in decisions about their learning is recognised. Lessons often include opportunities for children to make choices and to support and learn from each other through working in pairs and groups. They engage well during discussions about what they will learn and enjoy being able to decide how they share their learning with teachers and their peers.”

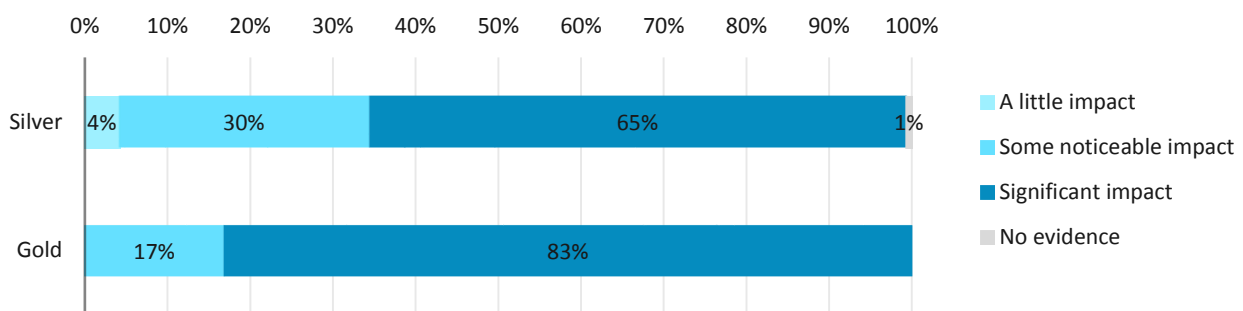
Education Scotland report, Primary School, Scotland

CHILDREN AND YOUNG PEOPLE BELIEVE THEY CAN SUPPORT THE RIGHTS OF OTHERS

Rights Respecting schools not only teach children about their rights, but also encourage them to think about the rights of other children, in the UK and around the world, and to take action to promote and protect their rights. This might include fundraising, writing to an MP, organising a local campaign or engaging in local community relations. Through engaging in these activities, alongside the work to value pupil voice in the school, we hope that children feel empowered and recognise that they can make a difference. This is intended to promote global citizenship and participation.

Heads are asked whether RRSA has had an impact on children and young people's empowerment to respect the rights of others locally, nationally and globally. At both Gold and Silver award levels, headteachers overwhelmingly felt that the award had an impact.

Pupils feel empowered to support the rights of others locally, nationally and globally (Silver=288; Gold=84)



Pupils are taking matters into their hands by either asking school to do something e.g. fundraising for Syria or wanting to run assemblies and do displays to share their experiences. Set up of RRSA school council, Ambassadors and Team captains give pupils a real voice that is heard in school.

Headteacher, Silver Primary School, England

They have been very concerned about the plight of refugee children and in some ways were frustrated at not being able to help. We do a lot of work to promote global citizenship and our children decide on what charities we support and what fundraising we do and are now looking at what action we can take. It has been an interesting journey watching our children learn about how their rights are met compared to others around the world.

Headteacher, Gold Primary School, Scotland

In surveys we asked children and young people directly whether they feel able to help others locally and globally. Results show that there is a big difference between children and young people in Bronze schools, and those further through the Award, though in fact children and young people in Silver awarded schools are more likely to say they can help than those in Gold schools.

Award Level	N	Mean per cent of children and young people who feel they can help others locally	Minimum per cent of children and young people who feel they can help others locally
Bronze	43	49.3%	0%
Silver	11	71.3%	45%
Gold	6	62%	29%
Total	60	54.6%	0%

Award Level	N	Mean per cent of children and young people who feel they can help others globally	Minimum per cent of children and young people who feel they can help others globally
Bronze	43	42.7%	5%
Silver	11	67.3%	47%
Gold	6	59.2%	20.9%
Total	60	48.8%	5%

Every child has rights as soon as they are born. We are global citizens and have a responsibility to help each other. We can stand up for rights, talk about what we want in our town, like when we worked with the Children’s Parliament. But we also need governments to be doing things to help and hold them to account.

Young person, Gold Secondary, Scotland

It has not just been about fundraising, it is from an understanding of rights and that they are able to make a difference.

Parent, Silver Primary, Scotland

What the school inspectorates say...

“The expansive curriculum, along with significant charity work and work exploring the ‘United Nations Conventions on the Rights of the Child’, supports pupils’ good understanding of their roles as global citizens. Such opportunities also prepare pupils well for their lives as tolerant, respectful citizens in modern Britain.”

Ofsted report, Middle School, England

TEACHERS ENJOY TEACHING AND FEEL VALUED

As well as impacting on children and young people in the schools, it is hoped that the creation of a positive ethos, improvement in behaviours and development of positive relationships should improve teachers' experience of working in schools and their sense of being valued and respected by children and young people, as well as colleagues.

In surveys, adults, including teachers and other staff in the school, are asked whether they felt respected by children and young people, whether they feel respected by other adults, and whether they enjoy teaching at the school. Overall, findings show that the vast majority of adults are positive about working in the school. Interestingly, while the proportion of adults who feel respected by children and young people increases through the Award, the proportion who feel respected by other adults' remains about the same.

Award Level	N	Mean per cent of adults who say they are respected by children and young people	Minimum per cent of adults who say they are respected by children and young people
Bronze	38	93.6%	60%
Silver	10	97.8%	94%
Gold	5	99.2%	98%
Total	53	94.9%	60%

Award Level	N	Mean per cent of adults who say they are respected by other adults	Minimum per cent of adults who say they are respected by other adults
Bronze	38	97.2%	48%
Silver	10	96.5%	88%
Gold	5	95.8%	90%
Total	53	96.9%	48%

Award Level	N	Mean per cent of adults who say they enjoy working at the school	Minimum per cent of adults who say they enjoy working at the school
Bronze	38	95.7%	57%
Silver	10	98.6%	90%
Gold	5	98.4%	96%
Total	53	96.5%	57%

This has already made people more confident – including adults – in dealing with all sorts of complex issues ranging from global current affairs to individual personal issues and circumstances.

Adult, Silver Primary, England

Overall respect has increased by using RRS language and involving children. The atmosphere is lovely.

Adult, Silver Primary, England