

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Shenley Fields Daycare and Nursery School
<b>Executive Headteacher:</b>	David Aldworth
<b>RRSA coordinator:</b>	Sallyanne Bromley
<b>Local authority:</b>	Birmingham City Council
<b>School context:</b>	There are currently 168 full and part time children on roll aged 3 months to 4 years. 17% of children are eligible for Pupil Premium and FSM. 17 children speak English as an additional language with 11 different languages spoken across the school. 3 children have an EHCP and an additional 25% have a SEND plan.
<b>Attendees at SLT meeting:</b>	Executive headteacher, head of school, RRSA coordinator, SEND coordinator.
<b>Number of children and young people spoken with:</b>	8 children from the Little Acorns Steering Group plus informal interactions within the setting.
<b>Adults spoken with:</b>	Senior Nursery Officer, 2 teachers, 1 parent, 1 governor.
<b>Key RRSA accreditations:</b>	Registered for RRSA: 5th May 2017 Gold achieved: 22 <sup>nd</sup> January 2021
<b>Assessor:</b>	Hilary Alcock
<b>Date:</b>	24 <sup>th</sup> January 2024

## REACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Shenley Fields Daycare and Nursery School continues to meet the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

# 1. STRENGTHS AND RECOMMENDATIONS

The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good range of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

## Strengths of the school include:

- Children who, in age-appropriate ways, demonstrate their knowledge of their rights, how they access them and why they are important to them.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the setting. Quality training and support for staff has been sustained.
- Staff who are passionate advocates for ensuring children access their rights.
- The relationship between staff and families is very strong with a high level of participation from parents in the work on rights and the overall life of the daycare centre and nursery.
- The excellent use of charters throughout the setting to make rights accessible for young children.
- A positive happy learning environment in which the setting's longstanding commitment to children's rights is deeply embedded in all aspects of care and learning.
- The development of the Little Acorns Steering Group which is empowering young children, in age appropriate ways, to take action to access their rights and the rights of others.

**Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:**

- Continue the good practice around rights that has become embedded across the setting. Ensure that all new initiatives are related back to rights.
- Continue to act as ambassadors for rights and the RRSA through your networks and other settings/schools. Consider exploring ways to celebrate and raise awareness of the area wide commitment and impact of a rights respecting approach.
- Continue to develop the role of the Little Acorns Steering Group. Consider if a 'You said, we did' approach could enhance the ways you demonstrate how the voices of children has brought about meaningful change. This could be shared through your various communication routes with families and the wider community.
- Continue to support children, families, and the wider community to be active participants to campaign for children's rights locally and globally.

## 2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
<p>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.</p>	<p>During a tour of the setting, it was very evident that all children, from the moment they begin at Shenley Fields, are enjoying their rights. All indoor and outdoor areas of care and learning are rich with displays explaining how the setting's ethos, culture and children's daily experiences are underpinned by the Convention. This approach is shared and emphasised with parents and carers through 'welcome' procedures and information leaflets alongside ongoing conversations about how adults at home can support children to know about and experience their rights. Each child takes home the Rights Respecting bear. Each bear's bag contains a birth certificate (Article 7) and a toothbrush and water bottle (Article 24). Copies of the school and parents' charters are also included. The UNICEF UK ABCDE of Rights resource is used to make the concepts of rights accessible for young children and their families.</p> <p>The language of rights could be heard consistently within all the age range bases. The RRSA coordinator explained, <i>"In the baby room children are hearing rights language, in the two and three year olds' room they begin to understand it and when they are three and four they are developing the skills to use it themselves."</i> One child said, <i>"I have the right to be safe"</i> whilst sharing the story of The Three Little Pigs, another commented during a discussion about recycling, <i>"I'm going to reuse my rubbish from home to make a boat"</i> and another demonstrated a hand signal that children are taught to use saying, <i>"Stop. I have the right to relax and play."</i> All planning documentation now includes reference to the UN Global Goals, and these are also displayed alongside relevant articles from the CRC. The resource Picture News is used weekly which staff said, <i>"...has really helped children to understand what the news is and open up conversations about the wider world."</i></p> <p>Senior leaders and staff commented, <i>"Children's rights are at the heart of what we do...there is real passion and drive to keep on developing it...it's like we've learnt a new language that we just use all the time."</i> One parent explained, <i>"My daughter comes home and tells me what she's been doing in the Steering Group. She also talks about her rights to be safe and to privacy."</i> Through the adult RRSA steering group one governor is actively involved and reports back to other governors; she commented, <i>"Through the floor books you can see that children are learning about rights and they understand it."</i></p>
STRAND B	Highlights and comments
<p>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-</p>	<p>Shenley Fields has devised its own questionnaires about children's rights for children aged two to four years. This provides valuable data showing that children feel safe, valued, respected, included and happy within the nursery. Evidence of children experiencing and understanding their rights can be seen within the comprehensive floor books. These contain photographs, children's drawings and mark-making, plus staff annotation of children's comments, such as 'we need to hold hands when we cross the road...we have the right to be safe.' Children spend time each day with a key worker and within nursery family groups. They know that the adults are there to help them and look after them. One child explained that, at home, <i>"My mummy looks after me and gives me food."</i></p>

<p>discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p>Charters are developed with the children for a wide range of areas across the setting and they are referenced continually. Icons for individual articles from the CRC, created using special communication software, are now used to increase accessibility. Staff noted in the documentation, 'some of our children are able to explain strategies they have developed through the charters to resolve conflicts and they are able to give examples.' There is a whole school charter and a parents' charter which families have contributed to. These outline the roles of rights holders and duty bearers and are a key feature of relationships within the nursery and between the nursery and home. Posters showing 'What dignity means at Shenley', help to enhance children's understanding of respectful behaviours and their right to privacy.</p> <p>The executive headteacher explained how a rights respecting approach works naturally with other initiatives such as the Startwell programme for healthy lifestyles. Children know about healthy foods with one saying, <i>"I have a right to healthy food like apples."</i> Staff also explained how they use the CRC to discuss potentially sensitive issues with parents and carers in relation to the safety and wellbeing of children. The nursery is very proactive in signposting external agency support as well as providing practical support, for example through a coat swap initiative. Positive relationships with families are central to the way the nursery works. One parent said, <i>"This is a fantastic nursery, and the communication is excellent."</i></p>
<p><b>STRAND C</b></p>	<p><b>Highlights and comments</b></p>
<p>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 children experience their rights.</p>	<p>Since gaining their previous Gold Award the Little Acorns Steering Group has been very successfully introduced and developed. This group meets weekly and was observed during the current Gold visit. One child explained, <i>"We go back to Sunbeams (her base) and tell them not to put rubbish on the ground because it will hurt the animals."</i> Comments from the Little Acorns Group were shared, such as 'I wear a badge and I'm in the Steering Group...I do important work,' demonstrating the pride children have for their role. This group help to promote ideas for charity campaigns, e.g., the local Foodbank, a Toy Exchange, Clarks Shoe Share, Children in Need, among others. These activities always emphasise how they are used to support more children to access their rights. Children commented, <i>"We give food to other people who don't have food...they are hungry."</i> They have also made posters to reduce traffic outside the nursery commenting, <i>"we should leave our cars at home."</i> As part of UNICEF UK's current OutRight campaign, a letter was sent to The Department of Health and Social Care to voice children's and parents' concerns about not being able to register with an NHS dental practice.</p> <p>Shenley Fields entered the Student Voice Awards in 2022 and received a Special Mention Certificate. This congratulated the children on 'Never being too young to use your voice'. They were the youngest children to ever enter the Students Voice Awards.</p> <p>The executive headteacher commented, <i>"There is an expectation that children will be consulted as soon as they start at Shenley...and for those who are preverbal we work with parents and carers to ensure that they are the voices for their children."</i> A senior nursery officer emphasised, <i>"Children learning about their rights is all about empowering them to have their voices heard and to be confident to use their rights...we are passionate about that at Shenley."</i></p>