

What were the conditions and steps taken that have contributed most to the success of the measure?

Becoming a rights-respecting school involves re-evaluating the school's ethos and practices to make sure they embed the principles of the United Nation's Convention on the Rights of the Child. Those schools that are most successful in their rights respecting journeys are the ones where staff are able to make sure of our guidance effectively, attend our training courses and make use of our wide range of Unicef UK teaching resources.

Which stakeholders were involved in identifying needs and in the planning and design of the measure?

For a school to be successful with the RRSA, the whole school community, staff and pupils, parents and governors need be on board and supportive of the school's ambitions.

Who was involved in implementing the measure?

It is therefore vital that the whole school community, and especially the Head teacher and Senior Leadership Team, are committed to the school's participation in the RRSA.

Who has key responsibility for implementation?

The Head teacher and Senior Leadership

How are the different people involved in implementation being supported (e.g. do they receive specific training?)

This includes providing support to the RRSA Lead and making sure they have both the time and resources to implement right-respecting practices, including attending RRSA training and then re-delivering this training to other staff.

What have been the obstacles to introducing the measure? How have they been addressed?

Ensuring that a senior teacher and ideally an operational lead are taking ownership of the program.

What is monitored?

There are three levels to the Award: Recognition of Commitment (ROC) Level 1 Level 2 The journey to Level 2, the highest award granted by Unicef UK, can take three to four years. Level 1

and Level 2 awards are valid for three years, after which time schools must be re-assessed.

Who monitors and how?

We have a team of Professional Advisors located across the UK who work closely with schools by providing support, delivering training and carrying out assessments. The team has vast experience of working within the education sector, including as senior leaders in schools. We also work with accredited assessors and trainers to ensure a wide-ranging support to all our schools across the UK.

Are further evaluation planned and when will the results be available?

An inspection report evaluating where there has been particular impact began in 2016. The results are forthcoming.

What has been the impact of the measure?

Independent research and feedback from schools show that the Award has a profound impact on children and young people, and the school as a whole. When the principles and values of the UN Convention on the Rights of the Child (CRC) are introduced and reinforced throughout school life, children and the wider school community benefit. An evaluation of 31 RRS schools in England and their impact on children's wellbeing and achievement was measured (Sebba and Robinson, 2010). The evaluation found evidence of improved learning in two-thirds of the schools reviewed, including improvements in attendance and attainment, thereby decreasing the rates of early school leaving. Findings were based on annual visits to 12 schools across five local authorities (LAs) from 2007 to 2010; and single visits to a further 19 schools across 10 additional LA's in early 2010. Evidence was gathered through questionnaires, discussions with pupils, visitor comments from, pupil work, discussions with staff, observations and assessments. The evaluation found that the majority of RRS schools had a significant impact on learning and wellbeing including the following key elements:

- From 2007 to 2010, 8 of the 14 schools which had more than 20 per cent of children eligible for free school meals (FSM) improved their attainment; 7 improved their attendance and 6 reduced the number of pupil exclusions. Three of the four schools with over 50 per cent FSM increased attendance and attainment and reduced their fixed-term exclusions.
- There is evidence of improved attendance and attainment in two-thirds of the schools evaluated. These are attributed to classroom climates "conducive to learning".
- Children, staff, school governors, and some parents were found to have a deep understanding of the UNCRC, as reflected in "a major shift in attitudes and behaviors" toward social inclusivity and diversity.

- Relationships between and among pupils and staff were very positive. They found that listening, respect and empathy were evident and there was little or no bullying or shouting.
- Children reported they felt empowered and respected the environment and rights of others.
- Children actively participated in school decision-making.
- Adults and young people agreed 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, although typical fluctuations in these scores year-to-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.
- School leaders used the framework to provide cohesion to existing initiatives, such as citizenship, the Social, Emotional and Affective Learning initiative (SEAL), Healthy Schools, and Eco Schools.

Further info (website, contact person e-mail, organisation details)

The RRSA central team can be contacted at rrsa@unicef.co.uk

Relevant documents, photos or videos

Final Evaluation Report of RRSA UK: https://www.unicef.org.uk/rights-respectingschools/wp-content/uploads/sites/4/2014/12/RRSA_Evaluation_Report.pdf

WISE Report: Learning and Well-being: An Agenda for Change: http://www.wise-qatar.org/sites/default/files/asset/document/wiseresearch-5-eispptu-11_17.pdf RRSA UK Website Description of Award, Materials and GLP Network: <https://www.unicef.org.uk/rights-respecting-schools/about-the-award/the-rrsa/>

Impact Report 2016 - Rights Respecting Schools Award (RRSA UK)

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2016/08/Impact-Report.pdf>