

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Glenwood Family Centre
Headteacher:	Lorraine Brown
RRSA coordinator:	Alison McGregor
Local authority:	East Renfrewshire
School context:	Glenwood Family Centre is a state-funded provision catering for 143 children aged 3-5 years. Although only 8% of children have support plans for additional learning needs, 22% speak English as an additional language with 16 languages spoken.
Attendees at SLT meeting:	Headteacher, Depute Headteacher and RRSA Lead
Number of children and young people spoken with:	13 children
Adults spoken with:	4 Child Development Officers and 3 parents
Key RRSA accreditations:	Registered for RRSA: 25 th January 2017 Bronze achieved: 28 th April 2017 Silver achieved: 29 th April 2024
Assessor:	Alwyn Bathan
Date:	29 th April 2025

ACCREDITATION OUTCOME

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

Glenwood Family Centre has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. 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 collection 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 confidently discussed a range of rights and why they are important and relevant to their lives.
- Natural links to relevant rights are fully embedded across the curriculum in a way that enriches the learning for all children relevant to their developmental age and stage.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the nursery. Quality training and support for staff has been provided and sustained.
- The relationship between nursery 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 nursery.
- Relationships based on mutual respect and trust. Learning about rights is clearly affecting relationships in a positive way.
- A caring and inclusive ethos where staff and children ensure that everyone particularly those with learning differences or a disability feel supported and fully involved in the life of the centre.
- The current focus on developing the curriculum, working with families and children to reflect the nursery's diverse community and build children's cultural capital.
- Pupils are listened to and involved in decision making at all levels.

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 ensure that rights are explicitly linked to the curriculum, activities and events throughout the nursery year.
- Support parents/carers and families to learn about and understand the CRC and engage further with the centre's Rights Respecting journey. We discussed further use/amplification of your RRS mascot(s) in Family Fun bags to widen the range of articles covered in nursery and at home.
- Continue the good practice around rights that has become embedded across the nursery. Ensure that all new initiatives are related back to rights and that your policy documentation reflects this commitment.
- Consider a transition from Golden Rules to Room Charters, using current visual representations to aid understanding of children's respect for rights.
- Further develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the nursery, recognising the role of children in helping adults understand problems and develop achievable solutions.
- Seek to make links more explicit between the nursery's charity work and the realisation of children's rights.

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child (CRC) and can describe how it impacts on their lives and on the lives of children everywhere.	<p>Through observed activities, children at Glenwood were able to identify rights (of the Three Little Pigs and themselves) to shelter, to food and water, to have names and to remain with their family. They discussed how river water might “<i>have algae to make us sick</i>”, but that clean tap water was “<i>important to keep you hydrated</i>”. They sang and signed rights-based songs and understood that Makaton signing “<i>helped children who didn’t have their words yet</i>.” They were clear that the rights to shelter and identity were needs. “<i>I wouldn’t want to sleep out on the road</i>,” one said, and they differentiated clearly from bikes, pets and holidays as being wants. One child explained that passports were “<i>what you need at the airport to say who you are</i>,” and they agreed that rights were for all children and could not be taken away, “<i>even if you’re naughty</i>”.</p> <p>Nursery staff have carefully woven together a set of age appropriate strategies to teach children about their rights, through relevant stories, puppet activities, displays, children’s individual interests, integrating rights into daily routines such as toothbrushing and self-registration, and through targeted role play, such as the optician and the doctor, for example, to focus on the best possible healthcare. Parents find out about their children’s rights-based learning through the nursery’s social media accounts, learning journals and by attending shared learning events. A recent Mini Masterchef event concentrated on the introduction of more vegetables into diets and everyone enjoyed making healthier pancake toppings. “<i>My child looks at the food I give them at home and is always asking whether it’s healthy</i>,” one parent said. Another recounted their child asking for privacy in the bathroom. All parents particularly appreciated their children’s developing understanding of other cultures, religions, languages and learning differences through a recent Being Me topic.</p>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the United Nations Convention on the Rights of the Child.	<p>Children at Glenwood understand that staff are there to keep them safe and healthy. “<i>Children know they’ve got a right to rest, to their snacks and to fresh water, and that we’ll make sure they get them</i>,” one staff member said. “<i>They can do all of those things at their own pace through the day, but they know we’ll provide everything they need</i>.” Children talked about the need to come to nursery to learn, and they know that adults will promote their interests and look after them. The nursery’s commitment to the CRC is detailed in the establishment’s improvement plan, and specific rights are mentioned in their Sleep, Toileting and Positive Behaviour Policies.</p>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	<p>Respectful relationships between parents, carers, children and staff underpin the ethos at Glenwood. Rights respecting language is used to navigate minor conflicts and address issues such as toy ‘ownership’ and sharing. Children are afforded dignity and privacy during personal care and toileting. They understand and request the right to privacy by insisting they are alone in the toilet cubicle, and that other children allow this to happen.</p>
4. Children and young people are safe and protected and	<p>Children are heavily involved in the adapted risk assessments required for their use of the nearby, public land used for Forest School sessions. They identify and resolve with support, issues such as litter or dog poo, completing their own visual tick list and remember their training, protective clothing and litter-pickers. The</p>

know what to do if they need support.	NSPCC Pantosaurus campaign is used to support children's understanding of bodily autonomy.
5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Much time is spent of developing the children's emotional literacy through stories such as Lucy's Blue Day and puppet-based activities. Bespoke strategies such as Bucket Time, Outreach support and Social Skills training enable all learners to develop and hone their personal wellbeing. Daily routines such as toothbrushing allow a focus on dental hygiene and embed good personal hygiene practice. Children serve themselves at mealtimes allowing a developing understanding of portion control and balanced nutrition.
6. Children and young people are included and are valued as individuals.	Every child has completed a Being Me pictorial web which allows practitioners to identify individual needs, interests and concerns. Children's individual interests dominate the agenda of learning activities and parents are grateful that resources and time are given to develop their children's own strengths and uniqueness. Individual staff members have completed training on trauma awareness and racial literacy, for example, to enable support of each child's bespoke needs.
7. Children and young people value education and are involved in making decisions about their education.	Parents unanimously praised the nursery's approach to listening to what each individual child wanted, knowing what they needed, and understanding " <i>what would make them settle and be happy in their learning.</i> " They cited the impact, not only on the children's confidence and happiness, but on their whole family's wellbeing at seeing their child get off to a good start. " <i>The rights has helped them express themselves,</i> " one parent said. Children's opinions are sought about all aspects of their daily lives at Glenwood.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	" <i>All the things we do would previously have happened just for the children,</i> " the headteacher said, " <i>The difference now [with RRSA] is that we involve the children in everything.</i> " Named children are on the Rights Respecting Steering Group (although all are welcome) while others participate in the school's Eco group. There is a budget for changes within the nursery site and during a recent garden enhancement project, children said they wanted a pergola and some seating. Pictures were drawn up of different styles of these items, and children got to tick their personal choices, developing their understanding of voting and democracy.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children collect for a foodbank which supports the local Gurdwara and a volunteer visits to explain how their contributions will help others have nutritious food. A guide dog owner visits to explain about sight loss, and the children have worn odd socks for Down's Syndrome Day. The nursery's eco activities include litter-picking, weighing daily food waste in a bid to reduce it, planting and growing their own vegetables, as well as recycling campaigns. One member of staff is soon to fly out to Malawi to help build a new school out there, and children have been involved in helping her prepare and will be following the progress of the school as it is built.