



RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

ACCREDITATION INFORMATION

School	Selly Oak Nursery
Local Authority	Birmingham
Number of pupils on roll	80
Headteacher	Yvonne James
RRSA Coordinator	Ifrah Rafiq
RRSA Assessor	Hilary Alcock
Date of visit	12.6.18
Attendees at SLT meeting	Headteacher, Deputy HT, RRSA lead
Number of pupils interviewed	15
Number of adults interviewed	5
Evidence provided	Learning walk, discussions, evidence folder
Date registered for RRSA	17.3.2015
Bronze achieved	18.12.2015

ACCREDITATION OUTCOME

Selly Oak Nursery has met the standard for Unicef UK's Rights Respecting Schools Award at Silver: Rights Aware.



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.

- Children know a number of rights appropriate to their age and stage of development. They clearly articulated their right to a name, to clean water and healthy food, shelter and play. They are also developing an awareness that some children from their own community and in other countries are not as fortunate as they are.
- The Headteacher explained how RRS complimented and enhanced the school's vision and values commenting that, "It's helped us to find other ways to be inclusive and influenced our curriculum and planning."
- Senior leadership have made a clear commitment to on- going professional development for themselves and all staff in order to embed a rights based approach throughout the school and to support families to support them with this. The impact of this as explained by the deputy is the way that rights based language is now used increasingly by staff and being encouraged with parents. "Our approach was similar but the language is now different", commented the deputy head; "before the Award we didn't teach about the importance of a name".
- Global citizenship and sustainability are being promoted for the whole school community through local and wider charitable activities. These now have a clearer link as to how they support all children accessing their rights.

The following recommendations were discussed during the visit to help the school to progress to sustain Silver

- Continue to find age appropriate ways of making articles even more visible and high profile around the school – especially within the outdoor learning environment and the school's website
- Work towards deepening and widening the knowledge and understanding of articles across the whole school community - appropriate to age and ability - develop awareness of rights being: Inherent, Inalienable, Indivisible, Universal and Unconditional including appropriate CPD and staff induction.
- Look for ways to incorporate an explicit commitment to 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.

- Articles from the CRC are discussed in a variety of ways. Children can access their rights through structured play and other small group discussions. Adults support this through effective interactions, using the language of rights as part of everyday conversations. One teaching assistant explained how Article 12, the right to have a voice and express opinions, underpins children's ongoing experiences of "Sharing, friendships and learning" within the nursery.
- Rights are displayed around the nursery environment. Children were about to identify these, for example their name badges and the self - registration process, water bottles, healthy snacks and play areas.
- Curriculum topics now include reference to CRC. Children talked about the current focus of a right to shelter, "that means you have a house" said one child.
- Each focus colour group has a teddy bear that children take home. This is facilitating conversations about rights at home. One parent explained how they had heard their child transferring their learning in nursery to play based situations at home, for example, telling the teddy bear, "You have a right to a home so let's build you one". Children know that adults at home and at school will keep them safe and that they would tell a grown up if they did not feel safe or were upset.
- There are clear references to rights in school policies and supporting documents including informative and helpful booklets for parents. One parent commented that the nursery's approach to child rights is "Giving children knowledge and power from a very young age" and they consider this to be very beneficial for their self -esteem and well- being.

The following recommendations were discussed during the visit to help the school to sustain Silver

- Ensure that children and all adults are clear about how adults, as Duty Bearers, should uphold children's rights, and help facilitate their access to rights.
- Be more explicit in looking for correlation between improved outcomes for children and the implementation of a rights-based approach across the school.
- Continue to embed the Unicef RRSA Charter Guidance and focus on the language of 'respect for rights'. When developing class or as school charter endeavour to include actions for Duty Bearers as well as for children.
- Continue to promote an ethos of inclusion, where all feel supported and valued



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.

- Linking children's rights to charitable fundraising is supporting the whole school community to increase its awareness of global citizenship and sustainability. Holding regular breakfast sessions for parents to inform them about children's' is supporting parents awareness of their children's learning. One parent commented, "It's amazing how the kids do talk about it...we are more interested and confident as parents to talk about it".
- A governor explained how children in nursery are aware of themselves as individuals and that "if they have rights their friends and other children have rights too".
- Parents commented how they believe that their children are showing a commitment to "Stand by their rights and the rights of others".
- The school is hosting a Child's Rights week, harnessing the support of parents, focusing on the right to shelter which aims to involve the whole - school community as well as advocate to other local nurseries the benefits of working within the RRSAs

The following recommendations were discussed during the visit to help the school to sustain Silver

- Continue to strive for creative and significant, age appropriate, opportunities for the participation and decision making of children and young people to influence and shape the life and work of the school.
- Continue ambassadorial activity by enabling children and staff to promote and encourage Rights Respecting values and actions and knowledge of the CRC with other schools and in the wider community.
- Seek to build upon fundraising activity by further developing a rights based approach and seeking more opportunity for children and family led advocacy and campaigning on local, national and global issues.