



# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

### ACCREDITATION INFORMATION

This has been a virtual accreditation.

<b>School</b>	Allens Croft Nursery School
<b>Local Authority</b>	Birmingham City Council
<b>Number of pupils on roll</b>	200 part time
<b>Executive Headteacher</b>	David Aldworth
<b>Head of School</b>	Laura O'Neill
<b>Nursery Manager</b>	Amanda Smith
<b>RRSA Coordinators</b>	Amanda Smith, Hannan Bagl
<b>RRSA Assessor</b>	Hilary Alcock
<b>Date of visit</b>	14th July 2021
<b>Attendees at SLT meeting</b>	Executive headteacher, Nursery Manager, RRSA coordinator
<b>Number of pupils interviewed</b>	1 child via video link with his parent, 11 via Teams in the nursery
<b>Number of adults interviewed</b>	1 teacher, 1 Nursery Officer, 1 parent, 1 parent governor
<b>Evidence provided</b>	Silver Evaluation Form, digital portfolio, discussions
<b>Date registered for RRSA</b>	April 2017
<b>Bronze achieved</b>	February 2018

### ACCREDITATION OUTCOME

**Allens Croft Nursery School** has met the standard for UNICEF UK's Rights Respecting Schools Award at Silver: Rights Aware.

#### Silver: Rights Aware report



## EVIDENCE FROM THE ACCREDITATION VISIT

### STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults, who use this shared understanding to work for improved child wellbeing, school improvement, global justice and sustainable living.

- All children spoken with during the visit were able to articulate, in an age appropriate way, knowledge of several articles from the UN Convention on the Rights of the Child (CRC). They related these to their everyday experiences e.g. with regards to having a voice (A12), expressing their feelings and views (A13), their health and wellbeing (A24), safety (A19), to learn (A28) and to rest and play (A31). Children commented that, *"We have clean water to drink and healthy food."* They learn about their rights through planned adult led group discussion times as well as through their own choice indoor and outdoor play when adults make regular reference to rights. Children are developing an awareness that some children are not accessing their rights with one saying that, *"Some children don't have fresh water, and if you drink dirty water you would get sick."*
- There is a clear commitment by senior leaders for developing and sustaining a child rights based approach (CRBA) across the nursery within the school's Improvement Plan and by including reference to the CRC within policy documentation. The Head of School commented that, *"A CRBA mirrors our ethos so beautifully, but in addition it's enhanced what we do by strengthening children's voices; they know that they have the right to be heard and that adults will act upon what they say. As such they are more empowered."* The RRSA coordinators explained how they had delivered training to other staff and as result consider that, *"Children's rights are a thread through everything we do...staff are now comfortable with using rights respecting language all the time."* The Executive Headteacher spoke passionately about his belief of the importance of the, *"Wider influence"* that a CRBA has and that, *"it must continue through society and at government level."*
- Other staff spoke about how focusing on children's rights was facilitating working in partnership with families and the community in a different way, e.g. through projects on diversity and inclusion plus an intergenerational project with a local care home.
- The nursery has an 'Article of the fortnight' focus and shares this with families through the Tapestry online learning platform and other social media formats. One parent said that, *"I think a CRBA has really helped my child to be more confident and use his voice."* A parent governor explained that informal conversations with parents highlights that they are, *"Excited about children learning about their rights and the wider world because their children are the pioneers of the future."*

The following recommendations were discussed during the visit to help the school to progress to Gold.

#### Silver: Rights Aware report



- Continue to develop staff, children and families understanding about rights and ensure that whilst using language that is relevant for very young children that any articulation of rights does reflect as closely as is relevant to that used within the CRC. Consider using the Unicef resource [Myths and Misconceptions](#). Also, consider using of the Unicef resource an [ABCDE of Rights](#).
- Continue the focus with your Charter articles whilst also increasing the range of articles that staff and families are familiar with and which might also support broadening learning for the children. You might find the RRSA free resource Article of the Week helpful.
- Consider how to support children and families to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events so that they develop a heightened sense of justice and equity for all children.
- Consider further CPD on global citizenship and sustainable development perhaps through engagement with the Sustainable Development Goals and [The World's Largest Lesson](#) to help develop an understanding of global issues and how they impact on children's rights and the wellbeing of the planet.
- Look for ways to incorporate an explicit commitment to rights and education for global citizenship and sustainable development into the heart of the school's mission and purpose.

## STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

- Children know that adults in the nursery are there to help them. They spoke about about a range of articles connected to respectful relationships, being safe and developing a healthy lifestyle. They helped to develop a set of nursery 'safety rules' and know that they have a right to be safe. They made comments such as, "*You have to wash your hands with soap and water to get all the germs off otherwise you will be poorly,*" and "*A grown up might give me an ice pack or a plaster if I hurt myself.*" One child mentioned about being safe when using a computer or a phone and another said that, "*If I was sad I would tell a grown up and they would help.*" 'Children learn about the help they can access from doctors, dentist and emergency services.' (Digital evidence) A parent commented that, "*Last week, when she was using the toilet at home, she told us 'I have the Right to privacy'*" ( Digital evidence)
- Children listened to each other respectfully during the visit and staff commented that they consider adults role modelling rights respecting language has improved behaviour and relationships and that children are increasingly showing a caring attitude towards each other and want to, "*Help each other out.*"
- The school's digital evidence illustrated how, 'To celebrate the many friendships that have been made at nursery and to celebrate the similarities and difference at nursery the children and teachers all wore odd socks.' 'We also asked parents to share the reason they chose their child's name and whether the name had a

### Silver: Rights Aware report

Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

[unicef.org.uk/rights-respecting-schools](https://unicef.org.uk/rights-respecting-schools)



meaning.’ Both of these activities were really well supported by parents. The nursery has also been involved with an intergenerational project that supports elderly people with dementia.

The following recommendations were discussed during the visit to help the school to progress to Gold.

- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school (e.g. this could relate to learning, wellbeing and/or safeguarding). (Outcome 2)
- Continue to use the language of rights and respect for resolving conflict and the promotion of positive attitudes and actions for rights within the nursery and continue with this messaging with families to support such an approach at home. (Outcome 3)
- Explore the concepts of fairness, equity and dignity so that staff are clear about how these underpin the school's CRBA and that children can, in age appropriate ways, explain what these mean for them within their experience at nursery.
- Continue to ensure that children, staff and families know how the school supports their right to physical and mental health and wellbeing, that information is available and accessible to all and that they understand how this provision relates to rights. (Outcome 5)

### STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

- At Allens Croft all children's opportunities to voice or communicate their views and opinions are central to their daily nursery experience. During the visit children spoken with said that the adults in nursery listen to them and they indicated that they felt their comments and ideas were valued. Collaboration is a usual way of working at Allens Croft and children regularly contribute ideas for making changes within the nursery environment.
- Children have opportunities for developing their awareness of themselves as advocates for children's rights and this is sometimes linked to charitable fundraising. For example 'As part of a discussion about clean water and the importance of it the children explained that in order to help other children around the world who do not have access to clean water they could buy taps and that would help.' (Digital evidence.) The nursery community has supported a range of charities and are increasingly raising awareness of how these activities link to the CRC. A governor explained how, "*Through learning about rights the children are developing empathy and respect towards others and about the importance of looking after the environment.*"

The following recommendations were discussed during the visit to help the school to progress to Gold.

#### Silver: Rights Aware report

Rights Respecting Schools Award | UK Committee for UNICEF (UNICEF UK)

[unicef.org.uk/rights-respecting-schools](https://unicef.org.uk/rights-respecting-schools)



- To complement the collaborative approach that children experience consider how to find ways to provide opportunities for children to be involved in leadership roles and pupil voice groups, e.g. as Rights, Safety or Eco Helpers. Ensure they (and adults) understand how this links to Article 12. Continue to find ways for adults to support gathering pupils views and ideas so that they can impact upon changes within the nursery and school improvement priorities. (Outcome 8)
- Develop campaigning and fundraising activities the nursery is involved with from the perspective of rights, justice and equity so all children are seen as rights holders rather than just recipients of charity. (Outcome 9) ( This could also link in with the recommendation in Strand A about the use of news media.)
- Enhance ambassadorial activity by exploring ways for the nursery community to promote knowledge of the CRC and the Rights Respecting Schools Award with your co-location professionals/organisations plus other schools and the wider community. (Outcome 9.)

**Silver: Rights Aware report**