Rights Respect and Responsibility

Report on the Hampshire County Initiative

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Executive Summary

This report describes our second annual evaluation of the Hampshire County *Rights Respect and Responsibility* school reform (RRR). The evaluation is part of a three-year assessment in which the facilitating and challenging factors of implementing the RRR as well as its effects on teachers and pupils is being assessed at infant, primary and junior schools. This report is based on information provided by 16 schools comprising 15 head teachers, 69 classroom teachers and 96 pupils.

A multi-method approach was used to assess the progress and effects of RRR. Teachers and head teachers at each of the participating schools were asked to complete a survey at the end of the school year. The survey assesses support for children's rights in general, beliefs about appropriate content for teaching and pedagogy, teacher level of burnout and enjoyment in teaching, and perception of pupils' citizenship behaviours (respect for the rights of others, respect for property, and level of participation in the classroom and school), and effect of RRR on student behaviours. In addition, there were questions that asked about challenges posed implementing RRR, degree of implementation, satisfaction with training for RRR, and availability and need of resources. Individual pupil interviews were held with 96 children to assess their understanding of rights and responsibilities and their perceptions of their school and their classmates. Finally, focus groups were held with a small subset (26 children) of pupils in some of the schools in which RRR was fully incorporated.

Comparing schools in which RRR was fully incorporated with those in which it was less fully incorporated, the following outcomes were found. Among pupils of all age groups were improvements in social relationships, behaviour, and achievement. Pupils

were reported to be more respectful and helpful to others, and less aggressive and disruptive. Pupils also were observed to show greater respect for the school environment. They were more careful with books, desks, and school equipment. Pupils participated more in the classroom and in extra-curricular activities such as clubs and school councils. Pupils' academic engagement and achievement were enhanced. This was reflected in improved critical thinking skills, confidence in tackling new tasks, and increased SATs scores. Overall, pupils were reported to have increased in their self-regulatory capacity, accepting the responsibilities they have learned are the concomitants of their rights.

Teachers reported an overall positive effect of RRR on their teaching and relationships within the school. The teachers in the fully implemented schools reported fewer feelings of exhaustion as a direct result of their work, felt more energized when dealing with students, experienced less frustration with teaching, and reported an increase in a sense of personal achievement.

Implementation was most sustained and progressive where head teachers were fully supportive of RRR, were strategic in its implementation, and were able to use RRR as an overarching integrative framework into which all other initiatives were fit. Some head teachers reported a number of challenges to implementation including pressures to improve pupil achievement, reluctance from individual teachers to adopt the RRR, and initiative overload. However, the data from those schools in which RRR has become fully embedded indicate that over time, the implementation of the RRR becomes self-perpetuating through its positive outcomes on pupils and teachers.

Background

The Hampshire Education Authority's *Rights Respect and Responsibility* Initiative (RRR) is a precedent setting program of whole school reform. The program is based on early work in Cape Breton, Canada, in children's rights education (Covell & Howe, 1999; 2001; Covell, O'Leary & Howe, 2002; Howe & Covell, 1998). These early findings indicated that, compared with their peers, children who learn about their rights in the Convention on the Rights of the Child (the Convention), in a rights-consistent classroom, show increased levels of self-esteem, increased perceived peer and teacher support, a more adult-like understanding of rights and responsibilities, more supportive attitudes toward children of minority status, and more rights-respecting behaviours. Impelled by these research findings, administrators and teachers from Hampshire County undertook a study-leave in Cape Breton, Canada in 2002 and 2003. Since that time, a comprehensive program of rights education has been developed and is being implemented throughout the Hampshire education authority. RRR started with infant, junior and primary schools, and at this time is being extended to the secondary school level.

In 2005, we conducted a preliminary assessment of RRR with 11 head teachers and 87 classroom teachers in order to determine the success of RRR training, implementation challenges, and perceived impact on pupils' behaviours and attitudes (Covell & Howe, 2005). In terms of child outcomes, this assessment provided a similar pattern of data to that obtained in the Cape Breton children's rights education program. Changes were noted in pupils' behaviour with more cooperative behaviours, fewer incidents of bullying, and less confrontational approaches to conflict resolution. Changes also were reported in pupils' approach to learning. Pupils appeared more engaged and

more willing to take control of their own learning. Although not systematically measured in this assessment, teachers also reported changes in their own behaviours and attitudes. Teachers reported a greater sense of efficacy and empowerment, enjoyment in teaching, and more positive attitudes toward their pupils.

The preliminary findings from Hampshire, like the data from Cape Breton, are based on relatively short-term (one to two years) experience with a children's rights based approach to teaching and behaviour management. What this report begins to address is whether the positive effects obtained in the short-term are a result simply of a change in classroom and school practices. If so, then teacher enthusiasm may wane over time, and pupils' behaviours revert to their pre-program characteristics. If, conversely, the observed changes in fact are a result of rights-based teachings and school environments, then there are both theoretical and empirical reasons for anticipating sustained or continuing positive outcomes among pupils and teachers. These reasons are discussed at length elsewhere (Howe & Covell, 2005).

The RRR reform is now being evaluated over a three- year period.[1] There are two primary goals of the evaluation. One is to track the effect of RRR on pupils and teachers over the three-year period. The second is to monitor the process of implementation of the program in order to identify factors that challenge or facilitate its successful implementation and sustenance into the whole school (practices, policies, teachings and overall ethos). This report describes findings from the 2007, second year, evaluation.

Method

Eighteen schools, representing a variety of geographic and socioeconomic contexts, agreed to participate in the study. The demographics of the 16 schools from whom we have completed surveys and or interviews are summarized in Table 1. Two junior schools which initially agreed to be part of the study have provided no data.

Table 1: Demographics of participating schools

Type of School	Area	Number of pupils	Completed Survey 2007	Pupil interview data
Infant	Waterlooville	210	√	
Infant	Fareham	160	√	√
Infant	Southampton	221	√	√
Infant	Chandler's Ford	270	√	
Infant	Aldershot	221	√	√
Primary	Eastleigh	325	√	
Primary	Farnham	211		√
Primary	New Forest	126		
Primary	Fareham	165	√	√
Primary	Bordon	202	√	
Junior	Fareham	250	√	√
Junior	Chandler's Ford	396	√	
Junior	New Forest	450		√
Junior	Gosport	180	√	√
Junior	Andover	180	√	
Junior	Aldershot	255	√	√

At the beginning of the study, two of the schools (one primary and one junior) had already fully implemented RRR. Teachers and head teachers at each of the participating schools were asked to complete a survey at the end of the school year. The survey assesses support for children's rights in general, beliefs about appropriate content for teaching and pedagogy, teacher level of burnout and enjoyment in teaching, and perception of pupils' citizenship behaviours (respect for the rights of others, respect for

property, and level of participation in the classroom and school), and effect of RRR on student behaviours. In addition, there were questions that asked about challenges posed implementing RRR, degree of implementation, satisfaction with training for RRR, and availability and need of resources. As indicated on Table 1, surveys were completed by a total of 13 schools. Data were received from a total of 69 teachers and 10 head teachers. In addition interviews were held with head teachers or their representatives at each of the 16 schools.

Individual pupil interviews were held also. Practical considerations precluded widespread interviewing, however interviews were held with a total of 96 children from 9 schools. Child interviews comprised the following. First, children were given a 12 item scale to assess how well they like their school. Children were then asked seven open-ended questions which were designed to assess their understanding of children's rights and responsibilities. To assess children's beliefs about the classroom environment and peer support, an updated version of the Perceived Acceptance of Others Scale was used (see Covell & Howe, 2001). In essence the measure assesses the child's beliefs about how classmates would respond to a new child who is pictured either as white middle-class, overweight, having disabilities, or of ethnic minority status. In addition to the individual interviews, 3 focus groups were held with a total of 26 children, ages 8 – 11 (13 male and 13 female) who were pupils at two schools in which RRR was fully implemented.

Results[2]

For purposes of analyses schools were divided into two groups: those in which RRR was fully implemented, FI, and those in which it was less fully implemented, LFI.

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[2] This report presents summary and descriptive data only. Statistical analyses are presented elsewhere.

The criterion used to determine full implementation was that within the school, at least two-thirds of teacher respondents and the head teacher rated the implementation of children's rights at the maximum level of 8 (part of the overall school functioning and ethos) on the implementation scale of 1 (not really started) to 8. This resulted in four of the 13 schools being categorized as FI. It is noteworthy that in 3 of the 4 schools, there was 100 percent agreement among respondents that the implementation was full; each rated the level at the maximum of 8.

To assess whether levels of implementation had increased from the first time of measurement, we compared average implementation scores. See Table 2.

Table 2: Mean implementation scores by school (range 1-8)

School	2005-2006	2006-2007
Infant	5.00	4.50
Infant	7.70	8.00
Infant	4.66	1.50
Infant	4.40	4.50
Primary	5.15	7.12
Primary	4.29	No data provided
Primary	5.67	5.33
Primary	3.75	No data provided
Primary	6.25	7.85
Junior	7.00	No data (lost)
Junior	5.90	2.44
Junior	5.18	6.00
Junior	6.00	6.75
Junior	7.90	8.00
Junior	3.00	7.67

What this table indicates is that more schools increased their implementation of RRR than not. Of the 12 schools from which there are data, 8 showed increases in implementation, some of these increases were quite substantial. An examination of

schools in which RRR was less fully implemented over time indicated that these were the schools in which there has been less support from the head teacher for the rights-based school reform.

Head Teachers: *Interview Data.*

Interviews with head teachers or their representatives, centred on questions of challenges to, or concerns about implementation of RRR, and the perceived effects of RRR. The concerns expressed were in three areas: staff, school focus and graduating students.

Among the greatest challenges noted were issues of staff. Instability of teaching staff was a frequently noted difficulty, one exacerbated by insufficient access to training and resources. Resistance to the program from individual teachers and difficulty obtaining full commitment from all staff was another challenge to implementation. Also expressed quite frequently were concerns about the lunch-time staff's reluctance to replace their traditional interaction styles with pupils with the discourse of rights. One school had successfully dealt with this concern by having the pupils and lunch-time staff jointly develop a lunchtime charter of rights and responsibilities.

Concerns about the focus of the school described the following: initiative overload, difficulty maintaining the centrality of RRR, and the need to improve SATs scores. Those who tended to understand RRR as an initiative rather than an integrative framework felt that the numerous initiatives they were faced with (e.g., SEAL, Healthy Schools) made it difficult to implement or sustain RRR. Some who did understand RRR to provide an overarching framework for initiatives such as SEAL, did, nonetheless, note

the difficulty of maintaining a sufficiently high profile of RRR to sustain it. Finally, some were primarily concerned with maintaining a focus on academic achievement due to low pupil achievement on SATs, and tended to see RRR as an obstacle to this focus.

The concerns about graduating students were expressed primarily among those who had fully implemented RRR. Their pupils had become accustomed to a democratic education environment and having their voices listened to. Difficulties for these pupils were anticipated if they graduated, as many of them had or would, into a traditional authoritarian school.

The effects of RRR described were all positive. Some head teachers reported a calmer atmosphere in the school. Some noted that teachers had become more comfortable with democratic teaching and less confrontational in their dealings with children. Overwhelmingly, however, it was improvements in pupils' behaviours, cognitive style and academic achievement, and personal attributes that were described. We note here that some head teachers were uncomfortable attributing positive changes only to RRR citing programs such as SEAL as contributing to positive changes. Nonetheless, there was unanimity in a belief that RRR was beneficial.

Pupils were observed to be engaging in more cooperative and helping behaviours and in fewer antisocial behaviours such as bullying. For example, at one school pupils were said to be showing greater respect for children with learning difficulties. They were inclusive and sensitive to their needs: "Come on Charlie, I'll help you with your writing" was an example provided of a pupil wanting to help a peer with a learning difficulty. Incidents of inappropriate behaviour had lessened and in some cases were totally absent. When pupils did have disagreements, it was observed that they used rights discourse to

settle them, for example: "Don't do that, you're disrupting my right to education."

Exclusions, likewise, were significantly reduced or ended. Pupils' social interactions were said to have improved as evidenced in generally good relations between pupils and staff, as well as among pupils. And overall, pupils were said to evidence high levels of self-regulation of behaviour and to take responsibility for their actions.

Improvements in pupils' cognitive style and academic achievement were commonly reported. The self-regulation of behaviour was apparent in terms of learning. Pupils demonstrated a heightened awareness of the broader community and social issues. They had changed, one head teacher said, from passive thinkers to active questioners. Critical thinking, persuasive argument, decision-making, and collaborative learning all showed improvements with RRR. Five schools reported marked increased achievement on SATs since the implementation of RRR.

Underlying the improved learning and behaviour may well be the noted changes in pupils' personal attributes that empower success. Pupils, it was reported, showed increased confidence and motivation, engagement, and participation in all school activities. In addition, many noted an increase in a sense of school pride.

Head Teachers: Survey Data.

Summaries of the head teachers' responses to the survey questions are presented in the Table 3. Head teachers in the fully incorporated schools were more likely than those in less fully incorporated schools to perceive RRR to have had a positive effect on teaching and on student behaviours, and they perceived a greater fit between RRR and *Every Child Matters*. Head teachers in FI schools also perceived resources to be more

available, and believed that additional resources would be helpful. They also perceived there to be fewer or less serious challenges to the implementation of RRR. There was little difference between the two groups in their satisfaction with training or their level of support for children's rights in general.

Table 3: Subscale averages on head teacher surveys

Survey Subscale	Fully Incorporated Schools Average Score	Less Fully Incorporated Schools Average Score	Maximum Score
Positive Effect on Teaching	39.00	26.33	45
Positive Change in Student Behaviours	68.50	49.43	85
Availability of RRR Resources	34.10	23.91	55
Helpfulness of Additional Resources	47.37	40.81	60
Challenges to Implementation	27.00	45.77	90
Satisfaction with RRR Training	35.33	34.40	45
Support for Children's Rights	70.00	66.83	75
Fit with Every Child Matters	22.67	17.50	25

Classroom Teachers

We examined teachers' responses to the survey questions in the three main variable groups: the effect of RRR on teachers, the effect of RRR on students, and the school's RRR implementation. For analyses, teacher data were dichotomized into two groups, those in FI schools (25) and those in LFI schools (44).

Effect on teachers. To assess the effect of RRR on teachers, the scores of those in FI schools were compared with those in LFI on the three subscales of the Maslach Burnout Inventory (MBI) —emotional exhaustion, depersonalization, and personal achievement, along with the self-rated scale of positive effects of RRR on teaching. As indicated in Table 4, the data revealed significant differences on each of these scales. Teachers in FI schools indicated less emotional exhaustion than did teachers in schools in LFI schools, and they reported less depersonalization, (the tendency to view pupils from an emotional distance). In addition, teachers in FI schools reported significantly higher levels of personal job achievement compared with their peers in LFI schools. Finally, teachers in FI schools were significantly more likely to report that RRR had positive effects on their teaching.

Table 4: Effect of RRR on teachers (average scores)

	Emotional Exhaustion	Depersonalization	Personal Achievement	Positive Effect on Teaching
FI	17.14	2.59	37.27	33.91
LFI	24.49	5.24	32.00	24.51
Maximum	54.00	30.00	48.00	45.00

Perceived Effect on Students. These scales compared teachers' assessments of pupils' respect for the rights of others, pupils' respect for property, pupils' participation in class and school activities, and overall improvement in pupils' behaviours, again comparing those in FI with LFI schools. The analyses revealed significant differences on each scale. Compared with their peers in the LFI schools, pupils in the FI schools showed

significantly greater respect for the rights of others, demonstrated more respect for school property, and the property of others, participated in a greater breadth of school activities and evidenced greater overall positive change in behaviours. Average scores on the scales are presented in Table 5.

Table 5: Average scores on pupil variables

	Respect for the rights of others	Respect for property	Level of participation	Improved behaviour
FI	56.36	52.63	67.88	86.90
LFI	50.53	44.77	57.03	63.80
Maximum	70.00	70.00	77.00	110.00

Implementation of RRR in the school. We compared the teachers' responses in the FI schools with those in the LFI schools on measures that were expected to discriminate factors that may underlay the differences in the level of implementation of RRR. These measures comprised the following: the availability of RRR resources, the perceived helpfulness of additional RRR resources, challenges faced in the implementation of RRR, teacher satisfaction with the RRR approach, and teacher support for children's rights in general. Significant differences between teachers in FI schools and those in LFI schools were found on three of these measures. Teachers in FI schools reported significantly fewer challenges, greater access to RRR resources, and were more likely to feel that additional resources would be helpful. Average ratings are provided in Table 6.

Table 6: Average ratings on implementation variables

	Availability of resources	Helpfulness of additional	Challenges to implementation	Satisfaction with RRR	Support for children's

		resources		training	rights
FI	32.85	46.04	36.60	32.55	64.96
LFI	24.20	35.72	46.31	30.31	61.99
maximum	60.00	65.00	95.00	40.00	75.00

Comparisons of teacher data from the first measure

We were able to match surveys between the two times (2005-6 and 2006-7) of measure from 59 teachers. Using these and keeping the level of RRR implementation as the grouping, or predictor, variable we examined changes over time. We found the following significant differences.

Effect on Teachers. On the depersonalization measure, we found that scores were similar between the teachers in FI and LFI schools. At Time 2, the teachers in LFI schools reported little change in depersonalization scores from Time 1. In contrast, depersonalization scores decreased dramatically for teachers in FI schools.

Figure 1: Depersonalization
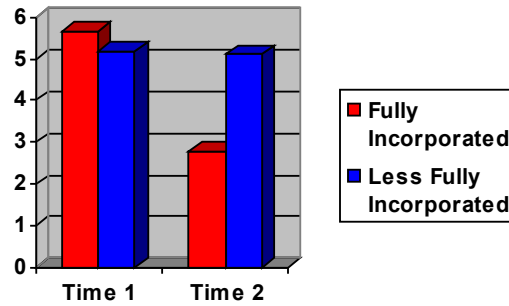
Effect on pupils. A similar pattern of findings emerged for levels of pupil participation. There was little difference in participation level by school type at Time 1. At Time 2, FI school pupils showed significantly increased participation.

Figure 2: Pupil Participation
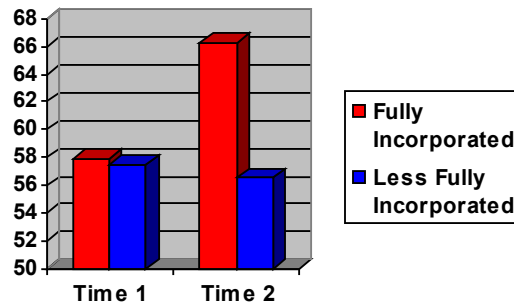
Positive changes in pupil behaviours were reported significantly more by teachers in FI schools at both times of measure. Interestingly, the difference became significantly greater over time as indicated in Figure 3.

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Figure 3: Positive Pupil Behavior
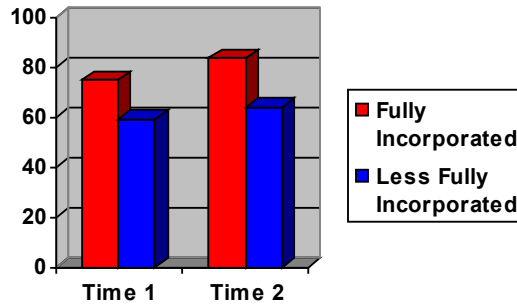
Effect on implementation. At both times of measure, LFI schools reported significantly more challenges to RRR implementation than did FI schools. LFI schools also at both times of measure reported significantly fewer RRR resources being available yet perceived additional resources as being significantly less helpful. These data are illustrated in Figures 4, 5, and 6.
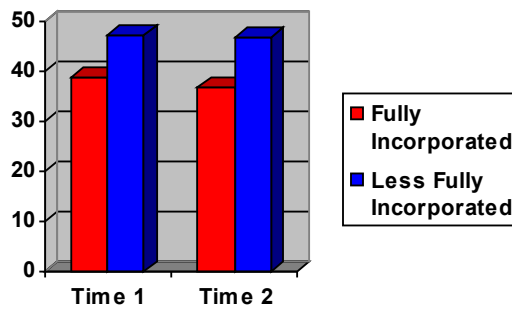
Figure 4: Challenges to Implementation

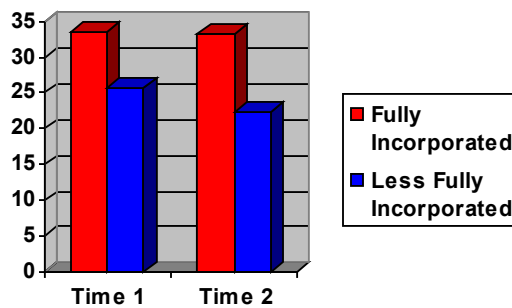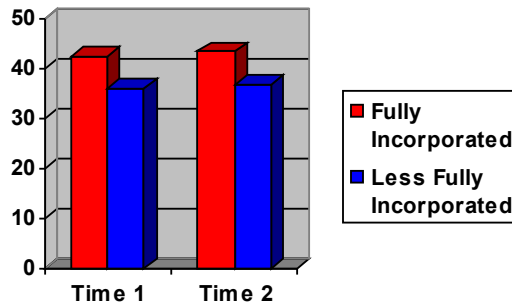**Figure 5: Availability of Resources**

Figure 6: Helpfulness of Additional Resources

Pupil Data

Preliminary analyses showed that there were no age differences in the children's interview data. We therefore collapsed the data across age and compared pupil data by school categorization, LI and LFI. See Table 7.

Table 7: Demographics of schools providing child data

Number of & School Type	Number of pupils	Average age of pupils
1 Infant FI	9	5
2 Infant LFI	17	5.7
1 Primary FI	14	6
2 Junior FI	30	8.6
3 Junior LFI	26	8

Quantitative Analyses

There were no differences by level of implementation in the extent to which children liked their school. Most children reported very high levels of satisfaction; the maximum liking score is 60 and the average score in both the FY and LFI groups was 49.5. There were also no differences by level of implementation on children's perceived

acceptance of new pupils who were of ethnic minority status or who had physical disabilities. Pupils in the FI schools, however, were significantly more likely than those in LFI schools to perceive greater acceptance of children who were obese and of white typically developing children.

Qualitative Analyses

Preliminary analyses showed that there were no age differences in responses to interview data. We therefore collapsed data across ages and compared answers by whether the pupils' school was FI or LFI. Content analyses were performed on responses. The percentage of answers per category by school type is presented below. Multiple answers were coded separately except for situations in which there was one concept with multiple examples, in which case the one concept only was coded. (All percentages are rounded up at .5.)

What does it mean for children to have rights?

	FI	LFI
Education	39	11
Protection	19	5
Play and have fun	14	9
Basic needs met	10	5
Equal treatment	6	0
Listened to	6	0
Don't know/irrelevant	6	70

Sample answers:

"Right to do things like going to school." (education)

"They keep you safe." (protection)

"To play nicely." (play)

"Rights to clean water and healthy food." (basic needs)

"We should be treated properly. Every child should be able to do every job in the classroom." (equal treatment)

"We should have our own opinions, it shouldn't just be adults." (listened to)

What does it mean for children to have responsibilities?

	FI	LFI
Help and look after others	26	5
Behave well in general	20	22
Linked with having rights	19	0
Look after things	15	34
Listen and learn	11	2
Don't know/irrelevant	9	37

Sample answers:

"Look after your things and make sure they don't get broken." (look after things)

"Good, not sad, not climbing the tree, not climbing the toilet." (behave well)

'To learn, children can learn good." (listen and learn)

"Look after others. Treat them how you want to be treated." (help others)

"If you have a right to education, you have a responsibility to put the effort in."(linked with rights)

Does having rights mean you can do what you want?

	FI	LFI
No (rights)	47	13
No (rules/authority)	27	39
No (no explanation)	9	13
Sometimes/usually	7	11

Yes	5	8
Don't know/irrelevant	5	16

Sample answers:

"No, because you cannot have the right to bully someone as it is disrespectful." (rights)

"No, because mom and dad have to tell you what to do." (rules/authority)

What have you learned about children's rights and responsibilities?

	FI	LFI
Specific rights	36	5
Behavioural outcomes	22	27
Don't know/irrelevant	16	54
Rights violations	14	0
All children have them	12	14

Sample answers:

"Right to drink clean water – all countries around the world." (specific rights)

"It doesn't have to be helping someone, it could he helping yourself with your work. We have the right to work as hard as we can and the right if we finish our work to ask the teacher if we can help anyone else." (behavioural outcomes)

"Quite a few rights aren't working properly – for example, not everyone has clean water and government is not supporting them properly." (rights violations)

"That all children have them, no matter what." (all have)

What's good about children having rights?

	FI	LFI
Improves school/home/community	34	17
Keeps safe/healthy/happy	20	3
Access to basic needs	16	17
Don't know/irrelevant	16	61
Equal treatment	14	2

Sample answers:

"It will help make the world a better place." (improves school/home/community)

"Allows them (children) to have a good life, not being hurt or bullied." (keeps safe/healthy/happy).

"It's good for children to have rights otherwise they would not have clean water and food." (access to basic needs)

"Trying to make the world more equal." (equal treatment)

What rights should children have?

	FI	LFI
Basic necessities	26	24
Fun, play, toys, friends	18	32
Responsibilities to others	14	22
Education	13	4
Family/be cared for	11	5
Equal/fair treatment	8	8
Safety and protection	5	5
Be listened to	5	0

Sample answers:

"I think children should have shelter, clothing, food, water, good friends, not be judged by their age and looks and have a place to sleep." (basic necessities)

"Right to be looked after at home and at school; right to have a family and not be on the road." (family/be cared for)

"The right to be treated fairly and the same wherever we are from. " (equal/fair treatment)

"Everyone should have an education." (education)

"There should be fun, lots of fun." (fun/play)

"Not to be hurt in any way or bullied." (safety and protection)

"The right to be listened to." (be listened to)

"We have the right to help other children across the world." (responsibilities to others)

Should all children have rights?

	FI	LFI
Yes (no explanation)	45	50
Yes (fairness)	26	9
Yes (happiness & education)	13	9
Yes (survival, protection)	11	19
Yes (behaviour)	4	4
No	1	9

Sample answers:

"Yes, all. It makes the world more equal." (fairness)

"Yes because everyone needs to learn and everyone needs to have fun and everyone needs to have an education." (happiness & education)

"Yes, because if they don't have water, they will dehydrate." (survival/protection)

"Yes. There's quite a lot of children who don't do the right thing. My friend was very badly behaved before we learned abut rights respect and responsibilities, but now he behaves." (behaviour)

"No. People who are naughty shouldn't. Also people who are nasty." (no)

Pupil Focus Group Data

The discussion among children in the focus groups was consistent with answers provided in individual interviews and with teacher observations. Content analyses of the discussion showed the following categories of responses to the questions posed.

What do you like about your school?

We are respected by peers and teachers

We are listened to

We are allowed self-directed learning and participation

We are provided academic challenge

We trust, respect and like teachers

Sample comments:

"Everyone is given the same opportunities and treated equally."

"They push us to learn, but in a fair way."

What have you learned about rights?

The specific rights of CRC
That rights are linked with responsibilities
That rights promote equality
That rights have positive effects

Sample comments:

"Rights improve behaviour because of responsibilities to help keep everyone safe
and not destroy things and because we have to respect others' rights."

"To be respected and not be called a name or hurt because of your religion."

What have you learned about responsibilities?

Not to violate others' rights through inappropriate behaviours.

To be actively involved in ensuring others rights are respected

Sample comments:

"The most important responsibility is to make sure everyone has their rights."

"You have a responsibility not to hurt others and if someone's hurt to help them."

What would you like to change about your school?

> Some improved facilities and additional resources
> We want to keep our teachers

Sample comments:

"Nothing, except things that you need a lot of money for."

"Keep the teachers because the children feel comfortable talking to them, we're not scared or uncomfortable to talk if we are getting bullied and we're always helped."

"I would like it if we had a hospital at the school. Then there would be no more eternity leaves – the teacher could have the baby at lunch time if there was a hospital and then come back to class. Too many teachers are on eternity leave and we miss them."

Summary

The evaluation indicates that after two years, Hampshire's innovative RRR program has become self-perpetuating in the schools in which it is fully implemented, and that it is associated with a number of positive outcomes. The findings indicate that where RRR has been fully embraced and incorporated throughout the school, there are improvements in pupils' social, behaviour and cognitive domains. Compared with pupils in schools where RRR is less fully implemented, we see the following differences.

In the social domain, pupils are reported to treat other pupils, staff, and teachers with greater respect. In the behavioural domain, pupils are reported to be generally less aggressive and less disruptive in class, instead displaying more cooperative and helping behaviours. Pupils also are reported to participate in a wider range of class and school

activities, display a greater tendency to discuss classroom issues, engage in group activities in the classroom, and participate in extra-curricular activities such as clubs and school councils. In addition, the school environment is respected to a greater degree, with pupils being more careful with books, desks, school equipment, as well as the property of other pupils.   In the cognitive domain, students' SATs scores are showing steady improvements, their confidence to tackle new cognitive tasks is higher, and their critical thinking capacity is enhanced. In all domains, pupils were reported to have increased in their self-regulatory capacity, accepting the responsibilities they have learned are the concomitants of their rights. It is particularly noteworthy that there were no age differences on any of the pupil measures. Even at the youngest ages, children's behaviour and achievement benefit from learning about their rights and responsibilities in a rights-respecting environment.

These noted improvements among pupils may be, at least in part, related to observed improvements on a number of the teacher variables assessed. Teachers reported an overall positive effect on their teaching attributable to RRR in areas such as improved interactions with pupils, enjoyment of teaching, interactions with colleagues, and overall job satisfaction. The teachers in the fully incorporated schools reported fewer feelings of exhaustion as a direct result of their work, felt more energized when dealing with students, and experienced less frustration with teaching. They also tended to deal with students on a more personable level and connect with students more effectively. Teachers in fully incorporated schools also were more confident that they were able to create a positive classroom atmosphere, and deal more effectively with problems their pupils may face. Not surprisingly, these same teachers reported an increase in personal achievement

believing that they are having a positive effect on their pupils. In fact it may well be that one reason RRR appears to become self-perpetuating over time is from the bi-directional nature of the improvements associated with it. As pupils' behaviour improves, burdens on teachers ease. In consequence, stress is reduced, teaching becomes more effective and job satisfaction improves. This improvement in teaching quality and teacher satisfaction in turn lends itself to more effective dealings with students, promoting more positive behaviour in students.

The primary factor differentiating those schools in which RRR was fully incorporated from those in which it was less so, was the commitment and support of the head teacher for the children's rights approach to both teaching and management. Although all head teachers were equally supportive of children's rights, some were faced with priorities such as low SATs scores or challenges such as staff instability. These impeded progress in implementation. Some head teachers reported experiencing a number of challenges to implementation including pressures to improve pupil achievement, reluctance from individual teachers to adopt the RRR, and initiative overload. Implementation was most sustained and progressive where head teachers were fully supportive of RRR, strategic in its implementation and were able to use RRR as an overarching integrative framework into which all other initiatives were fit.

In summary, at this point we remain cautiously optimistic in the continuing success of the RRR. Future assessments should reveal whether the observed changes are indeed attributable, at least in part, to RRR rather than solely to other initiatives, school leadership style, or school functioning. There are three reasons we believe RRR has a causal role in the observed positive outcomes. One is that in schools that have fully

incorporated it over the longest time period, the pupil improvements in behaviour and in academic achievement have been incremental and are the most pronounced. The second is that the same positive outcomes are being observed in schools with varying sociodemographic characteristics. As more schools fully incorporate RRR, we should be able to identify if it indeed does have a causal role in improving the school ethos, teacher satisfaction and pupil behaviour and learning. Third are the differences that emerged in the comparisons of the two times of measure. In the fully implemented schools there was a dramatic decrease over time in teacher depersonalization and a significant increase in pupil level of participation and positive changes in behaviour. In essence, at this time we have every indication that RRR is making a real difference in building a positive school ethos and engaged and achieving children.

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