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RIGHTS RESPECTING SCHOOL AWARD PRIMARY SCHOOL PUPIL FOCUS GROUPS

WHAT IS THE PURPOSE OF HAVING PUPIL FOCUS GROUPS?

- The purpose of conducting pupil focus groups is to see the school through the eyes of its pupils.
- The pupil focus groups should take place as one of the first steps the school makes towards becoming a Rights Respecting School.
- It is important that the views of pupils are taken into account when identifying what actions need to take place for the school to meet the Rights Respecting Schools Award standards.

WHAT DOES THE SCHOOL DO WITH THE FOCUS GROUP FINDINGS?

- The findings from the focus groups form part of the baseline audit of the school
- The focus group findings and the baseline audit together contribute to the school's action plan for becoming a Rights Respecting school.

HOW ARE PUPIL FOCUS GROUPS CARRIED OUT?

- Pupils should be selected to be representative (gender, ethnicity, ability) of the school population.
- Each focus group should be made up of 6-8 pupils and take about 45 minutes to carry out. For Reception, Year 1 and Year 2 children, 30 minutes should be enough
- You might try to include several year groups in the focus groups (ideally 2-3 year groups)
- Focus groups should take place in an area where pupils won't be disturbed or distracted.
- Schools should decide who the best person to interview the children is. This person might be a teacher, a teaching assistant, a parent helper or a governor or an older pupil.
- It is important that children are able to speak openly and honestly, and for there not to be any criticism, repercussions or come-back on what they say.
- The interviewer should try to make sure everyone in the group has a say and feels included.
- Sometimes, depending on the age group, pupils may have little to say on a topic.
- The focus group questions are concerned with Aspects B, C and D of the RRSA standards as these are the aspects which relate most directly to pupils. Aspect A is not included as it is about the process which the school leadership follows to work towards becoming a rights respecting school.



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Name of interviewer:	
School Name:	
Local Authority:	
Date:	

Pupils' first & family names	Year group	Class

Please tick if:

- You were not able to hear each other speak
- Individual students dominated the group
- Some students did not contribute
- You did not have enough time to finish
- Anything else which affected the focus group (please say what happened in the box below)



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Standard A: Rights-respecting values underpin leadership and management

Not applicable to children.

Standard B: The whole-school community learns about the UNCRC

6 Most staff and young people are aware of some of the articles of UNCRC and links with global citizenship.

Is there a difference between a want and a need? What is the difference?

Have you ever heard of things called rights?

What are rights?

Do you know that children have rights?

Can you think of any rights that you all have?

Do you think rights are important? Why?



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7	Parents/carers and governors have been given information about the UNCRC and why the school is working towards the RRSA.
	Do your parents or carers know about children's rights?
	Do your parents or carers know about the Rights Respecting School Award?
8	Assemblies, displays and at least two curriculum areas provide effective opportunities for learning about the UNCRC.
	Have you learned about children's rights in any of your lessons?
	Have you learned about rights in any of your assemblies?
9	The UNCRC is included in teaching and learning about all citizenship matters including global citizenship and sustainable development.
	Have you learned about how children in different places around the world live?
	Do children in different countries have the same rights as you?



Do we have a responsibility for the environment as well as for people?	
What do you do at your school to help look after the environment?	
Standard C: The school has a rights-respecting ethos	
10	Charters or agreements based on the UNCRC which help everyone to understand their responsibilities in relation to rights are introduced into all classrooms and the wider school.
In your class, do you and your teachers and the other grown-ups ever talk about what you can all do to make sure that everyone feels safe and happy and can work well together?	
Have you ever written anything down about this?	
Is there anything on display about this?	
Do you have school rules? What happens if you break a school rule?	



11	Nearly all classroom practitioners and a majority of support staff model rights-respecting language and behaviour.
What does respect mean?	
Do you think children respect each others rights? Can you give an example?	
Do you think grown-ups respect your rights? How do they show this?	
Do you know what responsibilities are? Can you give me an example?	
How do you get on with the teachers and adults in your school? Do the grown ups treat children fairly?	
12	The majority of young people and adults adhere to the standards agreed in their charters.
Only applicable to Level 2 focus groups	
13	Young people and adults in the school learn how the values and principles of the UNCRC help to create a safe and healthy environment. Nearly all young people say they usually feel safe at school.
What does everyone need to grow up safe and well?	



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<p>Do you feel safe, happy and well in the classroom? Playground? Dining hall?</p>	
<p>14</p>	<p>The majority of young people and adults respect each others' needs and interests and make responsible and reasoned judgements on moral dilemmas.</p>
<p>How do you get on with other children in the school?</p>	
<p>Do other children treat you fairly?</p>	
<p>What happens if a new child arrives in your class?</p>	
<p>What if that child was in some way different from everyone else? How would you treat them?</p>	
<p>Are the grown-ups in your classroom good at listening to you?</p>	
<p>Are they interested in what you have to say?</p>	



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<p>How do your teachers know how you are getting on in your work?</p>	
<p>What would you do if you were stuck or didn't understand something that your teacher wanted you to learn?</p>	
15	<p>The school develops an environment where young people and adults use the values and language of the UNCRC to help them become rights-respecting global citizens.</p>
<p>Do you think children in different countries should have the same rights as you? Why?</p>	



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Standard D: Children are empowered to become active citizens and learners

16 Most young people hold clear views about their learning and well-being. They are encouraged and supported to express their views appropriately and are involved in decisions which affect their lives in school.

Do grown ups listen to things you have to say about the school?

If you felt something needed to be changed in your school how would you do it?

Do you have a school council?

How can you share your ideas and opinions with the school council?

Do you feel your ideas and opinions are taken seriously by your school councillor?

Can you think of something the school council has done to make the school a better place?

Are there any other ways that you can have a say about what happens in your school?



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Do you, or any of the other children have a say in how new teachers or other staff are chosen?	
Do you think children have enough say in how the school is run?	
How can you help everyone in your school to enjoy their rights?	
What would you do to help other children in your school know about their rights?	
Do the children in your class have a chance to talk to the teacher about how they learn things?	
Can you ever choose what you will learn about?	
Does your teacher ever let you find out things for your self or with other children?	
How do you find out about things that interest you?	



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18	Some children are involved in taking action to improve the lives of children locally and globally.
	What have children in your school done to help make things better for other children?
	Can you do things to help children in different parts of the world? Prompt: Fair Trade, Eco Schools, Fundraising
Closing questions	
	Is there anything else you would like to tell me?
	Is there anything you would change about the school if you could?

Thank you for taking part in this focus group.