

# RRSA ACCREDITATION REPORT

## SILVER: RIGHTS AWARE

<b>School:</b>	Bitterne Community Pre-School
<b>Pre-School manager:</b>	Karen Blakeman
<b>RRSA coordinator:</b>	Karen Blakeman
<b>Local authority:</b>	Southampton
<b>Number of pupils on roll:</b>	58 children
<b>Attendees at SLT meeting:</b>	Pre-School Manager and Room Manager
<b>Number of children and young people spoken with:</b>	Observed two group sessions: one in the forest school area with 5 children and one in the indoor setting with 4 children.
<b>Adults spoken with:</b>	Room manager, 2 Playworkers plus video submissions from 3 parents and a committee member
<b>RRSA key accreditations:</b>	Date registered: 30 <sup>th</sup> November 2017 Bronze achieved: 17 <sup>th</sup> January 2019
<b>Assessor:</b>	Helen Trivers
<b>Date of visit:</b>	15 <sup>th</sup> November 2022

## ACCREDITATION OUTCOME

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

Bitterne Community Pre-School 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.

- Rights and respect for rights underpins the approach taken at Bitterne Pre School, the RRSA lead saying, *"We've always had a rights respecting ethos and now we feel that the new EYFS curriculum links really strongly with our work on RRSA."*
- Children explore articles from the CRC during their group time discussions and make links with rights during their activities. Children were observed taking part in a discussion about diversity and the link with rights, respecting each other's right to a name. They were also observed making choices in their learning by using a pebble with their name on to vote for the book they wanted to read. Displays around the setting link to CRC articles and staff have used 'First Steps to Rights' to develop activities with links to rights. A playworker said, *"We have circle times during the day where we talk about rights and it also comes up naturally in things that we do – for example at snack time we talk about the right to healthy food."*
- Children are supported to explore global events and the news, *"We talk to them if they want to know what is going on. We talk about it as normal, so it doesn't become a big thing for them."*
- An Article of the Week is shared with children and their parents, the Room Manager saying, *"The articles are displayed on the walls for parents and adults to see and we send out bulletins with the weekly article we are focusing on – this also goes out on our Facebook page and we put it on the board outside. We try to make it easier for everyone to understand – we simplify it and make it fun for the children and they love it!"*
- One Committee Member said, *"We support with the Rights Respecting Action plan and this is more and more embedded into everything they do. It's key to success, to happy children and staff, to positive relationships... We are proud to see the excellent work that promotes children's rights."*

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

- Continue to develop knowledge and understanding of the CRC. Consider choosing a smaller number of key rights that children and adults can learn about in more depth and build into everyday interactions.
- Find creative ways of making articles even more visible and high profile around the school and on the website, perhaps by using the [CRC icons](#). There is also a [video](#) which could be used to familiarise the children with these icons. A rights mascot can also be powerful when working with younger children.
- Ensure staff and children have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people's age and ability. The RRSA resource [ABCDE of Rights](#) has more child friendly language and can support this work.
- Continue to support parents to develop their understanding of the CRC and why this is important for children.

### Silver: Rights Aware report

## 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.

- Relationships between staff and children are respectful, with the RRSA lead saying, *“Children need to have the confidence to say stop - I don’t want to do that. For example, we ask the children if they want their picture taken.”* Children are supported to consider the impact of their actions on others.
- Keeping the children safe is a priority, with the RRSA lead saying, *“We tell them they have a right to be safe and if they feel in danger or hurt at any time they must tell someone.”* She added that she uses the language of rights when making referrals to social services.
- *“Health and wellbeing, including children’s mental health, is huge in the EYFS curriculum. It’s their right to be healthy, to have healthy food, to go home if they are unwell, to brush their teeth...”* The Pre-School supports families to consider what a healthy diet looks like, linked to article 24, through supporting better choices in packed lunches and also offers a hot meal from the neighbouring school to children, covering the cost of this when families are unable to pay. Children take part in cooking activities and play an active role in snack times, the Room Manager saying, *“They prepare their own snacks: they pour their own water and chop their fruit and help each other and then clear their plates.”* Mental health is also considered, *“Their behaviour escalates if they are stressed – when they first arrive in the morning, we do rave time. They dance and get exercise and release endorphins to get in a better mood. After group time we do cool downs with yoga.”*
- Children are supported to explore our diverse world, *“We do dances, explore different foods, and learn about religious celebrations. We have diverse books and have some books in two languages.”* Parents are involved in making sure that the children’s home languages are visible around the setting with the Room Manager saying, *“We have a language of the week and parents write down the words for hello and goodbye in different languages.”*

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

- Consider using the [UNICEF RRSA Charter Guidance](#) to create a rights charter for the Pre-School which focuses on the language of ‘respect for rights’. Consider including actions for duty bearers as well as for children.
- Explore, with staff, the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school.
- Create opportunities to explore the concepts of fairness and equity and ensure that adults, and children if appropriate, can describe how school promotes these concepts.

- Continue to promote an ethos of inclusion, where all feel supported and valued, relating this explicitly to non-discrimination, and continue to provide opportunities to explore and celebrate diversity in a range of ways.

## 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.

- The Pre-School Manager said it is important that children have a voice and make choices in the setting, *“Everything in the setting is choice – as long as they are being respectful and safe.”* The Forest School provision was given as an example, *“The kids wanted to be there all of the time, so now a small group of children are out there every day. If a child said they didn’t want to be there they would come in – that’s their decision. They choose everything really.”* Children are involved in the layout of the setting and the equipment provided, *“We have a pirate ship in the garden because that is what the children wanted - we wouldn’t change the room around without their involvement.”* There is a display on children’s voices to show how the nursery is listening to them.
- Staff use recycled materials and encourage children to consider their impact on the environment. The Room Manager said, *“Children are given gloves and a bag and a stick and do litter picking. We talk to them about how litter harms the environment, and parents are really on board with this.”* Children have been involved in local campaigns linked to the environment such as Surfers Against Sewage and they also recycle items and separate out food waste for their wormery. The Room Manager said, *“We also do Children in Need, we fundraise and we talk to the children about this and where the money goes.”*

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

- Consider developing further mechanisms to ensure children and young people’s views are taken into account and acted upon when decisions are made in the Pre-School.
- Consider use of [Picture News](#) to support children to have regular access to local and global news (appropriate to their age and ability) and time for sensitive reflection and discussion within the context of rights.
- Support children to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally – link rights explicitly to this work.
- Consider developing links to other nurseries in the UK and internationally to explore rights and rights issues.