

What might be the features of a 'Rights-Respecting Classroom'?

- children and teachers negotiate and agree a classroom Code of Conduct expressed in terms of Rights and Responsibilities (*sometimes called 'Class Charters'*)
- children have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also comment on what might hinder their learning or not prove helpful to learning
- children are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of each other's work
- children have responsibility for aspects of classroom organisation
- children have opportunities to make choices in their learning
- there is a strong emphasis on mutual support and collaboration
- teachers make use of a wide variety of teaching strategies and routes to learning, recognising that children may differ in their preferences for how they learn
- teaching assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with children
- behaviour is good or improving as everyone recognises and respects the rights of all to their education
- teachers and teaching assistants model rights-respecting behaviour *e.g. they listen well to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show high respect for teaching assistants and all other adults*
- displays are used to reinforce awareness of rights, respect and responsibilities in relation to each other and others locally and globally
- children respect and value each other's similarities and differences and support each other, with very low incidence of negative behaviour, name-calling, racist or sexist comments, etc.
- high status and adequate time given to Pupil Voice issues e.g. the School Council
- every child has an equal opportunity to make progress to the best of their abilities

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