EVALUATION OF UNICEF UK'S RIGHTS RESPECTING SCHOOLS AWARD

Final report, September 2010

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RIGHTS RESPECTING SCHOOL
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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." *Head teacher, infant school*

"Relationships are fabulous, absolutely amazing." *Governor/parent, secondary school*

"[Without Rights Respecting Schools] I don't think you'd get a good education. It affects your learning." *Year 7 pupil, secondary school*

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Acronyms

CRC – United Nations Convention on the Rights of the Child
CVA – Contextual Value Added
CYP – Children and young people
DCFS – Department for Children, Schools and Family
DfE – Department for Education
EAL – English as an Additional Language
ECM – Every Child Matters
FSM – Free School Meals
INSET – In-Service Education and Training
IPC – International Primary Curriculum
KS – Key stage
LA – Local Authority
MLE – Online managed learning environment
NGO – Non-governmental organization
Ofsted – Office for Standards in Education, Children's Services and Skills
PALS – Pupils as active listeners
PSHE – Personal, Social and Health Education
RR – Rights respecting
RRS – Rights respecting school
RRSA – Rights Respecting Schools Award
SEAL – Social, Emotional and Affective Learning
SEN – Special Educational Needs
TA – Teaching assistant
UNICEF – United Nations Children's Fund

EXECUTIVE SUMMARY

Introduction

UNICEF UK's Rights Respecting Schools Award (RRSA) started in 2004 and more than 1,600 primary and secondary schools are registered for the award in England, Wales, Scotland and Northern Ireland. It helps schools to use the United Nations Convention on the Rights of the Child (CRC) as their values framework. In order to become rights-respecting, a school works through two levels, self-evaluating their progress. When they believe they have met the standards, an external assessment takes place and, if standards are met, a certificate is awarded. This report comes at the end of the three-year evaluation of the RRSA. It is based on:

- findings from annual visits to 12 schools across five local authorities (LAs) over the three years from 2007 to 2010;
- single visits to a further 19 schools across 10 additional LAs in spring 2010.

In 2007, UNICEF UK set out its objectives for extending the group of schools it was working with on the RRSA. It then went on to develop indicators for success that have provided the key criteria for this evaluation. It originally selected eight indicators of success. However, following the first and second years' evaluations, some indicators were combined, leaving six final success indicators (see main findings below).

When the report refers to the 12 schools, this draws on longitudinal data gathered over three years. References to the 19 schools, on the other hand, are essentially cross-sectional (one-off) data from the additional school visits in 2010. When reference is made to the 31 schools, this includes both groups.

The aim of the evaluation was to assess the impact of the RRSA on the well-being and achievement of children and young people (CYP) in the participating schools (including measures of academic attainment and gains in emotional and social skills, knowledge and understanding).

Main findings

The RRSA has had a profound effect on the majority of the schools involved in the programme. For some school communities, there is strong evidence that it has been a life-changing experience. In the documentation from one infant school, the head said, "After 16 years as head teacher at […] school, I cannot think of anything else we have introduced that has had such an impact."

Given the multitude of initiatives introduced in the last 16 years, including several major national primary strategies, this speaks volumes. As the evidence will show, not every school makes this claim. However, for the majority, the values based on the United Nations Convention on the Rights of the Child (CRC) and 'guide to life' provided by the RRSA has had a significant and positive influence on the school ethos, relationships, inclusivity, understanding of the wider world and the well-being of the school community, according to the adults and young people in the evaluation schools.

The main findings relating to each of the six indicators are outlined below:

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 use of rights respecting language, attitudes and relationships.

- In 11 of the 12 schools, there was a major shift in attitudes and behaviours from focusing mainly on rights to focusing on responsibilities and rights.
- Staff reported an understanding that the RRSA is a "way of being" rather than a body of knowledge and that the award created a major impetus to implement this "way of being".
- In the majority of schools, all staff were engaged in the RRSA. In some schools, however, midday supervisors, supply teachers and visitors sometimes needed further support to recognize what it means to be in a rights respecting (RR) school. Some schools have addressed this in positive ways. For example, some have produced guides and RR charters for lunch times or briefings are given by school leaders.
- In a few schools, the rights and responsibilities language was still used inconsistently and the underlying values of the RRSA appeared not to have been fully embedded. This raised questions about how far pupils adopted the values because they understood and believed in them, or because they were offered tangible incentives such as 'reward points' for doing so.

2. Relationships and behaviour

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

- Relationships and behaviour were considered to have improved due to better understanding by pupils and staff of how to be rights respecting, using the CRC as a guide. There was little or no shouting, and pupils and staff both considered incidents of bullying to be minimal.
- Where conflicts did arise, pupils were more likely than previously to resolve these for themselves.

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.

- Pupils became actively involved in campaigns that they understood in terms of upholding or defending the rights of others and living sustainably.
- Pupils' respect for the rights of others globally was addressed mainly through the international context rather than the national one. In some

communities, pupils were less aware of national rights issues, beyond their own immediate community. Nevertheless, they were aware of international issues.

4. Pupils demonstrate positive attitudes towards inclusivity and diversity in society

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

- Uniformly positive attitudes to diversity were reported towards peers and staff with disabilities, and towards those with behavioural or emotional problems. This was reported to have improved.
- Pupils from a range of ethnic, race and religious backgrounds, and English as an Additional Language (EAL) learners, reported very positive attitudes of inclusivity.
- There were many examples in the interviews of pupils challenging externally imposed stereotypes or prejudice, including that experienced by families of pupils in the school from minority ethnic groups or with disabilities.

5. Pupils actively participate in decision-making in the school community

There was evidence in 11 of the 12 schools that children and young people knew how to go about making informed decisions and being active citizens. There was also widespread evidence of this in the additional 19 schools, though to varying degrees.

- Pupils reported that they take responsibility for their own decisions, though a few still gave examples of where teachers and school leaders make decisions for them.
- Schools were supporting the youngest children and those with learning disabilities to engage in decision-making at the simplest level.
- Pupils recognized and understood the mechanisms by which they can influence decisions in the school, such as school and class councils and RRSA ambassadors. In RR schools, opportunities for pupils to raise issues with these groups and to get the feedback from them were much better established than in schools generally (see Whitty and Wisby, 2007).
- Decisions influenced by pupils mainly focused on important but not central issues, such as playground equipment, lunchtime arrangements and toilets.
- In the majority of the 31 schools, pupils were involved in either governing bodies or staff appointments, or evaluating teaching and learning. However, only a few schools involved pupils in all three of these activities. There were some outstanding examples of sensitivity in terms of undertaking these activities and in terms of the training and support given to pupils.

6. Pupils show improved learning and standards

Engagement in learning was reported to have improved in the majority of schools, with an understanding of the responsibilities that this entailed to both the self and others.

- Adults and young people reported that the positive rights respecting relationships in classrooms created a climate conducive to learning.
- Nearly two thirds of the 31 schools raised their attainment over the period 2007–2010, and just under half of the schools increased their contextual value-added scores, though typical fluctuations in these scores year-on-year make interpretation difficult.
- Fixed-term exclusions decreased in 13 schools and stabilized in a further three of the 26 schools for which data were available. Five schools had no fixed-term exclusions throughout the period.
- From 2007 to 2010, eight of the 14 schools that had more than 20 per cent of children eligible for free school meals (FSM) improved their attainment; seven improved their attendance and six reduced their fixed-term exclusions. Three of the four schools with over 50 per cent FSM increased attendance and attainment and reduced their fixed-term exclusions. RRSA may mediate the influence of poor socio-economic circumstances on outcomes.

Additional findings

School leadership
- School leaders used the framework of the RRSA to provide cohesion to existing initiatives, such as citizenship, the Social, Emotional and Affective Learning initiative (SEAL), Healthy Schools and Eco Schools.
- School leaders modelled rights and responsibilities in the way they treated other staff, pupils and parents.
- Being 'registered' on the RRSA provided levers for school leaders to 'push' forward the development of an RRSA ethos, for example, through action plans and impact reports. It also provided contacts with other schools pursuing similar aims.

Impact on pupils of transfer to another school
- The impact on pupils of transferring from an RR primary school to a secondary school not involved in the RRSA was mixed. However, in general, pupils reported that less rights respecting behaviour was shown by, and to, teachers and fellow pupils, than they had experienced in their primary school. However, this may reflect the difference in behaviour at this age rather than prior experiences.

Costs of implementation
- Schools regarded the RRSA as good value for money, as minimal financial outlay was required. Until very recently, LAs and UNICEF UK both offered support that was free of charge. This support was key to schools' progress. In particular:

– UNICEF UK worked with the LAs to provide a framework in which schools could document their progress and identify future actions.
– The requirements for impact reports and action plans created an 'accountability' that was critical in keeping them motivated. The majority of staff we spoke to who were involved in completing these reports considered them to be non-onerous.
– Staff development opportunities provided by UNICEF UK and LAs were valued and influential. They have helped to improve understanding and provided contacts with other schools.
– UNICEF resources were used extensively by some schools while others seemed largely unaware of their existence.

Recommendations

1. Given the positive outcomes and low costs associated with the RRSA, UNICEF UK and DfE to discuss how it should be publicized to schools and LAs as a way of encouraging take up[3]. In particular, consideration should be given to how schools in the same geographical area can work together on the RRSA in order to maximize the sustainability of effects on children transferring from one school to another.

2. UNICEF UK and RR schools to promote greater precision in the use of language insofar as it reflects the values of the CRC, in order to increase consistency in language use within and across schools and to ensure that attitudes and behaviour reflect the language of the CRC precisely. This might address the few instances of pupils apparently adopting the values because they were offered tangible incentives such as reward points to do so, rather than because they had understood and believed the CRC values. Encouraging schools to undertake regular evaluation of the impact of the RRSA through pupil feedback should elicit this and allow it to be addressed.

3. Within UNICEF UK's efforts to promote action for long-term social justice, UNICEF UK should reconsider how to extend current support for the development of better understanding of the process of fundraising – what happens to donations, how they are used and some of the issues involved in this process. This needs to strengthen the messages in current UNICEF UK training about the similarities, as well as the differences, between countries and confront attitudes of "helping others who are poor in order to make us feel better".

4. LAs and UNICEF UK to explore further how some schools may be supported by other schools in order to:

- Extend the involvement of midday supervisors in the RRSA, for example, by extending their contracts to cover some 'training' time or by giving them input during contracted hours.
- Develop short and accessible guidance for supply teachers and visitors to ensure that they understand the core values as soon as they come into school.
- Make information about resources more widely available, for example, on respecting rights globally, linking to schools in other countries and addressing complex concepts with very young children or those with learning difficulties. This should address sensitivities around developing citizenship without children experiencing despair through the feeling that they should take responsibility for the whole world's problems.
- Involve pupils meaningfully in the core decisions relating to the school, such as staff appointments, governance and evaluating teaching and learning, accepting that this requires support and training for the pupils and sensitivity in how it is done.

5. UNICEF UK to consider further the role of schools (nine in this study) that have achieved Level 2 (see introduction and footnote 2). Currently, these schools understand that they should act as ambassadors for the RRSA, which results in some schools being overloaded with visitors. This leads to staff and students being out of school for what school leaders and governors regard as too many days. Furthermore, these schools want more clarity and guidance on how they can develop themselves further.

1. BACKGROUND

1.1 UNICEF UK's Rights Respecting Schools Award

The Rights Respecting Schools Award (RRSA) started in 2004 and more than 1,600 primary and secondary schools are registered for the award in England, Wales, Scotland and Northern Ireland. The RRSA helps schools to use the United Nations Convention on the Rights of the Child (CRC)[4] as their values framework. In order to become rights respecting, a school works through two levels, self-evaluating their progress. When they believe they have met the standards, an external assessment takes place and if standards are met, a certificate is awarded.

UNICEF UK describes the RRSA as follows: *"Everyone in the school learns that children and young people have rights under the United Nations Convention on the Rights of the Child (CRC) and that everyone is responsible for respecting the rights of others. The ethos created demonstrates to children the inclusiveness of a rights-respecting school and paves the way to greater participation in the life of the community."*

UNICEF UK maintains that this in turn helps them to learn how to formulate, express and listen to opinions, helping to raise their achievements. In this way, UNICEF argues, the CRC provides the framework of values and principles that enhance the realization of the *Every Child Matters* (DfES, 2003) policy. This policy aims to ensure that every child and young person (CYP), whatever their background or circumstances, has the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being [5].

In 2007, the Department for Education (DfE) funded UNICEF UK's Education Department to expand the RRSA pilot in partnership with five local authorities (Durham, Rochdale, Bracknell Forest, Hampshire and Dorset). UNICEF UK (UNICEF UK, 2007, p.1) presented its aims for the RRSA as follows:

"Our intention is to demonstrate convincingly in a large number of school communities and in a wide range of Local Authorities that:

- *children and young people can raise their achievement at school and improve the quality of their own and their families' lives if they learn exactly what their rights and responsibilities are according to the United Nations Convention on the Rights of the Child and how to use this understanding as a guide to living;*
- *children and young people will know how to go about making informed decisions and be active citizens if this rights/responsibilities guide to living is introduced at an early age and is reinforced throughout school life;*
- *UNICEF's Rights Respecting School Award is an effective way of inspiring and supporting schools who want to provide children and young people with a rights-respecting guide to living."*

At the time of UNICEF UK's bid to the DfE, 100 schools were registered on the RRSA programme throughout the UK. By the time the evaluation was completed in 2010, more than 1,500 schools were voluntarily registered on the scheme. The DfE funding included provision for a three-year evaluation, which was undertaken initially by the University of Sussex and later by the Universities of Sussex and Brighton.

The 12 schools selected for the in-depth case studies in the evaluation were chosen by the LAs from those enrolled in the scheme at the request of the UNICEF Regional Education Officers, according to criteria agreed between UNICEF and the researchers. These criteria included the need for a range of geographical locations, size, ethnicity, socio-economic characteristics and stage of progress on the RRSA scheme.

This report presents the findings from the 12 case study schools across the five authorities visited in 2008, 2009 and 2010. The background characteristics of these schools are given in Table 2 in Appendix I. In 2008, one secondary school withdrew from the evaluation for reasons not associated with the award or the evaluation and was replaced by a secondary school that had recently begun participating in the award. However, this school made relatively little progress towards achieving the RRSA due to extenuating circumstances.

At the request of the DfE, a further group of 19 schools in an additional 10 LAs were visited in March to June 2010, following increasing interest in the RRSA by ministers, MPs and officials. These were drawn from a list provided by UNICEF UK. Schools with a high proportion of ethnic minority pupils that were located in inner cities and were not faith schools were prioritized in this sample, as schools with these characteristics were under-represented in our longitudinal sample. UNICEF UK contacted and invited these schools to participate, and 19 schools that had replied by February 2010 were visited. The background characteristics of these 19 schools are given in Table 3 in Appendix I.

1.2 The evaluation of the Rights Respecting Schools Award

The aim of the evaluation was to assess the impact of the RRSA on the well-being and achievement of children and young people in the participating schools (including measures of academic attainment and gains in emotional and social skills, knowledge and understanding). This final report reviews the impact of the award in each school, recognizing that the schools started the award at different times.

Of the 12 schools in the longitudinal study, three had achieved Level 2 (see information on levels in 1.1 above) by the end of the three years of the evaluation, seven had achieved Level 1, one was about to be assessed for Level 1 and the final school was not making progress for reasons given elsewhere in this report. Of the 19 additional schools visited once in 2010, six had achieved Level 2, 11 had achieved Level 1 and two were registered but had not yet been assessed for Level 1, having started late in 2009.

This is the final report of the three-year evaluation and it builds on the emerging findings from the first and second years, which can be found at www.unicef.org.uk/publications/pdf/sussex_interim_summary.pdf

2. METHODOLOGY

2.1 Schools involved in the evaluation

The 12 schools in the longitudinal study were each visited on an annual basis. In addition, upper school Year 9 pupils and secondary school pupils from Years 7, 8 and 9 were interviewed about their experiences since transferring from a primary or first RRSA school to a non-RR secondary or upper school. Some interviews were also conducted with pupils who had transferred from a primary RR school to a secondary school registered on the RRSA[6].

A further 19 schools from across England were visited once between March and June 2010 and similar data were collected as from the 12 schools in the longitudinal study. All 31 schools and their LAs are listed in Appendix III.

2.2 Data collected

The following data were collected from each school:

Background characteristics of the pupil population of each school, including ethnicity, gender, Special Educational Needs (SEN), Free School Meals (FSM) for the 12 and 19 schools (see Tables 2 and 3 in Appendix I).

Descripte quantitative data on attainment, value-added, attendance and exclusions for the 31 schools.

Documentary analysis of policies, staff development materials, teaching resources and pupils' work in order to confirm or challenge the data provided through interviews and quantitative analysis.

Interviews with the head teacher, teachers, teaching assistants, midday supervisors, pupils, parents and governors[7]. All pupil interviews were undertaken in small groups. Other interviews were mainly individual, although some involved two or three people. The areas covered in the interviews in 2010 were informed by the previous two years of the evaluation. A pilot interview prior to the start of the evaluation was conducted with two sixth-form students who had graduated from John Hanson School in Andover (where the award had been well established). This informed the initial evaluation design.

Payment towards cover was given to schools involved in the longitudinal study for each annual visit made by the researchers, in recognition of the time staff were involved in interviews.

2.3 Indicators of success

UNICEF UK identified eight indicators of success drawn from the RRSA outcomes against which the schools involved self evaluated their progress on the award. These were the criteria that UNICEF UK asked the researchers to address in the evaluation. In summary, these are as follows:

6. *See examples of interview schedules in Appendix II.*
7. *See examples of interview schedules in Appendix III.*

8. For more information, see www.dcsf.gov.uk/everychildmatters/
9. For more information, see www.unicef-irc.org/publications/pdf/rc7_eng.pdf
10. For the 31 schools: few: 2–5 schools; some: 6–15 schools; the majority: 16–30.

1. Pupils know about the UN Convention on the Rights of the Child
2. Pupils show improved self-esteem
3. Pupils demonstrate enhanced moral development
4. Behaviour and relationships are good/improved
5. Pupils feel empowered to respect the rights of others locally, nationally and globally
6. Pupils demonstrate positive attitudes towards diversity in society
7. Pupils actively participate in decision-making in the school community
8. Pupils show improved learning and standards.

The eight indicators relate directly to the *Every Child Matters*[8] (ECM) outcomes in England, which are "be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being". They resonate with the six dimensions of well-being used in UNICEF's 2007 international comparative study of child well-being (UNICEF, 2007)[9]. The dimensions used in that study included material well-being, health and safety, educational well-being, family and peer relationships, behaviours and risks, and subjective well-being.

For the final report, the success criteria were reworded, because they overlap extensively and cannot therefore be separated easily. Hence, indicators 2, 3 and 4 have been conflated to 'Relationships and behaviour' in order to increase clarity and avoid repetition. Inclusivity was added to criteria 6 (new criteria 4). As the study progressed, the previously unidentified areas of school leadership, including coherence across initiatives and community cohesion, emerged as important indicators and appear as an additional section. In addition, sections have been added on the impact on pupils following transfer to another school, costs of implementation, other implementation issues and well-being (as related to the UNICEF report). Thus, within this final report, findings from the evaluation are discussed under the following headings:

1. Knowledge and understanding of the CRC
2. Relationships and behaviour
3. Pupils feel empowered, to respect the environment and rights of others locally, nationally and globally
4. Pupils demonstrate positive attitudes towards inclusivity and diversity in society
5. Pupils actively participate in decision-making in the school community
6. Pupils show improved learning and standards
7. Additional findings
   • School leadership
   • Impact on pupils of transfer to another school
   • Costs of implementation
   • Other implementation issues
8. The RRSA and UNICEF's research into child well-being.

When the report refers to the 12 schools, this draws on longitudinal data gathered over three years. References to the 19 schools, on the other hand, are essentially cross-sectional (one-off) data from the additional school visits in 2010. When reference is made to the 31 schools, this includes both groups.

Where possible, reporting of findings indicates the precise number of schools in which that finding was noted. However, where this is not possible, the terms "few", "some" and "the majority" are used[10]. Throughout the report, the activities being evaluated are referred to as "the RRSA" and the schools as "RR schools".

2. METHODOLOGY cont.

This longitudinal research is based on a sample of schools representing a cross-section selected by the five LAs, with the agreement of the schools themselves. It is not a controlled comparison study. The additional 19 schools from a further 10 LAs were invited by UNICEF UK to participate and are therefore not a representative sample. Within the schools, researchers requested a cross section of staff and pupils for interviews, but the selection was made by the senior managers, thus, representation cannot be guaranteed. The schools are all simultaneously involved in other initiatives, and specific attribution to any one initiative is necessarily made with caution. However, where a range of perspectives and sources (such as interviews and documentation) suggest that the RRSA specifically contributed to a particular outcome, the findings are more secure.

3. FINDINGS ON THE SIX INDICATORS FOR SUCCESS

Before considering the findings in relation to the indicators, it is worth noting that the RRSA has had a profound effect on the majority of the schools involved in the programme. For some school communities, there was strong evidence that it has been a life-changing experience. In the documentation from one infant school that had achieved Level 2, the head stated:

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

Given the multitude of initiatives introduced in the last 16 years, including several major national primary strategies, this speaks volumes. As the evidence will show, not every school makes this claim. However, for the majority, the values provided by the RRSA has had a significant and positive influence on school ethos, relationships, inclusivity, understanding of the wider world and the well-being of the school community, according to the adults and young people in the evaluation schools.

3.1 Knowledge and understanding of the CRC

ALL 31 SCHOOLS REPORTED THAT THE RRSA WORK HAD RESULTED IN RIGHTS AND RESPONSIBILITIES BEING MADE MORE EXPLICIT IN LESSONS, DISPLAYS AND, IN PARTICULAR, IN PEER INTERACTION AND CONFLICT RESOLUTION. THERE WAS AN INCREASING EMPHASIS ON RESPONSIBILITIES AS WELL AS RIGHTS, AS SCHOOLS EMBEDDED AN RRSA WAY OF WORKING WITHIN THEIR SCHOOL ETHOS.

The findings on knowledge and understanding of the CRC reported for the 12 schools in the interim evaluation (Sebba & Robinson, 2009) are equally applicable in this third and final year. The interim report concluded that all schools believed that the RRSA work had resulted in rights and responsibilities being made more explicit in lessons, displays and in particular, in peer interaction and conflict resolution. In last year's report, one pupil summed this up as follows:

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

The overriding difference between this year's findings and those reported in pupil group interviews last year was that pupils placed much greater emphasis on responsibilities to respect the rights of themselves and others.

Across the 31 schools, the impact of the RRSA on staff was also evident. All staff we spoke to knew about the RRSA and, with the exception of a few midday supervisors (see section 3.2 below), all understood it and reported that their way of relating to children and young people had been positively affected by it.

Supply teachers, however, were vulnerable to being less aware of the culture of an RR school. In the 2009 interim report, we gave the example of children as Pupil Improvement Partners in a primary school who, in evaluating lessons, had noted a supply teacher "wagging her finger" at pupils. They observed that this was something "we don't do in a rights respecting school". These pupils went on to devise a guide to a rights respecting school for supply staff and visitors. Similarly, in our 2010 school visits, a senior leader in a secondary school described how the senior managers talk through the school's RRSA approach with supply teachers before they go into the classroom. However, there are often problems as they do not always interact with students in a rights respecting way and the students are not used to being treated like that.

Some staff claimed that involvement in the RRSA had been a momentous experience, changing their values and practices:

"... it's changed my practice. I'm so delighted to find something it's non-denominational. ... I'd say the last five years has been the most significant in my life, it's given me an opportunity to re-evaluate how I relate to young people, and probably how I run my own life to an extent."
Music teacher, secondary school

Some schools approached the RRSA as a form of knowledge that needed to be disseminated and learned. For example, they emphasized the role of assemblies and other activities that inform students about rights issues, or the RRSA ambassadors teaching other students and staff in primary schools about rights. Staff in other schools, however, viewed RRSA as an underlying values framework, rather than about gaining specific knowledge about rights and responsibilities. A senior manager described the impact on non-verbal pupils within a special school as *"the way of being within the school"*. A middle manager in a secondary school similarly suggested it was *"a way of doing things"*:

"In general it has raised our profile, it is a way of embedding our practice... it has brought our way of thinking to the fore, given our work some cohesiveness. ... It is like we have a common thread to think about. Everything we do has to tick the rights respecting box. It gives us a way to do things. We now have a label for what we do."
Middle manager, secondary school

3.1.1 Use of the language of rights

In general, pupils demonstrated and reportedly used the language of the CRC. In the 12 schools, this has increased observably over the three years of the evaluation:

"Pupils are able to cite their rights and understand these, it helps the less confident to explain themselves, like one person said to me, 'Do we really have a right to privacy?' and when I said 'Yes' he then said something about the toilets and was able to understand that he had a right to privacy there."
Senior manager, primary school

In 10 of the 12 schools, this language use is reported to be widespread among pupils and staff including teaching assistants, and in some cases, midday supervisors and parents. In one of the remaining two schools, the language was being used by most, but not all teachers. It was reported that pupils asserting their rights were sometimes misunderstood:

"There are still some staff who don't act in the way I would hope and who don't fully use the rights respecting language…but we have picked up on this and we are trying… to get them to see that the children aren't being naughty when sometimes they think they are."
Senior manager, primary school

"Most teachers use R & R language but some don't. It's better when they do cos they take you out and talk about your rights and your responsibilities and about the rights and responsibilities of other people."
Year 5 pupil

In all 31 schools, the pupils and staff we spoke to had knowledge of the CRC. However, it was common to find that, as schools progressed with adopting the RRSA approach, direct reference to the CRC tended to reduce. This was particularly the case for schools achieving Level 2.

There was a tendency for the RRSA work to become more personalized, for example, to include working on class charters, developing a language and attitude of rights and responsibilities and introducing new initiatives such as PALS (Pupils as Active Listeners) in an RRSA context. There was evidence of the language and underlying values being embedded in the culture of the school – in the schools' curriculum, mission statements, policies and on websites:

"… 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."
Teaching assistant, primary school

The precise language used varied across the 31 schools. In some schools, R and R stood for Rights and Respect. In others, staff and pupils talked about Rights and Responsibilities, and in others about Rights, Respect and Responsibilities (the latter reflecting the particular approach associated with Hampshire LA).

Increasingly, assemblies were used for raising knowledge and awareness of the CRC. In the majority of the primary schools and some of the secondary and special schools, displays around the school had RRSA links made explicit within them. The majority of schools included details of the RRSA in parents' newsletters and leaflets, although they considered that parents had little understanding of the work. This was better established in the 12 schools followed over the three years.

3.1.2 Use of a charter of rights

Some schools have both a school charter and different class charters. Some primary schools also have playground charters. In some schools, the school charter was attached into the inside of pupils' diaries. In others, it was seen as a replacement for the home-school agreement, based on a three-way charter of rights between parents, child and teacher:

"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."
Parent, primary school

In general, charters were referred to positively and messages from them were embedded into the daily activities. In a few schools, however, pupils gave the impression that adults had led the charter development, steering pupils in terms of the items to include and occasionally rewording these:

"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."
Year 4 pupil

Pupils and support staff in a few schools thought the writing of class charters was seen as a specific activity and they said that the charters were rarely referred to once they had been completed:

"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."
Learning Support Assistant, primary school

Class charters were found to reinforce rules in an oppressive way in at least three of the schools visited. For example, one school had written down, *"... remember the charter, if you can't stick to it, you will lose your Golden minutes"*. This begs the question of how far pupils adopted the values because they understood and believed in them or because they were offered tangible incentives to do so. Hence, it is possible for pupils in some schools to be displaying the appropriate behaviours while not genuinely embedding the values. There is further scope for promoting greater precision in the use of language insofar as it reflects the values of the CRC. Regular evaluation of the impact of the RRSA through pupil feedback should elicit this so that it can be addressed.

3.1.3 Understanding rights

Eleven of the 12 schools emphasized the positive impact of the RRSA work on empowering pupils through increasing their understanding of their rights:

"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."
Year 3 teacher

In the 19 additional schools, there were examples of staff noting changes in the way pupils made decisions as a result of better understanding of their rights and responsibilities:

"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."
Teaching assistant, primary school

As a result of the RRSA work, some pupils have become aware that they as individuals have rights. This was something they had not been aware of previously:

"It (the RR work) has definitely empowered the pupils, especially ... the kids who have been brought up to think they have no rights."
Learning support teacher, special school

Even very young children in the infant schools and reception classes of the primary schools knew about their rights, as illustrated by this Year 1 pupil's calendar:

(Year 1 pupil, primary school)

These young children knew that the rights applied to people all over the world. For example, nursery children talked about people having the right to clean water and acknowledging that this right was not available to all people in the world. In the interim report, we noted that some schools found the language of rights too challenging for very young children and for those with language difficulties. During our more recent visits to infant, primary and special schools, we heard interesting examples about how this had been addressed. Some class charters had bubbles on each of the articles giving the children's own wording for that right, while others used pictures to enhance understanding of the charters. One infant school reported addressing the rights selectively, depending on the year group, in order to increase accessibility and to avoid overpowering the children.

Accessing the language and concepts of rights

Some schools, in particular special schools and those with resource units for pupils with special educational needs, identified difficulties that their pupils had in accessing the RRSA language or in engaging with the values. Barriers other than the language itself were also identified in a few schools, for example, with individual pupils who were seriously withdrawn or were considered to be on the autistic spectrum. Teachers reported attempting to overcome these barriers by creating opportunities for these children to experience their rights and giving them more time to respond. For example:

"They (pupils in the behaviour unit) are probably the hardest to reach as they have other issues that get in the way. We do get there with them but it is more difficult and takes a bit longer… It's … had a lasting impact, like about how you should treat everyone else and teachers."
Senior manager, primary school

"... we use the sign for rights and responsibilities, but they won't necessarily understand that, so instead they ... experience it and live it, even if they don't understand the terminology that doesn't matter, they are still being given those opportunities, because that's what the convention on the rights of the child is all about."
Senior manager, special school

There were strong messages from staff, parents and governors about the benefits for pupils with identified special educational needs. In particular, reference was made to the calmer and more accepting environment of RRSA schools.

Fifteen of the 31 schools were multi-ethnic with a high percentage of EAL learners. For these pupils and their families, some schools implemented imaginative plans for ensuring that they could access the rights language and materials:

"What I want to do is use our MLE (online managed learning environment) more ... and get representatives from our community in on that, and get the thing on the MLE in their first language, talking about RR on the MLE. We've not yet got 100% internet access outside our school, but given our whole community we're not too bad."
Senior manager, secondary school

3.2 Relationships and behaviour

In all 31 schools, the relationships and behaviour were considered to have improved, despite senior managers and governors in some schools reporting that the pupils displayed increasingly challenging behaviour at intake. This improvement was largely attributed to an improved understanding by pupils and staff of how to respect rights and greater control exercised by pupils over their own behaviour. In particular, it was noted that there was little or no shouting in school and conflicts between pupils escalated far less frequently than they had done before the schools developed an RRSA approach:

"There used to be a lot of screaming and shouting when I first came to the school but now people talk to each other."
Administrative staff, secondary school

"There used to be more detentions and now there are hardly any. People behave better everywhere. Even the boys."
Year 6 pupil

By adopting and using a rights respecting language to talk about incidents or conflicts, schools believed that situations were made more meaningful to pupils and they were then more likely to resolve conflicts for themselves. The RRSA creates a language that everyone understands:

"It is something to stand on. It gives us a language, a vocabulary to talk about difficult things; a set of concepts that we can articulate."
Senior manager, secondary school

"The language the children use around the school has improved; you hear them reasoning and hear them talking about respect."
Senior manager, primary school

Eleven schools in the longitudinal sample mentioned the significance of pupils acknowledging their responsibility as learners and citizens, and the impact this has had on changing the relationships and behaviour in school in a positive way. This was attributed to the RRSA, while acknowledging that other initiatives such as Social, Emotional and Affective Learning (SEAL) had also contributed to improvements. More markedly, schools reported that the management of any disputes or difficulties was much better handled than prior to the school starting on the RRSA. Pupils and staff in some schools noted confidence, self-esteem and increased resilience to peer pressure as a contributing factor to better relationships and behaviour:

"Our daughter had trouble settling ... and her self esteem has gone through the roof. Everyone has helped and it's made a colossal difference to her."
Parent of Reception pupil, infant school

In two primary schools, pupils mentioned that the self respect they had developed through the RRSA had helped pupils to keep out of the "gang" culture. In 11 of the 12 schools, progress was evident since the earlier visits, with pupils, staff, parents and governors consistently commenting on these improvements. For example, one senior manager said:

ALL 31 SCHOOLS WERE CHARACTERIZED BY VERY POSITIVE RELATIONSHIPS BETWEEN PUPILS, BETWEEN STAFF, AND BETWEEN STAFF AND PUPILS. STAFF AND PUPILS ALSO REPORTED EXPERIENCING A STRONG SENSE OF "BELONGING" TO THE SCHOOL. RELATIONSHIPS AND BEHAVIOUR WERE CONSIDERED TO HAVE IMPROVED AS A RESULT OF BETTER UNDERSTANDING BY PUPILS AND STAFF ABOUT RIGHTS, RESPONSIBILITIES AND RESPECT. THERE WAS LITTLE OR NO SHOUTING, AND PUPILS AND STAFF ALIKE REPORTED INCIDENTS OF BULLYING TO BE MINIMAL AND THAT PUPILS WERE MORE LIKELY TO RESOLVE CONFLICTS FOR THEMSELVES.

"The school is so calm. ... I think everyone is aware of the level of responsibility they have. It's definitely had an impact on all the discussions in class that go on and all the assemblies we have that are focused on the work."
Senior manager, secondary school

3.2.1 Sense of belonging to a community

Staff and students talked of a better atmosphere and a "sense of community" since introducing the RRSA:

"I have seen a change of attitude. There used to be a split between teachers, TAs and children. But now it's everyone together. More like a circle."
Teaching assistant (TA), primary school

"... the RRR ethos encourages a sense of pride, a sense of belonging, a sense of community with it. I think it does link them together."
Teaching assistant/parent, primary school

This strong sense of belonging that emerges from the data in all the primary and special schools and the majority of the secondary schools is often linked by pupils to a clearer moral sense of what is right or wrong. Overall, staff and pupils commented that, since introducing the RRSA, pupils tend to treat equipment within school (e.g., pencils, rulers, sports equipment, school toilets, etc.) with more respect, though exceptions were noted:

"Sometimes people break the toilets and I don't think you should do that and if they do that, don't copy them because it's wrong."
Pupils various year groups, primary school

3.2.2 Positive relationships

Pupils, staff and parents in the majority of schools commented on being happier in the school than in the past and attributed this to improvements in relationships between staff, between staff and pupils, and between pupils.

Staff and pupils in all schools talked about positive staff-pupil relationships, which they attributed to the RRSA:

"The TAs' relationship with children has improved since introducing RRS and since the TAs' training, they (TAs and pupils) can talk more easily together. The TAs listen to the pupils' views now, more so than they did before."
Senior manager, primary school

Teachers at one of the secondary schools talked of the school being less hierarchical and there being "a level playing field". Relationships between staff had improved, generally, since introducing the RRSA. When describing the outcome of a staff development session on the RRSA, one administrator commented:

"Suddenly the term 'whole school' meant something different...
Everyone was involved."
Admin staff, secondary school

One secondary school that had registered on the RRSA, but made relatively little progress due to other pressures, had suggested that good relationships were a precursor to undertaking the work demanded by the 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."
Senior manager, secondary school

However, for almost all schools, the improvement in relationships came about through the gradual embedding of the RRSA values into the ethos of the school.

3.2.3 Developing confidence and empathy

Staff talked of pupils being confident when talking to adults in the school, meeting visitors or representing the school in another location, although this was not always equally applicable to all students in the school.

"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."
Teacher, primary school

Two schools purposefully chose not to include parents in the early stages of the RRSA work, as they considered it important that pupils felt "empowered" themselves, without needing the approval of their parents. This enhanced confidence to speak out to adults also led to an increase in disclosures relating to child protection issues:

"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]."
Senior manager, primary school

Some schools noted that undertaking the RRSA meant that some pupils become aware that their rights are not being met outside school. Staff in one school noted that this may serve to disempower pupils if they consider that they are not able to alter the situation themselves.

Relationships and behaviour in lessons were reported to have improved in almost all schools with pupils commenting on respectful attitudes to learning. Schools stressed the significance that the RRSA work had made in terms of raising pupils' general awareness about the needs of others.

"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."
Year 9 pupil

"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."
Head of Year 8

Parents in the majority of the schools commented upon their son's or daughter's greater understanding of other points of view, again reflecting the "empathy" that had developed from an understanding of the CRC. During pupil interviews in some schools, researchers observed that pupils made explicit reference to what another child had said earlier and built upon the previous comment. Some pupils saw their respect for others mainly within the context of their lives outside school. For example:

"My mum hires a girl from a different country each year to look after us and to take me to school and I help her because her English isn't very good."
Year 5 pupil

However, in a few schools, staff referred to a very small group of recalcitrant young people who had not really changed. This meant that there was a gap between those young people who were aware and concerned about the needs of others and those who were not.

3.2.4 Relationships in the playground and at lunchtime

There was widespread reporting of better playground and lunchtime behaviour. Peer mediators, playground pals and similar schemes were very prevalent in the primary schools. These were often initiated and supported by their involvement in the RRSA and were reported to be contributing to these improvements:

"There has definitely been a change in behaviour [since introducing the RRSA]. We've only had one incident of physical aggression, and that was from a Year R pupil. The cases of behaviour incidents have definitely gone down, but then we have the Peer Mediators, and they sort a lot out but also the children are getting used to thinking about their actions more and thinking about how they behave and how that affects others."
Senior manager, primary school

However, a few pupils in two schools made reference to the RR charter being ignored by some pupils when they entered the playground:

"At school we learn about it and everyone's satisfied, but if we go into the playground they won't follow it."
Year 3 pupil, primary school

Where midday supervisors were involved in a school's RRSA, they were thought to have made a positive contribution to improvements at lunchtime. They understood the expectations to promote rights and responsibilities. However, of all staff, they were least involved in the RRSA in some of the schools. They missed out on staff training because of their contract hours and were most likely to report uncertainty about the RRSA. The values inherent in the RRSA were not revisited with these staff as often as they were with other staff. They were not exposed to assemblies and other areas of school life from which other staff benefited. Some pupils, and a few staff, noted that midday supervisors' behaviour did not

reflect the RRSA principles. Therefore they did not support appropriate behaviour by pupils at lunchtimes:

"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'."
Senior manager, primary school

3.2.5 Conflict resolution

Following the introduction of the RRSA in all 31 schools, bullying was reported to have reduced significantly. Pupils and staff in the majority of schools claimed that bullying was extremely rare. Furthermore, pupils noted consistently that, on the few occasions when it did occur, the way in which it was addressed had improved. Both pupils and staff attributed this to the RRSA. The potential contribution of SEAL should also be acknowledged here. This change was linked to widespread reports of more respectful behaviour and to pupils feeling able to inform a member of staff if they were being bullied, with the knowledge that they would be listened to, and the member of staff would act upon their concerns. Only one example of cyber bullying was reported.

In general, when bullying happened, pupils addressed it themselves, either through those involved talking about it or through the peer mediation systems that had been established in the majority of schools. Some schools indicated that they used a language of restorative justice when dealing with issues of bullying or conflict:

"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."
Learning mentor, secondary school

The relationship between the RRSA and behaviour varied from school to school and even within schools. In around half the schools, progress on adopting a rights respecting approach to relationships had created an ethos in which behaviour had improved and behaviour management strategies had become less significant in the school, as the pupils managed their own relationships to a much greater extent. At the other extreme, two schools interpreted the RRSA as a mechanism for adults to manage children, with charters being quoted punitively and the language of rights being used by adults to exercise greater control.

3.3 Pupils feel empowered to respect the environment and the rights of others locally (community cohesion), nationally and globally

Pupils were involved in organizing schemes both within and outside the schools that reflected their understanding of environmental protection:

"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."
Year 5 pupil

"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."
Year 4 pupil

Through being more aware of their rights and responsibilities as citizens, pupils developed a moral sense of respect for the environment and a sense of compassion and injustice when learning about those whose rights are denied. Although the majority of schools talked about the importance of recycling, it appears that schools did not always have recycling bins around the school and very few staff rooms had recycling bins. One school was having a 'Green Week' when the evaluation visit took place and each member of staff had made a green pledge that was displayed on the staffroom door.

"Pupils are more aware of their responsibilities and having respect for their own environment. It has raised awareness and it brings out their empathy and compassion."
Support staff, secondary school

While all the schools had examples of work on Fairtrade and its link to improving the rights of people in other parts of the world, in a few schools there were limitations to pupils' moral stance on these issues. Although the majority of pupils seemed to understand the idea behind Fairtrade initiatives and considered it important to support them, a few chose not to do so if it the outcome was detrimental for them personally:

"When it came to not buying cheap Easter eggs, that wasn't on their agenda at all. They could understand that some children were in slave labour to produce chocolate but they weren't going to do anything about it. ... (The response was) 'That's a shame. We feel very sorry for them but we're not actually going to stop eating Easter eggs'."
Senior manager, primary school
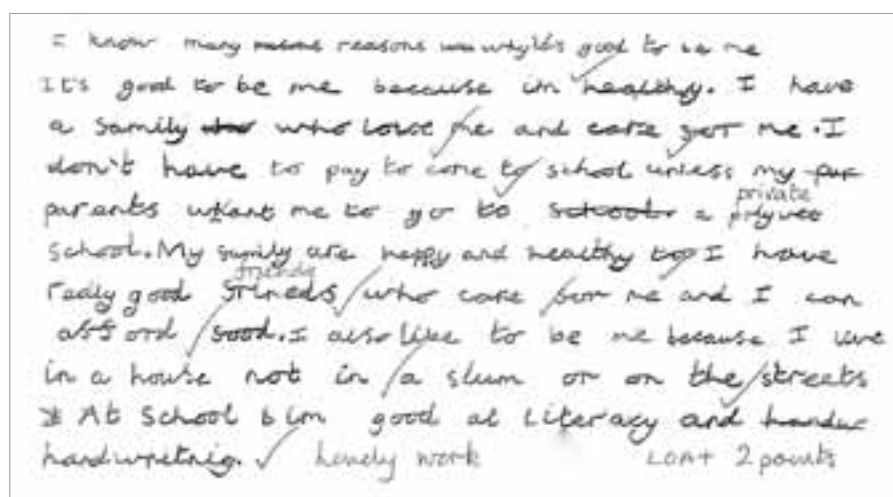
Schools consciously approached discussions around the CRC in a way that would ensure that children were not overwhelmed by feelings of sadness and responsibility for global injustices and climate change issues that are beyond their capacity to change. When presenting global issues to very young pupils (Reception and Key Stage (KS) 1), this challenge can be magnified. One school commented that the main challenge was to address the RRSA issues in an appropriate manner for the child's age and with an understanding of the young children involved:

"A couple of years ago we did quite a lot on the environment and global warming … there was quite a lot on the TV then about the ice flows melting and the polar bears dying and some children were taking it so seriously and getting so upset they weren't sleeping. So we had to realise that for young children they have a right to a childhood. You cannot foist upon them all the cares and worries of the world and expect them to take responsibility. So we've had to rethink some of the things that we do…"
Senior manager, primary school

In all 31 of the schools, an extensive range of activities addressing the rights of other people locally, nationally and globally were noted. The interim report noted that pupils made a positive contribution as a result of their increased awareness of the universality of children's rights and the extent to which these are denied. This Year 6 pupil, writing about 'Why it's good to be me', showed an understanding of how others might not be realizing their right to shelter or schooling:

Pupils become actively involved in campaigns that they understand in terms of upholding or defending the rights of others. This emerged even more clearly from the more recent data from the majority of the schools. Pupils' respect for the rights of others globally is addressed mainly through the international context rather than the national one. In some communities, pupils are less aware of national rights issues, beyond their own immediate community but are nevertheless aware of international issues.

In all schools, pupils participated in fundraising for local, national or global causes through activities such as non-uniform days. Staff reported strategies within these to avoid drawing attention to the economic differentials between pupils' family contexts. Sometimes, work on global issues highlighted for pupils how much better off they are relative to others, which is not an aim of the RRSA but a commonly observed effect:

"They think in a more global way, they reflect on their own difficulties in a more global context. A lot of the children here fall into the poverty category but in global terms they are not seen as being in poverty, this helps them feel as though they have something, they are not that badly off, they have a roof over their head and running water and an education."
Senior manager, primary school

One secondary school talked of some of their students undertaking voluntary work in the local community:

"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 people's eyes to a wider world, and they see the links between what we do in school and what goes on out there."
Senior manager, secondary school

A few schools had members of the school council involved in local education or youth advisory groups. The student Rights Respecting Group in one secondary school was involved in a petition to improve local recreation. They met the leader of the County Council to put together a three-year strategy that included improved lighting and roads. Thirty students in the same school ran a day about water in 2009 for the local primary school and are doing another day on shelter in 2010.

Pupils in the 31 schools had a relatively advanced knowledge of international rights. Even the youngest children showed quite a complex level of understanding about inequalities within, as well as between, countries, and the implications of these for children's learning opportunities and sense of well-being. One primary school was following the International Primary Curriculum (IPC)[11]. Senior managers in that school felt that it resonated more closely with the RRSA than the national curriculum did.

The majority of the schools were establishing links with schools in low-income countries, often in Africa or Asia, as a means of learning about global rights. For example, one primary school we visited had linked with a school in Kenya following the Kenyan head teacher's interest in the RRSA and the visit of two teachers from the school in England to the Kenyan school to talk about the RRSA. Some of the Kenyan school staff then visited the English inner-city school. Both schools were interested in challenging stereotypes, which they approached by following the same broad curriculum areas at the same time and swapping lesson plans by email:

"We've just started that this year and that's had a huge impact on the children and their global awareness."
Teacher, primary school

The RRSA coordinator reported that the children in the English school assumed pupils in Kenya would be poor and were surprised to find that some were not.

One secondary school worked with schools and non-governmental organisations (NGOs) in South Africa, India and Calcutta in the area of performing arts. Sixty students from the RR school had been on international visits to perform, in some cases with students from other schools. Students and staff from this school, together with the head teacher, had assisted in setting up the RRSA in a township school. Staff noted that experiencing different lifestyles had significantly increased students' empathy, understanding and ability to build relationships. Students were more analytical about global issues. One student reported visiting a home in a township and seeing the basic lifestyle of a boy of his age, which had made him reflect on his own circumstances:

"We went into the townships, saw some of the estates they lived in, they had nothing, but they had their little shacks that they lived in with their

11. *The IPC was designed and created in 2000 to provide an internationally focused curriculum for a group of 14 schools around the world. The website claims it is now used in over 800 schools in 58 countries. It focuses on developing the personal qualities children need to be good citizens of the world and to develop a sense of their own nationality and culture, as well as a deep respect for the nationalities and cultures of others. The curriculum consists of thematic units of work (each lasting 4–8 weeks) from early years through to early secondary education. It provides a cross-curricular approach including history, science, geography, PE and the arts while enabling links to literacy and numeracy with clear learning outcomes. For more information, see www.internationalprimarycurriculum.com/view_pagecontent.php?resourceid=12728;id=r12728#r12728*

family, that was it, but the way they took care of everything, like trying to keep what they had, it really makes you think. We have everything we want, you can go on the internet, or ask someone who's there for you, but they don't have that. And it really, really opens your eyes."
Year 10 pupil

Staff in some schools raised concerns that work around global citizenship could become tokenistic or patronising. The 2010 school visits followed closely after the Haitian earthquake and students in all the schools mentioned this in terms of "helping" the people of Haiti. However, they did not always relate this incident to their rights and responsibilities discussions. There was a sense that pupils felt sorry for people in poorer countries. Furthermore, pupils in all but a few schools showed little understanding of what happened to the money they collected through fundraising and where and how it reaches (or does not) those who need it. Staff and pupils gave other examples of money being raised for international disasters and for poverty stricken areas in other countries.

3.4 Pupils demonstrate positive attitudes towards inclusivity and diversity in society

The interim report noted that there was strong evidence from 11 of the 12 schools of pupils having very positive attitudes towards diversity, with wide-scale acceptance of disability and ethnicity. Across the 31 schools, there was extensive and strong evidence of positive attitudes towards diversity and inclusivity:

"One of the main benefits is that of tolerance, the pupils are more tolerant of each other and of other people's viewpoints, there is more of a tolerance of differences."
Teaching assistant/parent, secondary school

In all 31 schools, it was reported by staff, parents, governors and pupils themselves that children respected the diversity of cultures much more than they did prior to the introduction of RRSA:

"I think they will think more about respecting others and respecting people that are different ... they wouldn't say anything that may hurt peoples' feelings. They think about things like that and how others feel."
Parent, secondary school

In some of the multi-ethnic, multi-faith schools, the RRSA provided an underlying coherent, common set of values across the school. This created an ethos of acceptance and celebration of the diversity of faith and culture:

"Having a rights agenda gives a purpose to discussions, and makes some discussions easier for everyone, for example, when we talk about issues relating to ethnicity and diversity. We have one pupil in the class who is obviously of a different ethnic origin to the rest of the class but because of talking about rights, it is almost less embarrassing for everyone to discuss these issues with a focus on rights."
Senior manager, primary school

POSITIVE ATTITUDES TOWARDS DIVERSITY AND INCLUSIVITY WERE A STRONG CHARACTERISTIC OF NEARLY ALL 31 SCHOOLS. STAFF, PARENTS, GOVERNORS AND PUPILS REPORTED AN IMPROVEMENT IN THIS SINCE THE RRSA WAS INTRODUCED.

Senior managers in one primary school described a project in which a small group of the primary schoolchildren were mediating relationships between pupils in the local secondary school. A group of Nepalese girls in the secondary school had been going into the library at lunchtime to meditate and this and other behaviours, were resented as cliquish and unfriendly by the "local girls". The primary school pupils worked with both the Nepalese girls and other pupils to improve relationships between them, for example, through looking at classroom seating choices.

Some staff in schools located in predominantly white affluent catchment areas reported that a few pupils needed to learn to respect the rights of other pupils in the school who, while not from a 'visible' minority group, had particularly challenging socio-economic circumstances or were 'looked after'.

Attitudes towards diversity are one of several areas where the CRC can provide values that are in contradiction with a pupil's home experience. For example:

"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."
Senior manager, primary school

There was strong evidence of pupils and staff having a very inclusive attitude towards special educational needs. This was attributed to schools having taken steps to promote the acceptance of diversity in relation to learning, physical or behavioural disabilities. For example, schools with resource units on site purposefully created and extended opportunities for pupils with disabilities to mix with all the other pupils. In all of the 31 schools, pupils' behaviour problems (such as a pupil on the autistic spectrum making noises or gestures and, in one primary school, a pupil with Down's Syndrome) were accepted without question. Pupils made a particular effort to 'include' individual pupils within their schools who were known to be difficult in terms of behaviour. There were many instances in which pupils and staff talked of pupils "tolerating and accepting" other pupils:

"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."
Year 3 teacher, primary school

A governor/parent whose child had a disability talked of her child loving school and of students being very tolerant. Relationships were considered to be very positive, with a strong acceptance of disabilities:

"Relationships are fabulous, absolutely amazing."
Governor/parent, secondary school

In one primary school, an amputee in a wheelchair was taking a PE lesson and the staff interviewed commented that pupils discussed with him openly how he manages his disability in daily life.
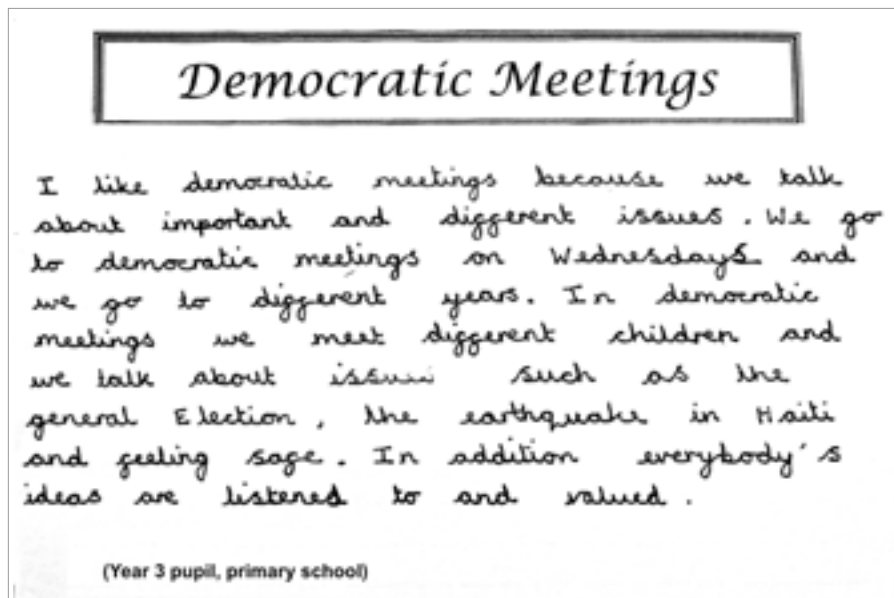
3.5 Pupils actively participate in decision-making in the school community

The level of student involvement in decision-making varied from discussing and making decisions about issues such as the school toilets or playground equipment, to more challenging issues such as staff appointments and evaluating teaching. The mechanisms used to promote participation in decision-making included school councils, school committees, RRSA steering groups and local advisory groups:

"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."
Senior manager, secondary school

All but one of the 31 schools used a school council as one key mechanism through which pupils participated in decision-making. The one school instead had general consultation times where pupils were given the opportunity to talk to their class teacher or head teacher about changes they would like to see in the school. This school also had suggestion boxes in which pupils could post suggestions about changes they would like to see and these were addressed, often in assemblies. One primary school held weekly "Democratic meetings" at which young children expressed their views on a wide range of issues:

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 RRSA. THEIR INVOLVEMENT IN SOME SCHOOLS WAS MORE LIKELY TO BE FOCUSED UPON PLAYGROUND AND LUNCHTIME ARRANGEMENTS. IN THE MAJORITY OF SCHOOLS, PUPILS WERE ALSO INVOLVED IN THE GOVERNING BODIES, STAFF APPOINTMENTS OR EVALUATING TEACHING AND LEARNING. HOWEVER, ONLY A FEW SCHOOLS INVOLVED PUPILS IN ALL OF THREE OF THESE ACTIVITIES.

Democratic Meetings

I like democratic meetings because we talk about important and different issues. We go to democratic meetings on Wednesdays and we go to different years. In democratic meetings we meet different children and we talk about issues such as the general Election, the earthquake in Haiti and feeling safe. In addition everybody's ideas are listened to and valued.

(Year 3 pupil, primary school)

In addition to a school council, another school had introduced RRSA ambassadors who elicited pupils' views on RRSA-related issues from the classes for which they were responsible. One secondary school had a UN Ambassadors' programme involving seven Year 9 students, 13 Year 8 pupils and four Year 11/12 students. The UN Ambassadors had led an assembly around the RRSA. They had also put rights charters into classrooms, making them relevant to subject areas. In the future, the Ambassadors want to teach teachers, parents and governors about the rights programme and go into primary schools to teach about rights and responsibilities. They have had school-based training on the UN articles and how they can teach these to pupils in Year 7 and primary schools.

The interim report noted that, over the preceding year, there had been a noticeable increase in the involvement of pupils in either staff appointments (including head teacher appointments), lesson evaluation or closer working with school governors in 11 of the 12 schools. Since that report, the majority of the schools have continued to progress this work incrementally, trying to ensure that pupil involvement is meaningful and supported by staff.

Pupils in the majority of the 31 schools were involved in staff appointments. This was undertaken sensitively and pupils were given relevant "training" to carry out these tasks. In some schools pupils showed applicants around the school and identified questions they wanted to ask the applicants. They then gave feedback to the head teacher and/ or governors. In other schools, candidates taught a lesson and pupils gave feedback to the appointment panel. In one school, all candidates for the deputy headship had to teach a "rights respecting lesson" and the pupils gave the head teacher feedback on the candidates' teaching. Head teachers and governors, with one exception, reported that there was total agreement between the appointment panel and students on the preferred candidate. The one exception related to a detail to which the students did not have access.

3.6 Learning, attainment, attendance and exclusions

"[If we didn't have RR] I don't think you'd get a good education. It affects your learning."
Year 7 pupil

Attainment as measured by national curriculum key stage tests was one of the indicators of success. However, for the majority of the 30 schools (tests were not applicable to the infant school), in particular for the primary schools, marked but typical fluctuations in both key stage test results and value-added scores across the three-year period were evident. During the three-year period, the majority of the 31 schools chose to apply stricter criteria for authorized absences, thus increasing the rates of unauthorized absences in 14 of the schools. Exclusion data were not included in the performance tables and the units of measurement (e.g., number of sessions, days or pupils) for fixed-term exclusions supplied by the schools often varied. Hence, comparisons of these figures in particular are problematic.

With these reservations in mind, the trends in attainment, contextual value-added, unauthorized absence and fixed-term exclusions are given in Table 1 for the 31 schools. The attainment of nearly two thirds of the schools increased over the period 2007–10. The contextual value-added decreased in slightly more schools than those in which it increased, although some of these decreases were very small. Fixed-term exclusions decreased in 13 schools and this was commented upon by staff, parents and governors who often attributed it to the RRSA work.

PUPILS AND STAFF SAW THE RRSA AS CONTRIBUTING TO THEIR LEARNING, FOR EXAMPLE, THROUGH THE REDUCTIONS IN DISRUPTIONS IN LESSONS THAT REFLECT PUPILS' INCREASED UNDERSTANDING OF THEIR RIGHT TO LEARN AND THEIR RESPONSIBILITY TO OTHERS TO ENSURE THEY DO NOT PREVENT THEM FROM DOING SO. THE ATTAINMENT OF PUPILS IN ALMOST TWO THIRDS OF THE SCHOOLS INCREASED OVER THE PERIOD 2007-10. FIXED-TERM EXCLUSIONS DECREASED IN 13 SCHOOLS AND STABILIZED IN A FURTHER THREE SCHOOLS FOR WHICH DATA ARE AVAILABLE. HOWEVER, THE TYPICAL FLUCTUATIONS SEEN IN TEST RESULTS AND CHANGES IN UNITS OF MEASUREMENT FOR ATTENDANCE AND EXCLUSIONS MADE OVERALL TRENDS IN THESE DATA UNCLEAR.

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 EXCLUSIONS	MISSING DATA
Attainment (% L4&5 KS2 E/M/S >5 GCSE A*-C inc. Eng/Maths)	19	10	1	1*
Value Added (contextual KS1-2 /KS2-4)	12	14	4	1*
Fixed-term exclusions (no. of sessions)	5	13	8**	5
Unauthorized absence (%)	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.

Of the 14 schools that had more than 20 per cent of children eligible for free school meals (FSM), eight improved their attainment, seven improved their attendance and six reduced their fixed-term exclusions from 2007 to 2010, suggesting similar trends to the rest of the schools in the sample. In one of these schools, two thirds of the pupils were from ethnic minority groups and a quarter had statements of special educational needs. Yet both attainment and attendance increased significantly and fixed-term exclusions reduced dramatically over the three years, which the head attributed to the RRSA. Of the four schools with over 50 per cent FSM in the group of 31 schools, three increased attendance and attainment and reduced their fixed-term exclusions. One inference that might be drawn from this is to suggest that the RRSA mediates the influence of poor socio-economic circumstances on outcomes.

All 31 schools had few or no permanent exclusions. Only four of the 12 schools had any permanent exclusions across the whole three-year 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."
Senior manager, special school

"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."
Senior manager, primary school

4. ADDITIONAL FINDINGS

4.1 School leadership

School leaders had implemented the RRSA to take into account everyone's rights, not just children's rights. Most senior managers we spoke to reported that it had influenced their management style, though some claimed they had not previously given this aspect much thought. They reported feeling "empowered to lead the school in a rights respecting way", modelling listening to others, encouraging empathy and respect and accepting their responsibilities in the process. An RRSA approach helped them to prioritize important tasks:

"... 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."
Senior manager, primary school

Some head teachers considered that the RRSA approach made discussions easier and gave strength to their arguments and authority when they encountered difficulties with parents:

"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."
Senior manager, primary school

In two out of the 12 schools, the CRC did not seem to be so well reflected in the school ethos. In one of these schools, the head teacher ran a meeting for the midday supervisors that was conducted in a very controlling way. The supervisors were told very definitely about the approach they should take with young people and little or no time was allocated to listening to the views of the supervisors. In the other school, the pupils reported that the teacher shouted if children were disrespectful, although they noted that this occurred less often than previously.

Head teachers agreed that the RRSA needed one senior member of staff to lead the work towards the award in school, with strong support from the senior management team, in order to give clear messages about its importance.

Senior managers across all 31 schools talked about how RRSA had helped to unify the school, solidify an ethos and school identity, as well as giving the school a language through which to speak. Whilst some schools were doing much of this beforehand and would have continued to do so, involvement in the RRSA had given their goals further clarity. The values framework of the RRSA was accessible and clearly understood by everyone:

"The RRR agenda underpins everything we do in the school. ... parents understand it, children understand it, visitors understand it. The governors are incredibly supportive."
Senior manager, primary school

"It keeps everything high profile, everything that comes, everything we do we think about it in a Rights, Respecting way."
Senior manager, primary school

"It comes into everything in school really because it's about moral values."
Senior manager, primary school

"It's more concrete, it makes your ethos more concrete ... and it helps people who are new to the school. After all… it's all around basic tenets that we all support and are committed to."
Senior manager, secondary school

School leaders from across the 31 schools reported that the RRSA provided the overarching ethos and framework within which other initiatives operated. There were significant overlaps with citizenship and other initiatives, but RRSA was seen as the "all encompassing" umbrella or framework into which other initiatives fed, rather than vice versa:

"We have Healthy Schools, Eco Schools and all the rest, and with PSHE[12] and Citizenship there are lots of overlaps, but we took RRSA as the thing that brings everything together and everything hangs off this, it covers everything in a way that the other areas don't."
Senior manager, primary school

12. Personal, Social and Health Education.

"It has been the pot we have put everything into, it has pulled everything together. ... I think some things would have happened but through doing it as part of the UNICEF Rights Respecting Schools work, it's happening at a different level, and happening more quickly. Doing everything through RRSA has made it more cohesive. It has helped to give us a rounded view of the school."
Senior manager, secondary school

4.2 The impact on pupils following transfer to another school

Staff expressed concern about the sustainability of the RRSA approach once pupils had left the primary school, particularly where primary schools adopted an RRSA approach in an area where the secondary schools did not. In the interim report it was noted that pupils moving from an RRSA primary school to a non-RRSA secondary school had a "head start" in discussions on rights, global citizenship, sustainability and related topics. They reported feeling respected by staff and other students, but noted that some other students from non-RRSA primary schools did not show respect for staff. Pupils also reported receiving less feedback from the school council than they had experienced in their primary school and this led to them feeling less involved in decision-making within the school.

In secondary schools not taking part in the RRSA initiative, pupils who had transferred from a RR primary school talked of the secondary school's relative lack of rights and responsibilities language and approach to work:

"We used to do that (use R & R language) in primary school but we don't here, they just tell you off!"
Year 7 pupil, secondary school

PUPILS WHO HAD TRANSFERRED TO SECONDARY SCHOOLS THAT WERE NOT REGISTERED ON RRSA TALKED ABOUT THE LACK OF RIGHTS AND RESPONSIBILITIES LANGUAGE AND WORK IN SECONDARY SCHOOL, AND THEY OBSERVED LESS RIGHTS RESPECTING RELATIONSHIPS BETWEEN STAFF AND PUPILS.

"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."
Year 7 pupil, secondary school

Pupils from RR primary schools who now attend non-RR secondary schools reported that they did not behave or act differently as individuals as a result of attending a rights respecting primary school. However, pupils considered that less rights respecting behaviour was shown by, and to, teachers and fellow pupils throughout secondary school than was shown in primary school. The differences were more evident than those noted in the interim report.

Some pupils commented that they had specifically chosen to attend a rights respecting secondary school. Pupils who had transferred to secondary schools that were registered on RRSA commented that a rights and responsibilities language was used throughout the school, but not to the same extent as it was whilst they were at primary school.

"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."
Year 7 pupil

Where pupils had previously attended a rights respecting primary school, pupils reported that they were relatively more likely than those who had not attended a RR primary school to demonstrate more respect for their own rights, for the rights of others and for the environment:

"... 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."
Year 7 pupil

"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..."
Year 7 pupil

However, some pupils also commented that whether their primary school was rights respecting or not made no difference to their attitude at secondary school. Pupils noted that in Year 6 at primary school they had been the oldest pupils and therefore found it easier to conform to school norms of expected behaviour and to show respect for others and for property, as they did not need to "prove themselves". They acknowledged that, if they did display "disrespectful" or "bad" behaviour, this would not have impressed other pupils in the school.

Pupils recognized that, in the first year of secondary school, some pupils tended to feel vulnerable whether or not they had attended a rights respecting primary school. This vulnerability resulted in some pupils choosing to go against the school's expected norms of behaviour and to

show a lack of respect for others or property in order to try and impress other pupils. These pupils acknowledged that secondary school culture was very powerful in some aspects and dominated over other experiences. For example, pupils acknowledged that it was more difficult to voice opinions in secondary school due to the relatively large scale of the school.

"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."
Year 9, pupil

The majority of pupils were clear that the earlier experience of attending an RR primary school made a difference and had given them values that were resilient enough to withstand secondary school.

4.3 Costs of implementation

UNICEF UK worked with each local authority over the three years to find ways of successfully incorporating the RRSA work into planning and policy so that a sustainable long-term implementation model could be established. Funding from the DfE was used to provide:

- professional development for cohorts of school leaders and RRSA leaders who were appointed within each school
- INSET training for the individual schools, led initially by UNICEF but simultaneously training selected LA personnel
- support for LA personnel to enable them to provide RRSA support themselves within their job description
- some supply cover to enable a lead teacher and a school leader to acquire the expertise not only to steer the RRSA successfully in their school but also to help lead the development of RRS clusters, including assessing for the award.

At the end of the project, these funds came to an end and LAs had established an infrastructure to continue a minimum level of support.

FINANCIAL EXPENDITURE IN RELATION TO RRSA WAS REPORTED BY SCHOOLS TO BE MINIMAL, LIMITED IN NEARLY ALL 31 SCHOOLS, TO A FEW EXTRA RESOURCES. HOWEVER, ATTRIBUTING SPECIFIC STAFF TIME TO THE RRSA WAS MUCH HARDER FOR SCHOOLS TO ESTIMATE AND IN PARTICULAR, THE RRSA LEAD TEACHER AND STAFF TRAINING EVENTS REPRESENTED MAJOR INVESTMENT BY THE SCHOOLS.

4.3.1 Monetary cost

All 12 schools commented on the monetary cost being minimal. None of the other 19 schools considered that the costs of resources or monetary outlay to be significant. This is to be expected given that the RRSA is about changing the culture and hence involves doing things differently rather than doing more.

4.3.2 Cost in terms of time

It was recognized by all schools that considerable time was being invested in the RRSA, particularly by the lead teacher, with no additional resources specifically earmarked for this. All 12 schools commented that the time needed to kick start and sustain the implementation of the RRSA work in schools was considerable:

"We were very fortunate that the LA has taken on the funding of this. As far as time goes, it is really keeping the new staff up to date with it, making sure that they are on board with what we are doing because we do have staff turnover. I think we're going to have to do something every year or so to keep things going and really make sure that new staff are fully aware of how we work…."
Senior manager, primary school

"The cost in terms of time is a lot. Nearly all of my free time is spent on this. I get half a day a term to work on the PSHE work and all of this comes within that. I think because we are a small school it is difficult, as we have to take on so many responsibilities, we have loads to do."
Senior manager, primary school

The presence of a partner school that had already done the award was helpful for schools that were starting out.

"I think it's really key in the beginning to link up with someone who knows what the award entails … maybe speaking to a school who already has the award, maybe having a partner or someone from the LEA who is there to guide you."
Teacher, secondary special school

4.4 Other implementation issues

SCHOOLS RAISED ADDITIONAL ISSUES IN THE EVALUATION. THESE INCLUDED THE NEED FOR ONGOING SUPPORT TO ENSURE LONG-TERM SUSTAINABILITY, AND QUESTIONS ABOUT THE PERCEPTIONS OF THE RRSA BY EXTERNAL, 'OFFICIAL' ORGANIZATIONS SUCH AS OFSTED, TO WHICH SCHOOLS FEEL ACCOUNTABLE. SCHOOLS THAT HAVE ACHIEVED LEVEL 2 ALSO RAISED ISSUES ABOUT FUTURE EXPECTATIONS OF THEM.

In this section three issues raised by some of the 31 schools are reported. The first issue, that of long-term sustainability, was raised by some schools; the second, that of the expectations for the future of Level 2 schools, was raised by the nine schools who had achieved Level 2 and those that were likely to do so in the near future. The third issue, that of the perceptions of the RRSA by Ofsted (Office for Standards in Education, Children's Services and Skills) and the DfE, was raised by a significant minority of schools.

School leaders noted that the RRSA framework, action plans and impact reports helped them to sustain the activities in their school. The majority of the schools mentioned RRSA explicitly in both their development plans and their school self-evaluation forms. Inside the school, one or more members of staff with sufficient seniority were needed to lead the RRSA, with strong support from senior management in order to keep its profile high. External support from the LA or UNICEF UK was also considered to be of significant benefit to schools, and one factor that "kept them going" when developing an RRSA approach. However, there were concerns that, due to financial restraints, external support would be less readily available in the future:

"There needs to be a trigger, something to keep it rolling. Some more support to keep you focused on it. Like the assessment… Like, because I knew I had a visit coming up I did a run of assemblies on the work. ... To keep the pace up there needs to be something, maybe more assessors or more support. You need someone passionate to take it forward, someone who really believes in it."
Senior managers, primary school

"The programme runs too slowly, there needs to be more of a push from outside to keep the momentum, more support and more visits."
Senior manager, primary school

It also emerged that there needs to be a clearer distinction between RRSA Levels 1 and 2 and a clear idea of what happens after schools have achieved Level 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."
Senior manager, primary school

"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."
Senior manager, primary school

Some schools voiced concerns over the lack of recognition that Ofsted places on the RRSA work and the relatively limited focus on academic attainment that Ofsted encourages at the expense of some of the strengths developed by the RRSA.

"If you asked me if the work was self-sustaining, I'd have to say probably not. If key people left, the chances are the work would slowly fall away… One of the problems is that Ofsted is driven by attainment so we're pushed to get results and where I could spend more time on this; this isn't seen as a priority by Ofsted."
Senior manager, secondary school

In fact, the RRSA is recognized in some of the Ofsted reports of the schools that participated in the evaluation. For example, one primary school's Ofsted report in 2008 in the section on personal development and well-being stated:

"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 and say they enjoy taking part in fund raising activities. However, they realise there is a serious side to collecting money for charitable causes and that there are people who are far worse off than themselves. By the time pupils leave the school they are articulate and confident and prepared very well for the next stage of their education."

Where the RRSA is not specifically mentioned in Ofsted reports, there are comments that resonate with the well-being of children in a way that closely reflects the values of the CRC. For example, one 2008 primary school Ofsted report suggested:

"Pupils thoroughly enjoy school and this is reflected in their enthusiastic participation in lessons, and their above average attendance. 'You are not left alone when you are new, everyone wants to make friends,' is a typical comment made by pupils."

5. RESEARCH INTO CHILD WELL-BEING

UNICEF's international comparative study of child well-being, *Child poverty in perspective: An overview of child well-being in rich countries*[13] used six dimensions of well-being (UNICEF, 2007). We have drawn on evidence from the evaluation to illustrate the contribution of the RRSA to child well-being in the areas where there is clear overlap between the six dimensions in the international comparative study and the indicators of success in the RRSA:

- Pupils' respect and empathy for others increased significantly in RR schools. Together with their respect for the rights of others locally and nationally through campaigning and direct donations and actions, this contributed to reducing the gap between wealth and poverty in the UK.

- In all 31 schools, staff, parents and governors reported and pupils demonstrated increased awareness of caring for one another and reducing the escalation of conflict. In particular, pupils showed heightened levels of awareness of others in the playground with support from peer mediators and playground pals who contributed to increasing safety, happiness and emotional well-being.

- Article 29 of the CRC calls for "the development of the child's personality, talents and mental and physical abilities to their fullest potential". Nearly two thirds of the 31 schools increased pupil attainment over the period 2007–2010. There was evidence in the majority of the schools of better established learning and of pupils genuinely contributing to one another's learning.

- Evidence of improved relationships was one of the areas that emerged most consistently from the RRSA evaluation. Parents reported that pupils showed greater respect and understanding of others at home. In UNICEF's 2007 report, the UK ranked poorest on the percentage of young people who found their peers kind and helpful. In the RR schools, almost all pupils reported feeling respected by their peers and commented on the improvement in this over the last few years.

- The RRSA provided a values framework for Healthy Schools, Eco Schools, citizenship and other initiatives, thereby making a major contribution to well-being in the area of behaviour and risks. Incidents of fighting and bullying, indicators of risk in the UNICEF 2007 report, have reportedly decreased in all 31 RR schools and are less likely to be serious when they do occur.

- A strong finding to emerge across the 31 schools was how positively pupils talked about their school life. Inevitably, enthusiasm dwindled a little (or expression of it) at secondary level, but there were almost no negative pupil comments about school in general in the evaluation. In the UNICEF survey, less than 20 per cent of young people said that they "liked school a lot", whereas evidence from pupils in the RR schools in this evaluation indicated that these pupils rated subjective well-being much more highly.

6. CONCLUSIONS

UNICEF UK set out its objectives for the extension to the Rights Respecting School Award pilot in 2007, as described in section 1.1. It then went on to develop indicators for success that provided the key criteria for this evaluation. UNICEF's RRSA is an effective way of inspiring and supporting schools that want to provide children and young people with a rights respecting guide to living.

The majority of school staff were truly inspired by the RRSA. Some described it as a "momentous experience". The values provided by the RRSA have, according to the adults and young people in the evaluation, had a significant and positive influence on school ethos, relationships, inclusivity, understanding of the wider world and the well-being of the school community.

The main findings relating to each of the six indicators are outlined below:

6.1 Knowledge and understanding of the United Nations Convention on the Rights of the Child (CRC)

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

- In 11 of the 12 schools in the longitudinal study, there was a major shift in attitudes and behaviours from focusing mainly on rights, to focusing on responsibilities and rights.
- Staff reported an understanding that the RRSA is a "way of being" rather than a body of knowledge and that the award creates a major impetus to implement this "way of being".
- In the majority of the 31 schools, all staff were engaged in the RRSA. In some schools, however, midday supervisors, supply teachers and visitors sometimes needed further support to recognize what it means to be in a rights respecting school. Some schools have addressed this in positive ways. For example, some have produced guides and rights respecting charters for lunch times or briefings are given by school leaders.
- In a few schools the rights and responsibilities language was still used inconsistently and the underlying values of the RRSA appeared not to have been fully embedded. This raised questions about how far pupils adopted the values because they understood and believed in them, or because they were offered tangible incentives, such as "reward points" for doing so.

6.2 Relationships and behaviour

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

- Relationships and behaviour were considered to have improved due to better understanding by pupils and staff of how to be rights respecting, using the CRC as a guide. There was little or no shouting, and pupils and staff both considered incidents of bullying to be minimal.
- Where conflicts did arise, pupils were more likely than previously to resolve these for themselves.

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

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.

- Pupils became actively involved in campaigns that they understood in terms of upholding or defending the rights of others and living sustainably.
- Pupils' respect for the rights of others globally was addressed mainly through the international context rather than the national one. In some communities, pupils were less aware of national rights issues beyond their own immediate community. Nevertheless, they were aware of international issues.

6.4 Pupils demonstrate positive attitudes towards inclusivity and diversity in society

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

- Uniformly positive attitudes to diversity were reported towards peers and staff with disabilities, as well as those with behavioural and emotional problems, and this was reported to have improved in the 31 schools.
- Pupils from a range of ethnic and religious backgrounds, and English as an Additional Language (EAL) learners, also reported very positive attitudes of inclusivity.
- There were many examples in the interviews of pupils challenging externally imposed stereotypes or prejudice, including that experienced by refugee or asylum-seeker families of pupils in the school.

6. CONCLUSIONS cont.

6.5 Pupils actively participate in decision-making in the school community

There was evidence in 11 of the 12 schools that children and young people knew how to go about making informed decisions and being active citizens. There was also widespread evidence of this in the additional 19 schools, though to varying degrees.

- Pupils in the 31 schools reported that they took responsibility for their own decisions, though a few still gave examples of where teachers and school leaders made decisions for them.
- Schools were supporting the youngest children and those with learning disabilities to engage in decision-making at the simplest level.
- Pupils in the 31 schools recognized and understood the mechanisms by which they could influence decisions in the school, such as school and class councils and RRSA ambassadors. In RR schools, opportunities for pupils to raise issues with these groups and to get the feedback from them, were much better established than in schools generally (see Whitty and Wisby, 2007).
- Decisions influenced by pupils mainly focused on important but not central issues such as playground equipment, lunchtime arrangements and toilets.
- In the majority of the 31 schools, pupils were involved in either governing bodies or staff appointments or evaluating teaching and learning. However, only a few schools involved pupils in all of three of these activities. There were some outstanding examples of the sensitivity in terms of undertaking these activities and in terms of the training and support given to pupils.

6.6 Pupils show improved learning and standards

Engagement in learning was reported to have improved in the majority of schools, with an understanding of the responsibilities that this entailed to both the self and others.

- Adults and young people reported that the positive rights respecting relationships in classrooms created a climate conducive to learning.
- Nearly two thirds of the 31 schools raised their attainment over the period 2007–2010, and just under half of the schools increased their contextual value-added scores, though typical fluctuations in these scores year-on-year make interpretation difficult.
- Fixed-term exclusions decreased in 13 and stabilized in a further three of the 26 schools for which data were available. Five schools had no fixed-term exclusions throughout the period.
- From 2007 to 2010, eight of the 14 schools that had more than 20 per cent of children eligible for FSM improved their attainment; seven improved their attendance; and six reduced their fixed-term exclusions. Three of the four schools with over 50 per cent FSM increased attendance and attainment and reduced their fixed-term exclusions. RRSA may mediate the influence of poor socio-economic circumstances on outcomes.

Additional findings

School leadership

- School leaders used the framework of the RRSA to provide cohesion to existing initiatives such as citizenship, SEAL, Healthy Schools and Eco Schools.
- School leaders modelled rights and responsibilities in the way they treated other staff, pupils and parents.
- Being 'registered' on the RRSA provided levers for school leaders to push forward the development of an RRSA ethos, for example, through action plans and impact reports. It also provided contacts with other schools pursuing similar aims.

Impact on pupils of transfer to another school

- The impact on pupils of transferring from an RR primary school to a secondary school not involved in the RRSA was mixed. However, in general, pupils reported that less rights respecting behaviour was shown by, and to, teachers and fellow pupils than they had experienced in their primary school. However, this may reflect the difference in behaviour at this age rather than their prior experiences.

Costs of implementation

- Schools regarded the RRSA as good value for money, as minimal financial outlay was required and until very recently, LAs and UNICEF UK both offered support that was free of charge. This support was key to school's progress. In particular:

  - UNICEF UK worked with the LAs to provide a framework in which schools could document their progress and identify future actions.
  - The requirements for impact reports and action plans created an 'accountability' that was critical in keeping them motivated. The majority of staff we spoke to who were involved in completing these reports considered them to be non-onerous.
  - Staff development opportunities provided by UNICEF UK and LAs were valued and influential. They helped to improve understanding and provided contacts with other schools.
  - UNICEF resources were used extensively by some schools while others seemed largely unaware of their existence.

7. RECOMMENDATIONS

7.1 Given the positive outcomes and low costs associated with the RRSA, UNICEF UK and DfE to discuss how it should be publicized to schools and LAs as a way of encouraging take up[14]. In particular, consideration should be given to how schools in the same geographical area can work together on the RRSA in order to maximize the sustainability of effects on children transferring from one school to another.

7.2 UNICEF UK and RR schools to promote greater precision in the use of language insofar as it reflects the values of the CRC, in order to increase consistency in language use within and across schools and to ensure that attitudes and behaviour reflect the language of the CRC precisely. This might address the few instances of pupils apparently adopting the values because they were offered tangible incentives such as reward points to do so rather than because they had understood and believed the CRC values. Encouraging schools to undertake regular evaluation of the impact of the RRSA through pupil feedback should elicit this and allow it to be addressed.

7.3 Within UNICEF UK's efforts to promote action for long-term social justice, UNICEF UK should reconsider how they might extend current support for the development of better understanding of the process of fundraising – what happens to donations, how they are used and some of the issues involved in this process. This needs to strengthen the messages in current UNICEF UK training about the similarities as well as the differences between countries and to confront attitudes of "helping others who are poor in order to make us feel better".

7.4 LAs and UNICEF UK to explore further how some schools may be supported by other schools in order to:

- Extend the involvement of midday supervisors in the RRSA, for example, by extending their contracts to cover some 'training' time or by giving them input during contracted hours.
- Develop short and accessible guidance for supply teachers and visitors to ensure that they understand the core values as soon as they come into school.
- Make information about resources more widely available, for example, on respecting rights globally, linking to schools in other countries and addressing complex concepts with very young children or those with learning difficulties. This should address sensitivities around developing citizenship without children experiencing despair through the feeling that they should take responsibility for the whole world's problems.
- Involve pupils meaningfully in the core decisions relating to the school, such as staff appointments, governance and evaluating teaching and learning, accepting that this requires support and training for the pupils and sensitivity in how it is done.

7.5 UNICEF UK to consider further the role of schools (nine in this study) that have achieved Level 2. Currently, these schools understand that they should act as ambassadors for the RRSA, which results in some schools being overloaded with visitors, and leads to staff and students being out of school for what school leaders and governors regard as too many days. Furthermore, these schools want more clarity and guidance on how they can develop themselves further.

14. It is acknowledged that the CRC committee for the UK recommends the RRSA in its implementation plan in relation to duties under Article 42.

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

SCHOOL	NO. ON ROLL	DATE JOINED RR & LEVEL	AGE RANGE	PERCENTAGE ETHNICITY/ EAL	PERCENTAGE SEN WITH STATEMENTS	PERCENTAGE SEN WITHOUT STATEMENTS	PERCENTAGE FSM
1	203	Jan 2007 Level 1 2008	4–11	38	6.4	14.2	2
2	254	Sept 2006 Level 1 2008	4–11	2	2	7.7	2
3	412	Jan 2006 Level 1 2007 Level 2 2009	4–11	0	9.4	5.7	7
4	111	Sept 2007 Level 1 2009 Level 2 2010	4–11	2	4.9	15.7	7
5	602	Nov 2007 Level 1 2008 Level 2 2010	9–13	1.5	8.7	8.3	3
6	220	Sept 2007 Level 1 2008	11–19	<1	100*	50	50
7	1,385	Jan 2008 Level 1 2008	11–18	1	<1	12	9.6
8	587	Sept 2008 Registered	11–16	6	14.2	21.5	10.9
9	330	Sept 2007 Level 1 2009	4–11	15	3.4	36	23
10	234	Sept 2007 Level 1 2008	7–11	3.4	12.6	9.6	3.8
11	267	August 2008 Registered	5–11	88	21	80**	25.1
12	248	December 2007 Level 1 2010	3–11	67	23	73	38

* School 6 is a special school for pupils with learning difficulties.
** School 11 is a co-located primary/special school with a high number of pupils identified as SEN without statements.

Table 3: Background characteristics of the pupil population of the 19 additional schools

SCHOOL	NO. ON ROLL	DATE JOINED RR & LEVEL	AGE RANGE	PERCENTAGE ETHNICITY/ EAL	PERCENTAGE SEN WITH STATEMENTS	PERCENTAGE SEN WITHOUT STATEMENTS	PERCENTAGE FSM
1	177	Level 2 2007	4–7	Well below national average Very few EAL	2.31	14.4	5.2
2	403	Level 2 2010	4–11	Well below national average. 16 EAL	1	15	12
3	256	Level 2 2009	3–11	Majority from minority ethnic. Majority EAL	1.4	15.6	22.7
4	235	Level 1 2009	7–11	50	10	9.6	54
5	400	Level 1 2008	3–11	38	11.5	16.9	75
6	200	Level 1 2009	3–11	90	4.5	13.5	21
7	500	Level 1 2009	3–11	50 EAL	4.3	11.7	28
8	604	Level 2 2009	3–11	Well above national average	4.6	24.9	25
9	210	Level 1 2009	3–11	Well above national average	9.3	19	49.5
10	1,672	Level 1 2010	11–18	Well below national average	3	86.7	17.1
11	1,150	Level 1 2010	11–18	0.6	3.78	38.4	38.7
12	680	Level 1 2010	11–16	10 minority ethnic	43	55	10.3
13	922	Registered	11–18	7 minority ethnic	0.05	0.03	0.90
14	764	Level 2 2010	11–16	Well below national average	13.5	20.1	9.2
15	1,860	Level 1 2009	11–16	5.9 17 EAL	0.22	28.9	6
16	448	Level 1 2010	3–11	76	4.4	17	40
17	1,760	Level 1 2009	11–18	50 EAL	5.1	30.4	17.6
18	1,281	Registered	12–18	80 min ethnic	5.1	8.1	11.1
19	55	Level 2 2010	3–19	50 EAL	100	0	50

APPENDIX II – EXAMPLES OF INTERVIEW SCHEDULES 2009

Prompts:

Tell me about the work you have done on rights and responsibilities in school.
Is the work embedded in the lessons/school, addressed separately or just apparent in certain areas/ with certain staff in the school.

Is everyone in the school involved in the work?

Do you think there are any people in school who don't get involved in the work?

Do you behave or think differently in school because of the RRSA work?
In the classroom (prompt on staff-pupil relationships & pupil-pupil relationships)

at lunch time

at break times.

What about other people, has it changed the way they think and behave in school
(prompt on resolving conflicts, bullying, staying safe)?

Can you think of any people in school that the RRSA work hasn't had any effect on?

What about outside of school, do you think differently about things outside of school?
Social situation with peers, with family; in decision-making with family.

What about in the wider world? Do you think differently about people who live in different countries?

What have you liked about the RRSA work?
(Prompt on enjoy & achieve, making a positive contribution.)

Is there anything you don't like so much?

APPENDIX II – UNICEF RRSA EVALUATION

Prompts:

Tell me about the work on rights and responsibilities in school.
Is the work embedded in the lessons/school, addressed separately or just apparent in certain areas / with certain staff in the school.

Is everyone in the school involved in the work?

What staff development and support has there been, if any, for this work? Who provided it and how did it help?

Do you have an idea of how much the work has cost to implement and what the cost effectiveness of this might be?

Do you pupils behave or think differently in school because of the RRSA work?
In the classroom *(prompt on staff-pupil relationships & pupil-pupil relationships, bullying, staying safe, make a positive contribution)*

at lunch time

at break times

Has the work had, or do you expect it to have, any specific effects on performance outcomes including test results, attendance, exclusions *(prompt on enjoy & achieve, etc.)*?

What about staff, has it changed the way they think and behave in school
(prompt on relationships with one another, management and pupils).

Can you think of any people in school for whom the RRSA work hasn't had any effect?

How does this work relate to or overlap with other initiatives or policies in school
(prompt on citizenship, PSHE, behaviour policy, SEAL, etc.)

How have you tried to involve parents/governors in this work?

What about outside of school, do you think pupils get on differently outside of school?
(socially with peers, with family; in decision-making with family, make positive contribution.)

What have the costs been to the school of implementing this scheme?

What have you liked most about the RRSA work (prompt on UNICEF scheme)?

Is there anything you don't like so much (prompt on UNICEF scheme)?

What are the key developments you would like to address in the future?

APPENDIX III – LIST OF SCHOOLS THAT PARTICIPATED IN THE EVALUATION

Alder Grange Community Technology School & Sixth Form, Lancashire
Allenbourn Middle School, Dorset
Brandwood Primary School, Bolton
Bridport Primary School, Dorset
Buckland Newton C of E Primary School, Dorset
Burntwood School, Wandsworth
Cherbourg Primary School, Hampshire
Edward Wilson Primary School, Westminster
Fairfields Primary School, Hampshire
Freehold Primary School, Oldham
Gonville School, Croydon
Millfields Community School, Hackney
New End Primary School, Camden
The Oaks Secondary School, Durham
Paddock School, Wandsworth
Park High School, Harrow
Porchester Community School, Hampshire
Ranelagh School, Bracknell Forest
Ranvilles Junior School, Hampshire
St Bede's Catholic School & Sixth Form College, Durham
St Joseph's Catholic Primary, Bracknell Forest
St John's RC Primary, Rochdale
Springside with Hamer Community Primary, Rochdale
Tavistock Infant School, Hampshire
Torriano Junior School, Camden
Turton High School, Bolton
Wallasey School, Wirral
Warfield C of E Primary, Bracknell Forest
West Hill Primary School, Wandsworth
Wildern School, Hampshire
Winton School, Hampshire

UNICEF is the world's leading organisation working for children and their rights. All children have rights which guarantee them what they need to survive, grow, participate and fulfil their potential. UNICEF has more than 60 years' experience working for children and we are the only organisation specifically named in the UN Convention on the Rights of the Child as a source of expert assistance and advice. In the UK, our education team provides expertise on children's rights and global citizenship for young people and teachers, through staff training, high-quality resources, and the Rights Respecting Schools Award.

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