

# RRSA REACCREDITATION REPORT

## GOLD: RIGHTS RESPECTING

<b>School:</b>	Jakeman Nursery School
<b>Executive Headteacher:</b>	Samantha Richards
<b>RRSA coordinator:</b>	Janine Maidment
<b>Local authority:</b>	Birmingham City Council
<b>School context:</b>	The nursery has 100 children aged 2 to 4 on roll. 46% of children are entitled to Pupil Premium support and 3% have an EHCP. 76% of children speak English as an additional language.
<b>Attendees at SLT meeting:</b>	Headteacher, RRSA Coordinator
<b>Number of children and young people spoken with:</b>	7
<b>Adults spoken with:</b>	1 Teacher, 2 support assistants, 1 student teacher, 3 parents, 1 governor
<b>Key RRSA accreditations:</b>	Registered for RRSA: 19 <sup>th</sup> September 2012 Silver achieved: 25 <sup>th</sup> June 2018 Gold achieved: 30 <sup>th</sup> June 2021
<b>Assessor:</b>	Hilary Alcock
<b>Date:</b>	5 <sup>th</sup> June 2024

## REACCREDITATION OUTCOME

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

Jakeman 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, confidently discussed rights and why they are important and relevant to their lives.
- Good use of Picture News to engage children in discussions about global citizenship issues.
- A passionate commitment to children's rights from all duty bearers ensures the Convention is evident in all aspects of school life.
- A caring and inclusive ethos where staff work in partnership with families to ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life.
- Senior leaders spoke passionately of a desire to develop a school environment which helps every child to succeed. Policies and practise appeared to be geared to realise that ambition.

**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 to support parents/carers and families to learn about and understand the CRC and engage further with the school's Rights Respecting journey.
- Continue to embed the UNICEF RRSA [Charter Guidance](#) and focus on the language of 'respect for rights' so that relationships are seen as mutually respectful.
- Consider how to involve children in highlighting changes within nursery that have happened as a response to their ideas e.g. through a 'You said, We did' approach.
- Continue to support children to develop and lead campaigns from a rights perspective. Consider participation in UNICEF UK's annual [OutRight campaign](#).

## 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 and adults who use this shared understanding to work for improved child wellbeing, school improvement, global justice, and sustainable living.</p>	<p>Since Jakeman Nursery's previous Gold Award, they have developed a revised curriculum and pedagogy policy that identifies the right to education (Article 28) and the goals of education (Article 29) within their vision statement for the nursery's approach for children's learning and development. Children's rights are also one of four key components within the curriculum content that it is intended children will experience on a day to day basis through either self-directed or adult led learning activities. The headteacher explained, <i>"Children's rights are within every part of the day...the knowledge, vocabulary and skills we want the children to learn."</i> The RRSA coordinator commented, <i>"The curriculum is now more robust with children's rights threaded through everything."</i> A returning member of staff to the nursery said, <i>"It feels a lot more natural now to include rights in everyday things...you can hear other staff using the language of rights...the CRC is related to all tasks."</i> A student teacher commented that whilst she knew about the Convention, <i>"At Jakeman I can see and hear how they weave it in throughout the whole day."</i> A governor commented, <i>"Our holistic curriculum focused on the CRC supports our children to be more autonomous, independent and confident."</i></p> <p>Children's rights have a high profile around the nursery environment in relation to children's learning as well as within information for families. Children identified they have a right to privacy, healthy food, to play, to be safe and to live in a clean and safe environment. One of the Rights Experts said, <i>"We help the little ones... they have rights...we take care of them."</i> One of the nursery's current school improvement plan (SIP) priorities is to develop their outdoor learning space to provide more opportunities for children to engage with, learn about, appreciate and want to protect nature and the environment, both locally and globally. Comments from the children included, <i>"You need to put rubbish in the bin...the blue bin is for plastic and paper...if the ice [where the penguins live] melts then their home will meet where the water is, and they won't have a home."</i></p> <p>Parents said they learn about children's rights through induction sessions as their children begin in the setting, through the newsletter Article focus and the Tapestry online journal resource. One commented, <i>"I learn a lot about rights from my daughter...she is teaching me...learning about her rights is helping her to flourish and develop."</i> Paddington Bear is the school's mascot and goes home with children termly to support children and their families learning about children's rights, songs, and charters.'</p>
STRAND B	Highlights and comments
<p>Actions and decisions affecting children are rooted in, reviewed and resolved through rights. Children and adults collaborate to develop</p>	<p>The school's evaluation for Gold noted, 'The SIP continues to ensure rights sits within the heart of our school.' Discussions during the accreditation visit demonstrated that senior leaders and all staff fully embrace their role as duty bearers. Children know that adults are there to look after them and make sure they enjoy their rights. Those spoken with knew that they are the rights holders. A governor commented, <i>"Jakeman is responsive to each child and</i></p>

<p>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</p>	<p><i>to what they need...they provide opportunities for every learner with a focus on equity...they always consider what is in the best interests of every child."</i></p> <p>The SENDCO explained how the school's inclusive ethos includes them enabling parents to be advocates for their child's rights and taking a lead in this if parents themselves have communication or other support needs. In collaboration with another setting, a familiarisation session for parents with a range of external educational professionals was held which was well attended by families. One parent whose child has a significant additional need said, <i>"My child feels happy and safe at Jakeman...the staff encourage him and celebrate him...they understand his needs...he is in a place where he is accepted and where Article 28 is on the door, and it really happens. They treat him with dignity...they show how he has just as much right to education as every other child."</i> They added, <i>"The staff are amazing...there is a real partnership between us."</i></p> <p>The Rights Experts made posters that highlight individual articles in specific areas of the nursery. These have photographs and the children's quotes on e.g. 'Only one person in the toilet...if they come in, say, 'stop'.' Staff and parents consider that children knowing their rights empowers them to exercise their right to be safe and protected. One parent commented, <i>" My child knows I am a duty bearer for her rights, she says, 'Mummy's job is to keep me safe', but she would also be confident to speak up for herself."</i> Parents also said that their children use rights language at home within the context of personal and road safety and in resolving conflicts with siblings.</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>Staff described, in the evidence, how children's views and voices are embedded within their daily routines... 'It's just what we do, we ensure children know they have a voice.' The Rights Experts wear special lanyards and take pride in their role.</p> <p>Developing an understanding that the children can have a voice beyond nursery is currently a key development as part of the school's focus on the natural environment because, <i>"discussing the idea of sustainable living and our rights is so important to teach the children of today if we are ever going to change the world of tomorrow."</i> The children were introduced to the Antarctic and the idea of global warming. They discovered that this would threaten the lives of the animals that lived there, such as penguins. They became deeply concerned about the safety of the penguins which led to a discussion of protests and using your voice if you feel strongly about an issue. The children created their own signs and started the chant of 'help the penguins' and 'protect our environment'. They took their protest outside so that others (the world) could hear how passionately the children felt about the issue. The headteacher considers, <i>"Using Picture News has really helped us to open up to the children what is going on in the wider world in an age appropriate way...its helping to develop a sense of agency."</i> Children spoke about actions they can take on a daily basis to help protect the environment such as, <i>"Turn off the tap when you clean your teeth."</i> One parent commented, <i>"My child tells me not to waste water, to turn the lights off and we should pick litter up."</i></p>