

# IMPACT REPORT: 2018

## CREATING ACTIVE & ENGAGED CITIZENS

**The Unicef Rights Respecting Schools Award improves the lives of children in the UK by taking a whole school approach to putting children's rights at the heart of school policy and practice.**

Our 2018 survey results showed that child rights education plays a key role in developing children and young people as **active, engaged local and global citizens**. Children in Rights Respecting Schools feel **safe** in school, **respected** by and enjoy supportive relationships with the adults who care for them and **engaged** with their local community, their education and the global agenda. These results hold true from our survey in 2017.

Over 1.7 million children in the UK go to a Rights Respecting School and over 5,000 schools in England, Northern Ireland, Scotland and Wales are working through the Award. In 2018:

- 1256 schools were registered, including 587 registering that year.
- 1712 schools were Bronze: Rights Committed, with 556 awarded that year.
- 1546 schools were Silver: Rights Aware, with 308 awarded that year.
- 490 schools were Gold: Rights Respecting, with 143 awarded that year.

Our quantitative and qualitative results found that Child Rights Education through RRSA often enhances and strengthens effective practice within a school. Rights have been described as a 'heartbeat' in school life; like a 'golden thread' or 'stick of rock' that underpins and informs their practice.

In a Rights Respecting School a child rights-based approach underpins school culture, ethos and relationships as well as the more tangible changes to practice, policy and environment.

By the third stage of the Award, Gold, schools achieve positive performance across a broad range of outcomes:

- **Children know about their rights and support the rights of others locally and globally.**
- **Children feel happier in themselves.**
- **Children feel safe in school.**
- **Children are engaged in their education.**
- **Adults have positive relationships and enjoy their job.**

Underpinning the transformation that takes place in Rights Respecting Schools is a theory of change designed to bring about sustainable, long term transformation.

For the full report please visit: [unicef.uk/impact\\_report\\_2018](https://www.unicef.uk/impact_report_2018)

*"Knowing about your rights is important because they help you to be safe and you can speak up if there is a problem."*

**Pupil, Gold, Primary, England**

*The rights of the child now run like a golden thread through everything we do, they are not shoe-horned in but they sit in every lesson to be drawn upon as needed, as a tool for comparison, for discussion, for persuasion and for campaigning."*

**Headteacher, Gold, Primary, England**

*"It's like the rights are transforming their lives... it transcends everything; it's like a stick of rock, it's right through [what the school does]."*

**Adult, Special, Gold School**

### CHILDREN KNOW ABOUT THEIR RIGHTS AND SUPPORT THE RIGHTS OF OTHERS LOCALLY AND GLOBALLY

- 82% of children and young people at Gold schools say they are taught about their rights, a rise of 40% from before work began.
- 71% of children and young people at Gold schools say they can help others locally and globally, a rise of 22% from before work began.
- 97% of adults at Gold schools are comfortable talking about rights, a rise of 9% from before work began.

### CHILDREN FEEL HAPPIER IN THEMSELVES

- 78% of children and young people at Gold schools say they feel happy in themselves, an increase of 5% from before work began.

### CHILDREN FEEL SAFE IN SCHOOL

- 82% of children and young people in Gold schools say they feel safe in school, an increase of 6% since before work began.
- 82% of children and young people in Gold schools say they could tell someone if they felt unsafe, a rise of 6% since before work began.
- 93% of headteachers in Gold schools report a noticeable reduction in exclusions and bullying, an increase of 23% from Silver.

### CHILDREN ARE ENGAGED IN THEIR EDUCATION

- 80% children and young people at Gold schools feel listened to, an increase of 6% from before work began.
- 59% of children and young people at Gold schools say they can influence decisions, an increase of 5% from before work began.
- 99% of adults in Gold schools report high levels of pupil engagement, an increase of 8% from before work began.
- 79% of children in Gold schools know what they need to do to make progress in class, an increase of 9% from before work began.

### ADULTS HAVE POSITIVE RELATIONSHIPS AND ENJOY THEIR JOB

- 98% of adults in Gold schools report enjoying their work, this is up 4% from before work began.
- 98% of adults in Gold schools report feeling respected by children and young people, this is up from 4% from before work began.
- 99% of adults in Gold schools report respectful relationships between other adults, this is an increase of 5% from before work began.