

RIGHTS AT THE HEART OF SCHOOL LIFE

unicef 
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS



A SECONDARY
SCHOOL
PERSPECTIVE

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INTRODUCTION

Our approach to strategic change in schools is based on the UN Convention on the Rights of the Child.

The UK Committee for UNICEF (UNICEF UK) has been working with schools in the UK since 2006. We know that the rights of children and young people provide an effective and coherent framework to enhance a school's vision, aims and ethos, to shape everyday practice and to provide a common language for all members of the school community.

Becoming a community founded on human rights gives a school an outward facing, global dimension. At the same time, consistent messaging about respect for one's own rights and the rights of others leads to improved relationships and greater engagement with learning. It also empowers young people to become active and responsible citizens.



OUR IMPACT



Participating schools collect data as they progress through the Award. Schools at Gold show improvements in relationships and self-esteem which support wellbeing and attainment.

Compared to the start of their Rights Respecting journey, data from Gold secondary schools shows:

**MORE PUPILS FEEL
SAFE IN SCHOOL**

+18%

**MORE PUPILS
SAY IF THEY FEEL
UNSAFE**

+15%

**MORE PUPILS LIKE
SCHOOL**

+16%

**MORE PUPILS FEEL
POSITIVE ABOUT
THEMSELVES**

+13%



**MORE PUPILS SAY
THEIR PEERS ARE
KIND AND HELPFUL**

+22%

**MORE PUPILS SAY
THEY ARE TREATED
WITH RESPECT BY
ADULTS**

+16%

"We are shown respect and are expected to respect others... Our diversity unites us... We are different but one at the same time".

Pupil, Gold Secondary School, England

The programme supports schools to develop a learning environment and ethos that encourages pupils to take ownership of their education and to have a positive view of their role in the wider world.

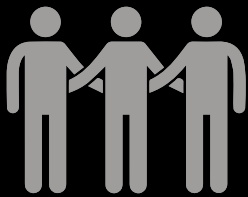
Compared to schools at the start of their Rights Respecting journey, data from Gold secondary schools shows:

**MORE PUPILS SAY
THEY KNOW HOW
TO MAKE PROGRESS
IN CLASS**

+13%

83%

**OF HEADTEACHERS
AT SILVER & GOLD
SCHOOLS REPORT
IMPACT ON PUPILS
ENGAGEMENT WITH
THEIR LEARNING**



**MORE PUPILS SAY
THEY CAN HELP
OTHER LOCALLY**

+18%

AND GLOBALLY

+19%

**MORE ADULTS IN
SCHOOL STRONGLY
AGREE PUPILS
ARE ENGAGED IN
SCHOOL LIFE**

+20%



SUPPORTING THE OFSTED FRAMEWORK

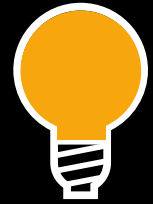
The outcomes of the Award and many of the articles of the Convention have a direct relevance to the requirements of the Ofsted Inspection Framework.

QUALITY OF EDUCATION

At the heart of the Award is a vision of education founded on the Convention. Article 29, the Goals of Education, states that every child's personality, talents and abilities should be developed to the full.



SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT



Knowledge and action based on children's rights contribute to this area. The Convention addresses freedom of expression, of thought, belief and religion. Rights also protect those from minority groups, and the Convention promotes respect for and understanding of other cultures.

PERSONAL DEVELOPMENT OF LEARNERS

This judgement considers what a school does to help develop a learner's character, resilience and values. It also takes into account the support a school provides to help pupils succeed in life. The Award helps schools develop outcomes for children in the areas of ethos, relationships, participation, empowerment and action.



BEHAVIOUR AND ATTITUDES

In a Rights Respecting School, children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation. This includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.





"No description of what the school offers pupils is complete without reference to what makes its heart beat: its recognition as a UNICEF UK Rights Respecting School. This underpins pupils' outstanding spiritual, moral, social, cultural, health and personal development. It explains their breadth of knowledge about British values, their tolerance of diversity and their empathy for others experiencing difficult situations."

Secondary School, Ofsted Report,
November 2017



HOW IT WORKS

Underpinning the work that schools undertake with UNICEF UK is a strong research and evidence base.

We know that by placing equity, dignity, respect, non-discrimination, education and participation at the centre of all they do, our schools ensure a commitment to children's wellbeing, as well as to their attainment and achievement.

The Award has three stages:
BRONZE, SILVER and **GOLD.**

The journey from registration to Gold can take up to four years.

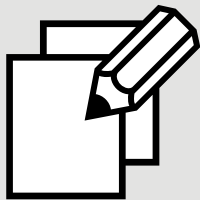


JOURNEY TO GOLD

SIGN UP NOW

Register for RRSA

Complete questionnaires and create an action plan



BRONZE RIGHTS COMMITTED

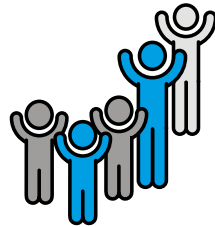


Action plan submitted and Bronze achieved



The school community learns about children's rights

The positive impact on school life is becoming clear



Young people begin to identify as global citizens



Preparation for **Silver assessment**



SILVER RIGHTS AWARE



In school, many young people know about and enjoy their rights

Relationships are positive and founded on mutual respect



Social and emotional wellbeing is a priority

Strong culture of inclusion in school

Education is valued, and young people actively make decisions about their learning



Preparation for **Gold assessment**



GOLD RIGHTS RESPECTING



Everyone at the school has a thorough understanding of rights

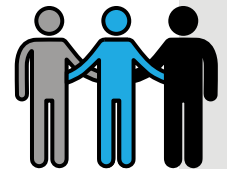


Rights respecting attitudes and language are present throughout the school

Local and global sustainable development is linked to rights

The positive impact of rights on school life, relationships and learning is clear

Young people see themselves as global citizens, and advocate for social justice



CASE STUDY

Saltley Academy, Birmingham, Gold Rights Respecting School



Commitment to children's rights has underpinned a journey of rapid improvement at Saltley Academy. In 2014, the school was put in 'special measures'. In 2018, Saltley Academy was recognised with a 'good' Ofsted inspection.

Headteacher Pete Weir describes the impact rights have had on the school.

"Rights Respecting comes through in all aspects of school life; rights are a drum beat within the school. They are ubiquitous but not in an artificial way; it has influenced what we do and how we do it. During the inspection, Ofsted asked the students, 'What's special about Saltley?' and they said, 'It's that we are Rights Respecting.'

"Rights gives us a common language, so when behaviour or relationships breakdown we can focus on the right of people to be treated a certain way, to not be discriminated against, or to receive their right to education. The RRSA has not only transformed relationships and behaviour, it has also developed teaching and learning, and it underpins initiatives and threads through many aspects of the curriculum.

◀ Over four years, Saltley Academy went from being in 'special measures' to a 'good' Ofsted inspection.

“We have a pledge that captures what we are going to put into action. Everyone signs up to that pledge of respectful behaviours. We live by that pledge; we refer to it when things go right and when they go wrong. Everything we do moves outwards from rights and when you approach it through that lens it becomes ‘we are rights respecting; therefore, we do these things.’”



Pete Weir, Headteacher at Saltley Academy, a mixed secondary in Birmingham.

SUPPORT

At each stage of the Rights Respecting journey, schools receive support including:

- Online training courses to introduce all staff to the Award and to prepare for Bronze.
- In person, phone and email support from a dedicated regional Professional Adviser.
- Feedback on action plans and post-accreditation visit reports.
- Free downloadable resources to support assemblies, teaching and staff development.
- A comprehensive website with information for each stage of the Award.
- Regular newsletters and a closed social media group.

We also have a range of face-to-face training courses and teaching and learning activity packs available to purchase.

GET IN TOUCH

You can find out more about how our programme supports the Ofsted inspection framework and our impact report on our website, or feel free to call or email us for more information. **Get started today.**

020 7375 6059

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Images on p10 courtesy of Saltley Academy.

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Images on p2 & 4 taken as part of UNICEF UK Child Friendly Cities & Communities

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