

# UNICEF Rights Respecting School Award

## Staff and Student questionnaires – October 2017

At the start of the 2016-17 academic year, questionnaires were handed to staff and students to assess their current knowledge of UNICEF Children’s Rights and the RRSA. The questionnaires were completed by 9 Staff and 146 students.

The questionnaire was then handed out at the end of the year, July 2017, to compare the results. The questionnaires were completed by 18 Staff, and 164 questionnaires were handed in by students.

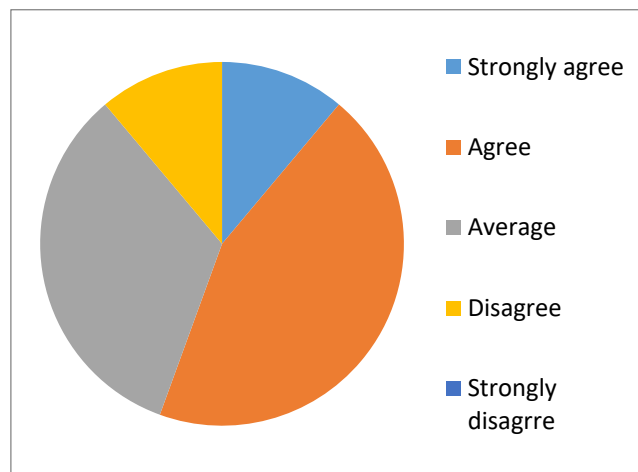
All questionnaires were answered given a statement which the person could disagree or agree with, to varying degrees.

Below are the results, from the comparable results:

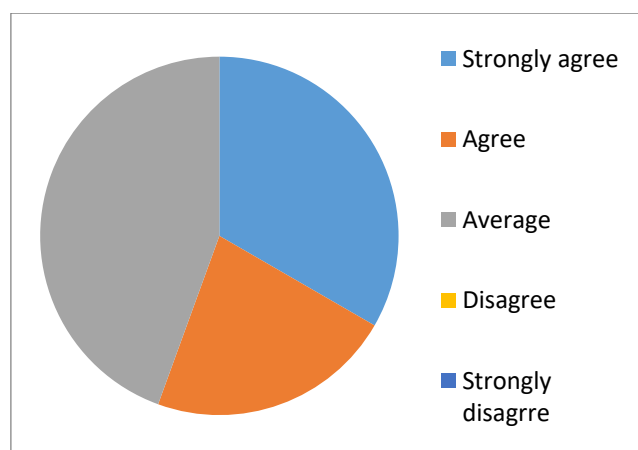
### Staff

**I have a good understanding of the UN Convention on the Rights of the Child (CRC) and can name some key rights.**

#### 2016



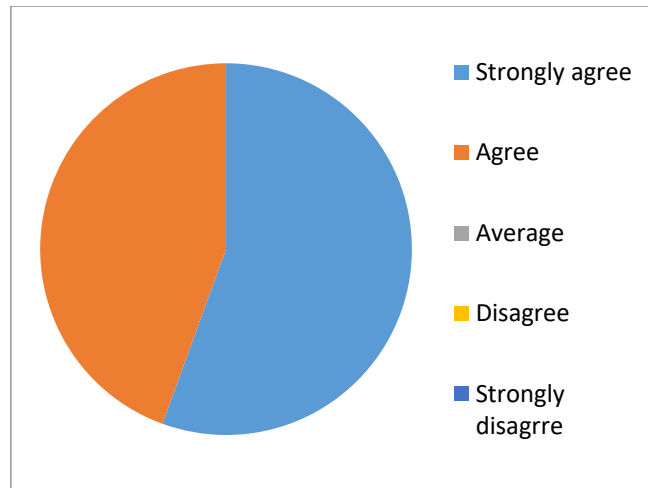
#### 2017



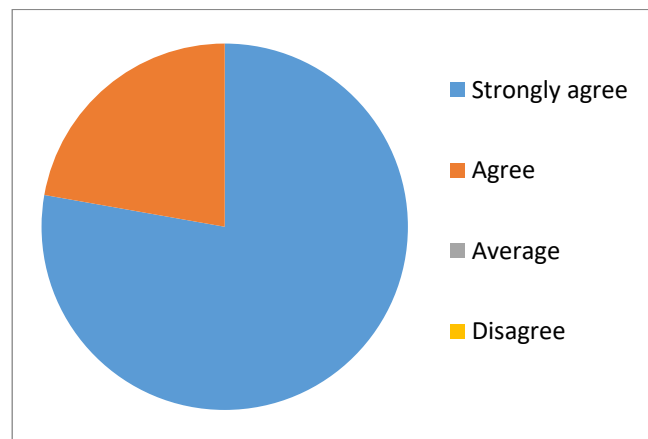
Staff have developed their understanding of the CRC through the promotion of the RRSA and the CRC in TFTD, PSHE, assemblies and whole-school initiatives.

**I know my school is working on UNICEF UK's Rights Respecting Schools Award (RRSA).**

**2016**



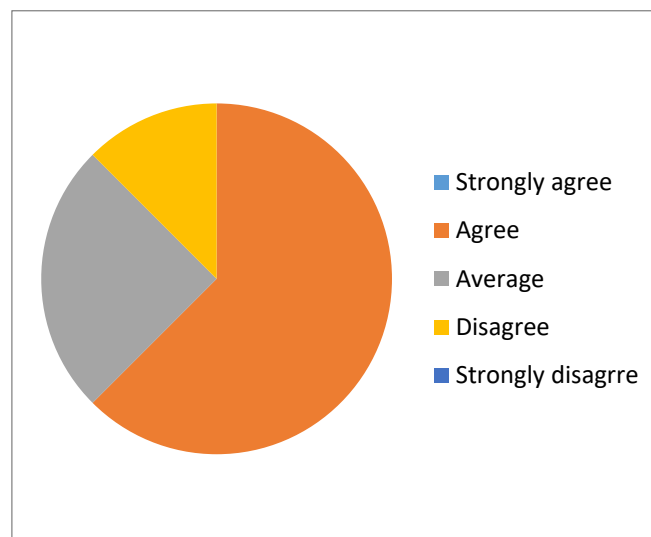
**2017**



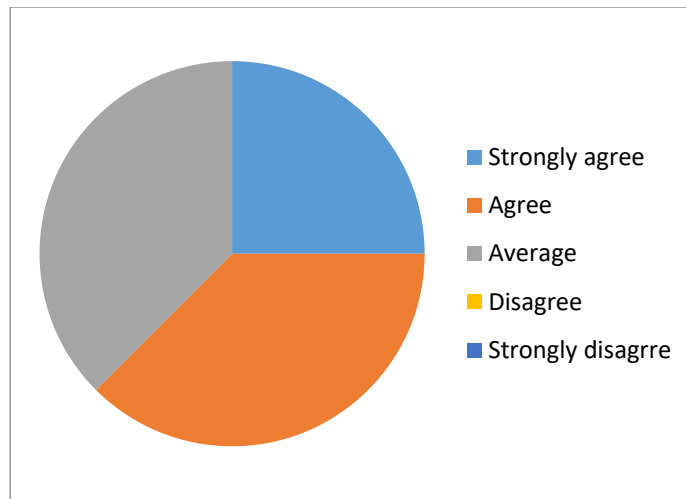
The staff clearly understand the path that we are on with the RRSA. This has been further aided by delivery at whole-school meetings.

**I include teaching about children and young peoples rights in lessons.**

**2016**



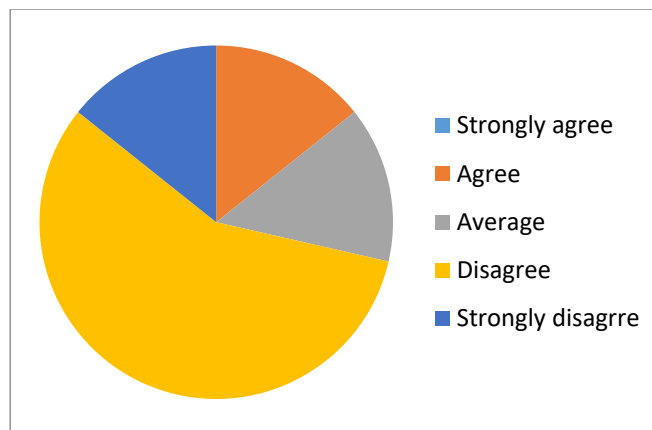
**2017**



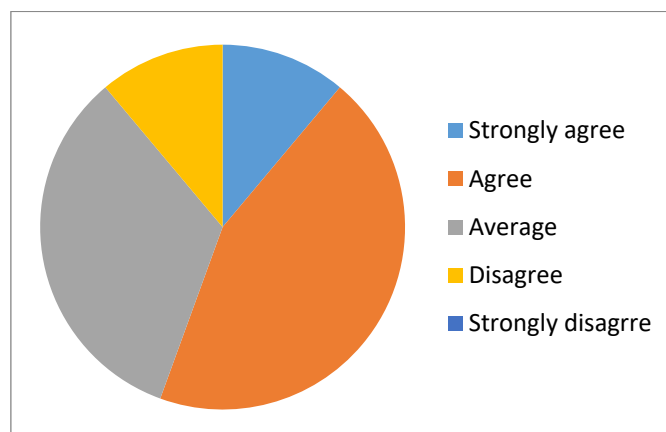
As most of the teachers will teach PSHE or TFTD, many will have taught the CRC in one of those capacities. It is unclear, however, whether any of the teachers have begun to include this in their normal teaching practice.

**Displays in my classroom help children and young people learn about the CRC and their rights.**

**2016**



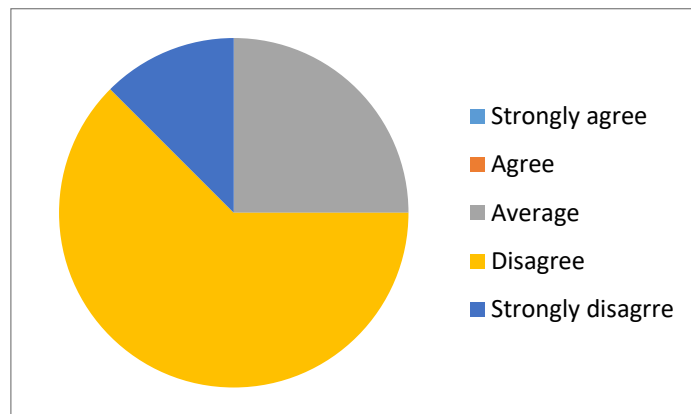
**2017**



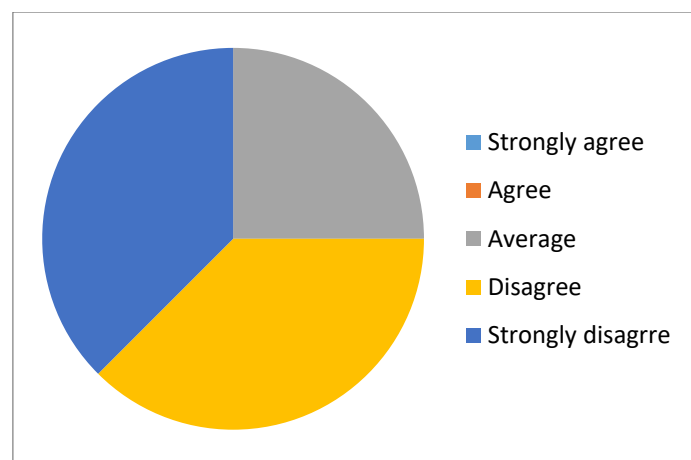
This was a largely negative picture. Although still varied, the picture is more positive. Although we have created our own charter with our students, which are now displayed in all classrooms, staff may not reference this as a display. More effort is needed to create displays which develop this information and knowledge.

I sometimes set home learning tasks that encourage children and young people to talk about children's rights at home.

2016



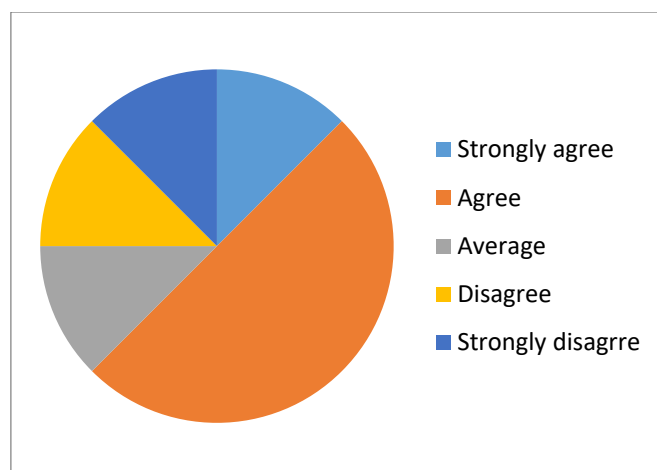
2017



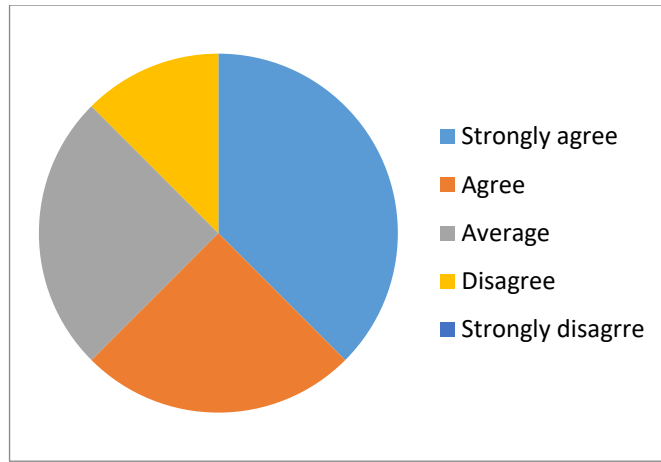
This is a largely negative. As part of our SMSC communications with parents, we have communicated some of the issues that may lead to discussion on the CRCs. It may be also worth considering an extended learning task based on the CRCs, although is currently not part of the homework timetable.

If I teach lessons about what is happening in the news and the world around us, I encourage children and young people to make links with the impact on children and young peoples rights.

2016



2017



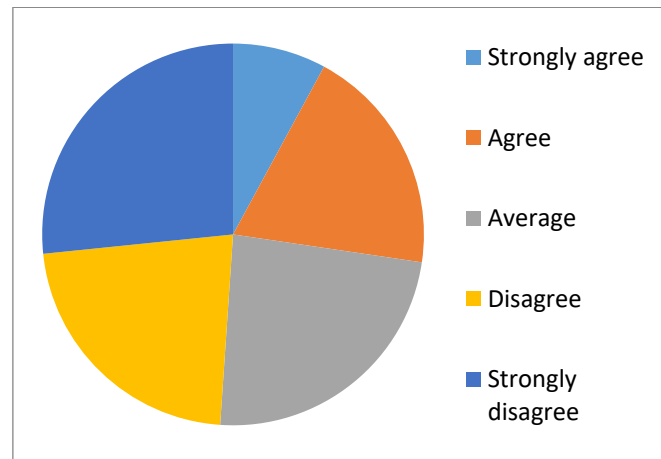
This has been a particular change in mind-set for staff. Through encouraging the use of the Charter in all lessons, in particular PSHE and form time, it has increased the understanding of the CRCs and how they can be referenced at curriculum level.

**Students**

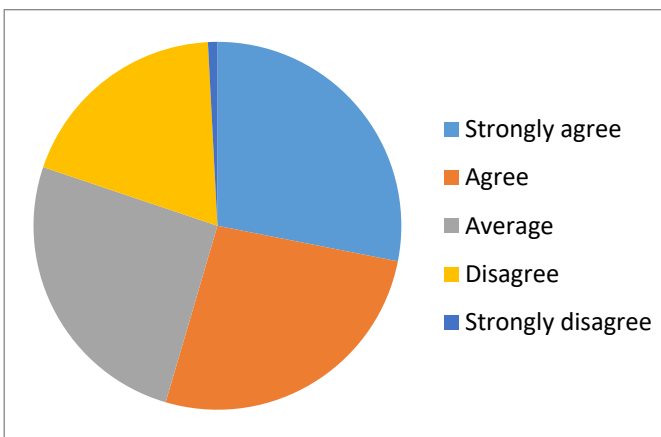
Student responses overall are very varied. This may be due to the range of year groups and the experiences of individuals that may vary due to teaching/form groups. As such, comments will be made on the most prominent aspects only.

**I have learned about the United Nations Convention on the Rights of the Child (CRC) and about respecting the rights of others.**

**2016**



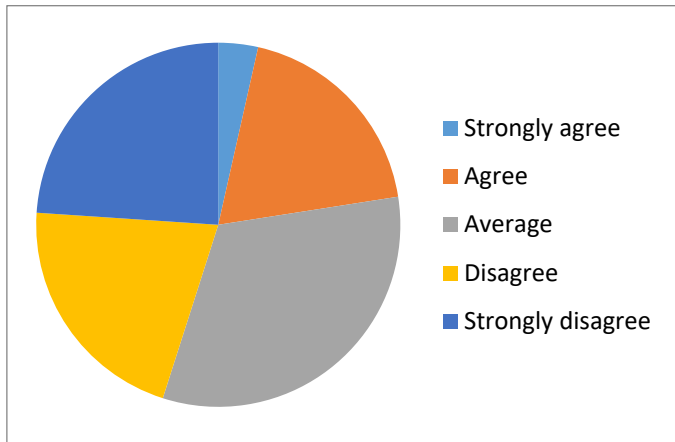
**2017**



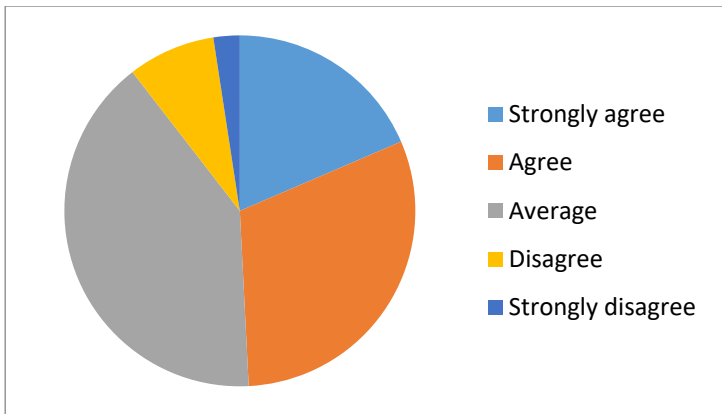
Strongly Agree/Agree – This has been introduced through various aspects such as form time, PSHE and assemblies. This is obviously a massive improvement in the time that this has been referenced.

**I know my school is working on UNICEF's Rights Respecting Schools Award.**

**2016**



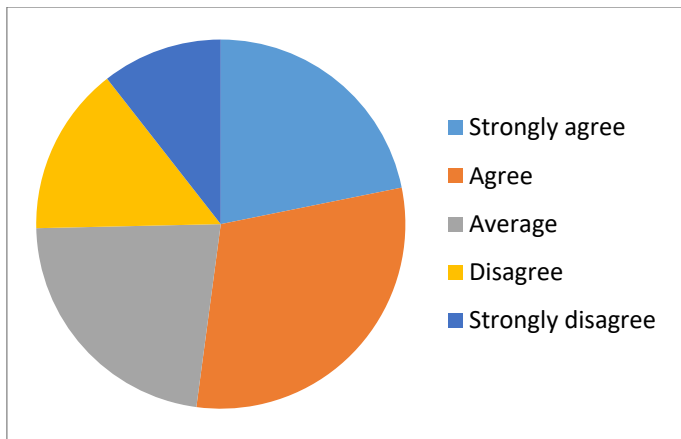
**2017**



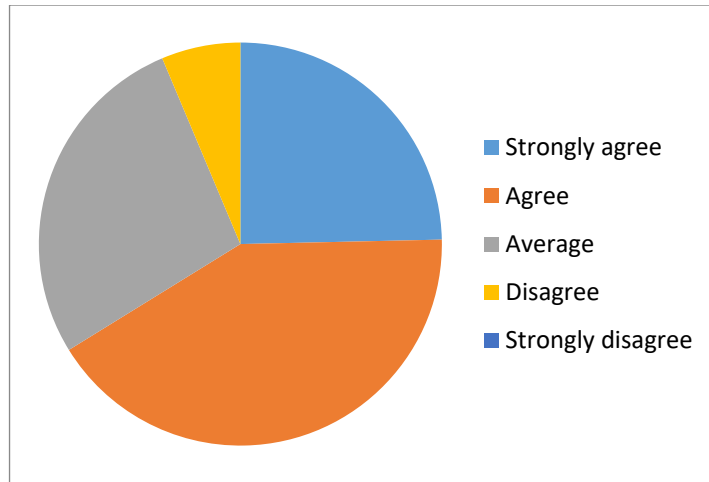
Strongly Agree/Agree – This had been introduced through many aspects. A main aspect in the change of opinion has been the use of the CRC posters within all classrooms.

**I have learnt about children and young people's rights in school e.g. in lessons, assemblies.**

**2016**



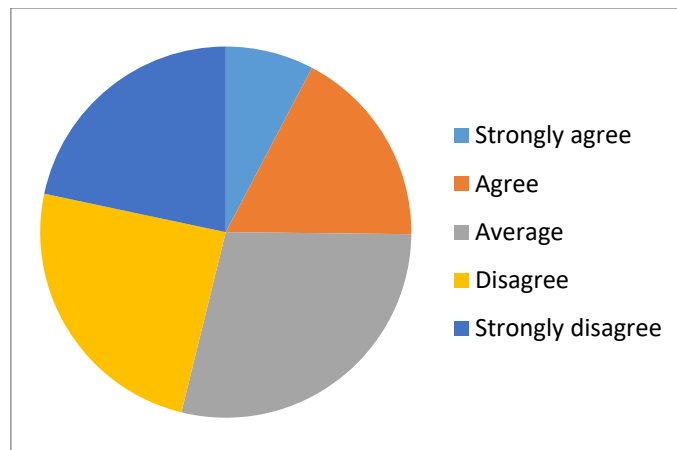
**2017**



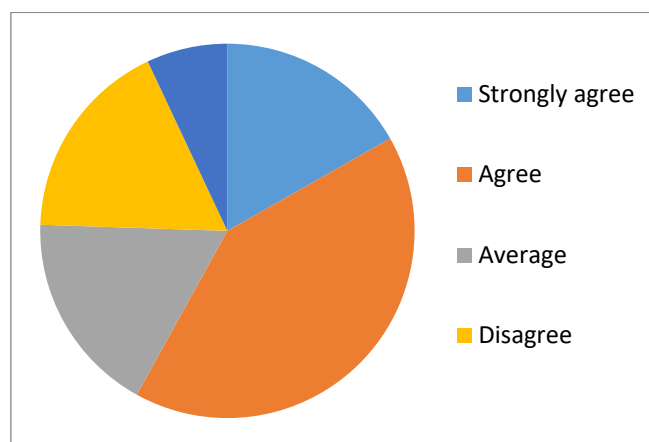
nearly  $\frac{3}{4}$  of the students either agree or agree strongly. This is very positive. This may be due to the year groups and the lessons they have been taught since the changes in curriculum since change in PSHE leadership. The focus on the CRCs via whole-school strategies has aided this also.

**There are displays around school that help me learn about the CRC and children and young people's rights.**

**2016**



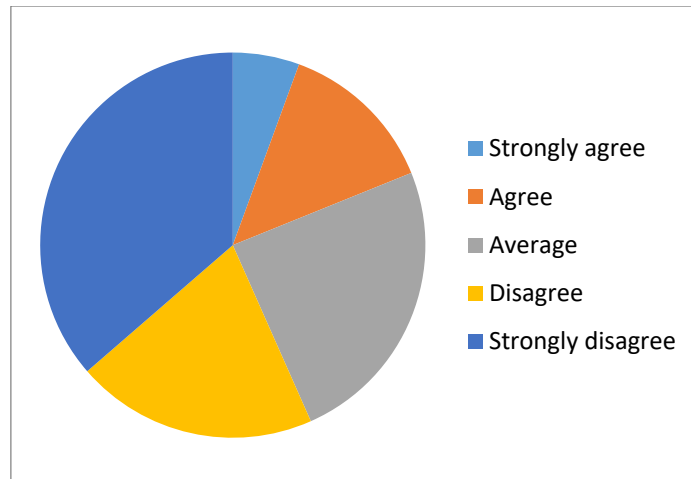
**2017**



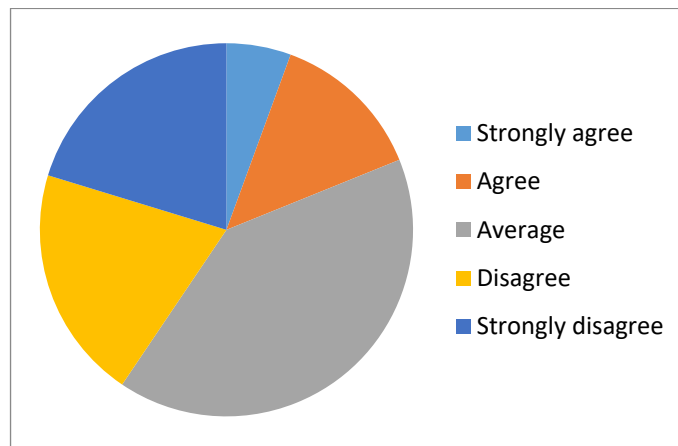
Although still varied, the picture is more positive. Although we have created our own charter with our students, which are now displayed in all classrooms, students may not reference this as a display. More effort is needed to create displays which develop this information and knowledge.

**I talk about children and young people's rights at home sometimes.**

**2016**



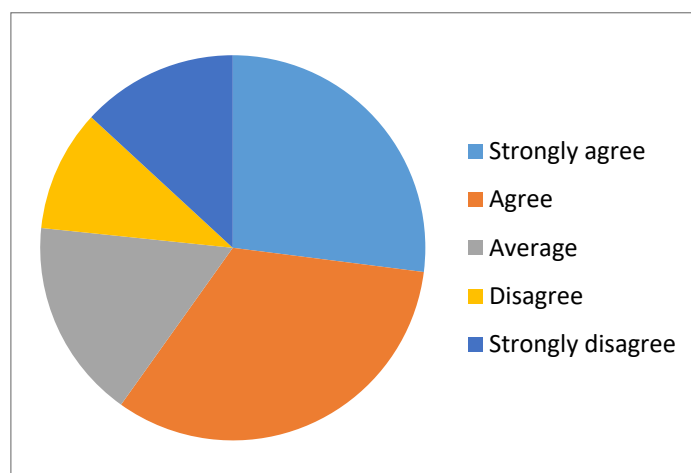
**2017**



This is still a relatively negative picture. We need to be able to allow the conversations on CRCs to happen at home, as well as school. Many parents may not know about the CRCs and the impact upon their own children. This is an area which we still need to focus upon.

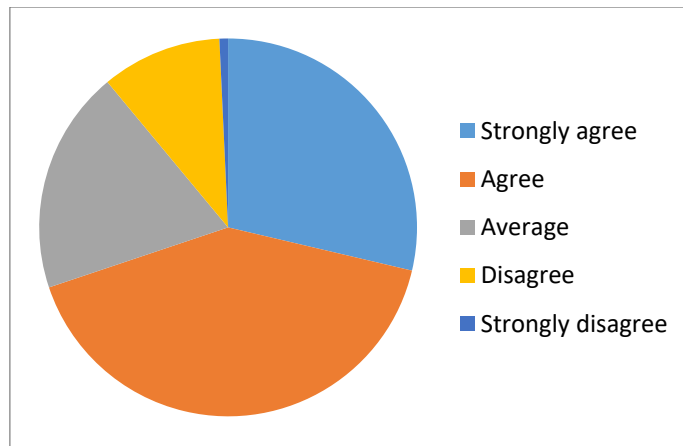
**We talk about rights in school when we learn about news events, Fairtrade, Poverty, natural disasters, saving energy, recycling, climate change.**

**2016**



**2017**





This is very positive, again. This is due to the enforcement of a strong PSHE curriculum and focus on relevant issues in TFTD and assemblies. This will be further aided by our sign-posting of 4G through all these elements and at a whole-school level.

**Actions to be taken**

Actions to be taken from Sept 2016	Actioned
Displays to be created	Yes
Posters of the charter to be displayed in all rooms	Yes
Whole-school approach	Yes
TFTD being used	Yes
Charter into all cross-curricular lessons	Partial, tackled further in Spring 2017
Pre-made displays/posters	Yes, but to be promoted further
Extended learning task (homework) on CRCs	No
Inclusion in parent marketing materials to inform parents, including newsletter and prospectus	Partial