

Quality of education

## To what extent do you agree or disagree with the proposal to introduce a 'quality of education' judgement?

Agree

Comment

In addition to the guidance provided in the draft inspection framework the quality of education judgement should also be based upon the degree to which the education provided promotes, supports and protects the core value of the Convention on the Rights of the Child which the UK government ratified in 1991. This would also address the 2016 '**Concluding observations on the fifth periodic report of the United Kingdom of Great Britain and Northern Ireland**' recommendation to make children's rights education mandatory.

**Article 29 of the UNCRC** states that a child or young person's education should be directed to:

- The development of the child's personality, talents and mental and physical abilities to their fullest potential
- The development of respect for human rights and for fundamental freedoms and for the principles enshrined within the Convention.
- The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for civilizations different from his or her own
- The preparation of the child for a responsible life in a free society. It should teach them how to live in an understanding and tolerant way that is non-violent and that respects the environment.

These Goals of Education are all linked directly to the realization of the child's human dignity and rights, taking into account the child's special developmental needs and diverse evolving capacities. The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence.

The Convention also insists upon the need for education to be child-centred, child-friendly and empowering, and it highlights the need for educational processes to be based upon the very principles it enunciates.

Evidence from our Rights Respecting Schools Award including evidence from Ofsted reports indicates that teaching and learning about rights impacts positively on children's engagement in learning.

- 91% of headteachers at Silver Awarded schools and 100% of headteachers at Gold schools reported that RRSA had had a "significant" or "some noticeable" impact on children's and young people's engagement in learning.
- Increasing numbers of children in Rights Respecting Schools like school.

"You place a strong emphasis on promoting 'pupils' rights' such as the 'right to be listened to', and the 'right to learn'. These principles are integral to the decisions you make and support pupils' academic and personal development very well. Pupils enjoy school very much and work hard."

Ofsted report, Primary School, England

If you wish to find out more about Unicef UK's Rights Respecting Schools Award as an

example of child rights education please look at our website <https://www.unicef.org.uk/rights-respecting-schools/> or contact me [francesb@unicef.org.uk](mailto:francesb@unicef.org.uk)

Positive relationships

To what extent do you agree or disagree with the proposed separation of inspection judgements about learners' personal development and learners' behaviour and attitudes?

Agree

Comments

Unicef UK welcomes the proposal to separate inspection judgements about learners' personal development and learners' behaviour and attitudes. In addition to the guidance provided in the draft inspection framework judgements should also be based upon the degree to which the education provided promotes, supports and protects the core value of the Convention on the Rights of the Child which the UK government ratified in 1991. We recognise the expectation that is set in 'Positive environments where children can flourish: A guide for inspectors about physical intervention and restrictions of liberty' that 'We expect adults to be skilled and confident in finding the best ways to keep children safe; ways that promote their rights, respect their dignity and help equip them for the future.' We would welcome the expectation that this becomes the norm for all teachers by teaching and learning through rights.

Teaching and learning through rights enable children to learn about human rights by seeing human rights standards implemented in practice, whether at home, in school, or within the community. Children understand their role as a rights holder and learn what they and their peers are entitled to as stated in the UNCRC; adults understand their role as duty bearers in ensuring children access their rights within school. This changes the relationship between children and adults and leads to mutual respect. Children respect their own rights and the rights of others- their peers and their teachers.

There is strong consistent year on year evidence from RRSA that teaching and learning through rights leads to an improvement in respect and behaviour; pupils feel safe in school and bullying and discrimination is rare.

- 82% of headteachers at Gold schools say there has been a significant improvement in children's respect for themselves and others, as well as a significant improvement on the quality of relationships and behaviour since work began.
- 80% of headteachers at Gold schools say that there has been an improvement in children's attitudes towards diversity, this is a rise of 20% from Silver.

This is also recognised by Ofsted

The deputy headteacher ensures that the principles of The United Nations Convention on the Rights of the Child (UNCRC) are woven through every aspect of school life to form a strong and positive ethos. This work is central to the development of pupils' outstanding attitudes to learning, excellent behaviour and strong sense of responsibility. Primary school South East  
When asked whether pupils are ever unkind to each other, one boy said: 'Of course not, we are a rights respecting school.' Pupils spoke of helpful advice they had received about road safety, protecting themselves while away from

school and staying safe online. Pupils have highly positive relationships with school staff. They were clear about which adults they could talk to should they have any worries or concerns. Primary school London

“However, no description of what the school offers pupils is complete without reference to what makes its heart beat: its recognition as a Unicef RRS (see page 10 for details). 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. It permeates how respectfully and happily staff and pupils interact, along with pupils’ reflection and thoughtfulness about a variety of issues, and their charity fundraising and contribution to community life. Just one of several examples seen during the inspection was an assembly on how education improves lives, health and earnings.” Secondary school South East

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