

HAMPSHIRE COUNTY COUNCIL**Report**

Committee/Panel:	Education Advisory Panel
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Title:	Further Developments in Rights, Respect and Responsibilities
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Report From:	Director of Children's Services

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1 Purpose of report:

- 1.1. The purpose of this paper is to report on the progress and impact of the Rights, Respect and Responsibilities (RRR) initiative.
- 1.2. There are many Hampshire schools where RRR has become embedded. Most of these are primary, with a smaller number of secondary and special schools. The County Council offers all schools support in developing their work; exemplifying and disseminating good practice through training, conferences and DVD material.
- 1.3. Evaluations of RRR, in those schools where it is fully embedded, point to significant positive impacts in terms of pupils' self esteem, levels of engagement, behaviour, and standards of achievement. RRR seems to have a particularly positive effect in schools that serve more disadvantaged areas.

2 Contextual information:

- 2.1. The RRR initiative is based on the United Nations Convention on the Rights of the Child and some early work and research in Nova Scotia, Canada. A visit by a small number of teachers to Nova Scotia resulted in a pilot in Andover and Eastleigh schools. The evidence of improvements in children's social and learning behaviours reported by local headteachers led to the development of RRR as a county initiative, using funding from the Department for Children Schools & Families (DCSF) Innovation Unit and some additional resources from the County Council. There are, now, over 400 Hampshire schools that have undertaken some form of introductory training in RRR and it is fully embedded in somewhat fewer.
- 2.2. In all the schools where it is embedded there has been a positive impact on relationships, standards, behaviour and attitudes.

- 2.3. RRR is not part of the National Curriculum and is not 'compulsory'. Schools choose whether they work with the initiative or not. Those that do are the best advocates and ambassadors for the work.
- 2.4. The County Council's officers have worked closely with UNICEF UK over the last three years as they have developed their Rights Respecting School Award (RRSA). 140 Hampshire schools are currently registered for the award, including 18 secondary schools. The scheme has been gradually rolled out in five local authorities, including Hampshire, and is now set to go national.
- 2.5. In this context there have been some remarkable school achievements in Hampshire over the past two years. We have seen:
- the first primary schools in the UK to get the higher Level 2 award
 - the first special school in the UK to get the higher Level 2 award
 - the first early years setting in the UK to obtain a Level 1 award
 - the first secondary school in the UK to obtain the Level 1 award
 - the first secondary school in the UK to gain the higher Level 2 award.

Two other secondary schools are likely to replicate this later in the year. There are 47 schools with an award at either Level 1 or 2.

- 2.6. However, it is clear from a range of sources such as reports from Hampshire Advisory Inspection Service (HIAS) colleagues, especially School Improvement Partners, that many schools have also not developed RRR beyond the initial introductory phase.
- 2.7. A primary schools' conference is held each year to encourage and promote good practice. This has been well attended for the last three years and has been used for the dissemination of effective practice. There have been national speakers and teacher-run workshops.
- 2.8. A training DVD 'Living up to the Promise' has also been produced which has been well received in and beyond Hampshire. The material in the DVD features extracts of lessons in all key stages, as well as pupils' views on the impact of RRR and interviews with headteachers and advisers. This is already being used in training situations, especially for clusters of schools. There will be an opportunity for the Panel to see some of this DVD at its meeting.
- 2.9. Hampshire's work in RRR draws national and international praise and interest. It features as a reference point for other authorities' work and for similar initiatives in New Zealand, Ireland and Canada.

3 Performance:

- 3.1 There are various sources of evidence which can be drawn upon that indicate the impact of RRR, and some of these are outlined below.

3.2 Ofsted inspections have begun to report on the impact of RRR. In the academic years 2008-2010, 24 Ofsted reports specifically mentioned RRR. The comments were always very positive in terms of the impact. For example:

'They (the pupils) thrive in supportive surroundings, where the school's ethos of rights, respect and responsibility underpins its work, and they flourish academically.'

Tavistock Infant School Fleet

'Pupils' personal development is outstanding and contributes to their high achievement levels. They are polite, very well behaved and demonstrate an understanding of the rights of individuals, and the need to respect themselves and others. This is accompanied by a mature approach to their learning.'

St John the Baptist Catholic Primary School Andover

'One parent wrote, 'The school expects the very highest level of personal conduct from its pupils...and rights, respect and responsibilities are strongly upheld within the school and resonate between teachers, children and parents.'

Church Crookham Junior School

'At the heart of the school's caring ethos is a holistic approach to nurturing pupils' all round development and a commitment to a safe, inclusive and cohesive community. This has been reinforced by the recent adoption of the 'Rights, Respect and Responsibilities' initiative based on the United Nations Convention on the Rights of the Child, which the school is beginning to integrate into all aspects of its work. Already there are signs of success as pupils are becoming familiar with the rights they have and appreciating that these come with responsibilities. This includes a respect for other cultures and religions. Equally, the work is helping to ensure equality of opportunity and eliminate discrimination for those pupils with behavioural, social and emotional difficulties. The school is highly successful in promoting the values of respect and responsibility' St Mark's Church of England Primary Basingstoke.

3.3 The three year research project in 12 schools in Hampshire, which was funded independently of Hampshire and undertaken by Professors Katherine Covell & R. Brian Howe, concluded that RRR:

"has been demonstrated to be a very effective means not only of children's rights education, but also of education. The schools that are rights-consistent and rights-respecting are functioning optimally and in the words of the overarching principle of the Convention on the Rights of the Child, in "the child's best interests." As such, Hampshire has provided an outstanding model of how to provide children's rights education. It is a model that can and should be emulated in all education jurisdictions."

3.4 The main findings were that RRR had a very positive impact on:

- children's self regulation of both learning and social behaviours (less bullying & fewer exclusions)
- pupil performance in tests

- critical thinking
 - pupil engagement with learning and their school
 - pupils in more disadvantaged communities.
- 3.5 RRR helps to promote greater resilience in all children, but children in disadvantaged communities need this most. A further study is testing this more deeply. The research will aim to assess whether the benefits of RRR already reported for primary pupils in disadvantaged areas are maintained through the transition into secondary school. Three primary schools in Andover and their Year 6 pupils are involved in this, and groups of these children will be followed into secondary school over the next three years. The initial baseline data already show some interesting findings such as:
- “Overall, the pattern of results from the baseline data, as expected, reflects the implementation level of RRR. Pupils at the school with the most well-established RRR indicated the highest level of school engagement, positive self-concept, educational aspirations, and optimism about their futures. Despite their socioeconomic disadvantage – normally associated with less positive school attitudes and outcomes – these pupils evidenced a profile similar to their more advantaged peers.”* 2009 Report, Covell and Howe.
- 3.6 The UNICEF RRSA also provides some evidence of impact. Schools can evaluate the extent of impact of the RRSA on each of eight main indicators used in the initiative:
- 1 Pupils know about the UNCRC and can relate to their own lives.
 - 2 Improvements in self-esteem.
 - 3 Pupils’ enhanced moral development.
 - 4 Behaviour and relationships are good/improved.
 - 5 Pupils feel empowered to respect the rights of others locally, nationally & globally.
 - 6 Positive attitudes towards diversity in society.
 - 7 Pupils actively participate in decision-making in the school community.
 - 8 Improved learning and standards.
- Judgements on these indicators are made by teachers or headteachers.
- 3.7 A sample of 12 Hampshire schools – all of them primary – made a return to UNICEF on an impact report form in 2009. Although a fairly small sample, the pattern of impact was similar to schools in the four authorities involved in the initial roll-out. Considerable impact was reported on pupils’ self-esteem, participation and also standards. Full details appear at Appendix 1. Three Hampshire schools that had been in the scheme for over two years gave a very high overall impact score on all indicators.
- 3.8 Our own evaluation of the UNICEF RRSA for the DCSF states that this is a ‘low cost high impact’ initiative.

4 Other key issues:

- 4.1 A recent development in Hampshire is the growth in school cluster/pyramid approaches to implementing RRR. This is where schools have already begun to collaborate more and understand the potential benefit to the community of a common set of values rooted in the UNCRC. Cluster training has been held in areas such as Totton, Bordon and Hamble for all the schools' teachers where they will be working as a cluster towards implementing RRR and the UNICEF Award.
- 4.2 In order to support schools, officers have broadened the remit of the Intercultural Resources Centre to include resources which support teaching and learning in RRR. Staff can also offer schools advice on curriculum planning.

5 Future direction:

- 5.1 The UNICEF award scheme is encouraging all educational settings to become involved, from pre school to post 16 colleges. The impact that such a system-wide approach could have on children and young people's overall well being, parenting and community is considerable.
- 5.2. As RRR becomes embedded in schools it is a natural progression to promote the RRR philosophy and the UNCRC across Children's Services. The advantages of all agencies working with children and their families, using the same values-base, would be considerable in terms of the impact on both children and their families, on all the indicators of well-being. The UNCRC needs to set the principles on which the work of Local Children's Partnerships is based.
- 5.3. The partnership with UNICEF will continue with the RRSA and will be developing into a new area. UNICEF UK will be piloting a new scheme called Child Friendly Communities. One of 12 areas will be Andover and we will be working in partnership with UNICEF in helping to shape the criteria to be used in the process.

6 Conclusions:

- 6.1 RRR makes a significant positive difference to schools and to the children and young people who attend them.
- 6.2 As schools and other services work more collaboratively through Local Children's Partnerships, officers will seek to ensure that the principles of RRR underpin developments at local level across the county.
- 6.3 The Local Authority will continue to work with schools on the UNICEF Rights Respecting Schools Award.

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

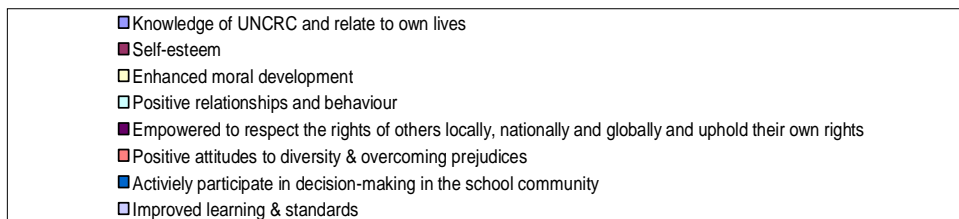
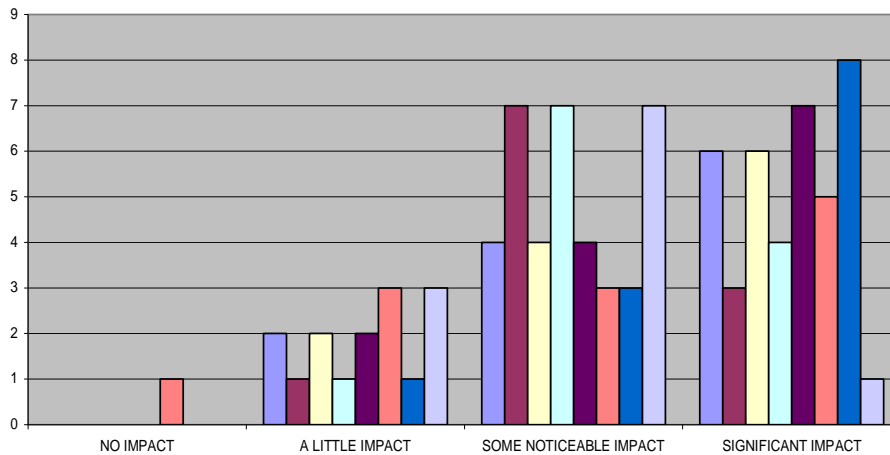
Document

Location

None

Appendix 1 Hampshire UNICEF RRSA – School Impact reports

HAMPSHIRE UNICEF RRSA - SCHOOL IMPACT REPORT REVIEW 08/09



- Schools choose from four levels of impact: no impact to significant impact on all of the eight indicators. These judgements are made by teachers or headteachers.
- As each of the eight indicators is rated on a 1-4 scale, the maximum impact score a school could give across all eight indicators would be 32.
- Three Hampshire schools that had been in the scheme for over two years gave an overall impact score of 31 for the RRSA.
- The data suggests that pupils and teachers benefit most from rights work after a two year period of development although, unlike some other initiatives, there are noticeable differences early on, especially in relationships.