

RRSA REACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Children's House Montessori Preschool
Headteacher:	Randa William
RRSA coordinator:	Randa William
Local authority:	Tonbridge and Malling
School context:	Children's House Montessori is a preschool with 26 pupils on role, of which 5% have a statement of SEN, and 5% speak English as an additional language.
Attendees at SLT meeting:	Headteacher, RRSA Lead, Deputy Head
Number of children and young people spoken with:	Quotes, videos and audio clips of children provided as evidence.
Adults spoken with:	Teacher, Governor and Parent
Key RRSA accreditations:	Registered for RRSA: 5 th July 2017 Silver achieved: 21 st February 2018 Gold achieved: 12 th February 2021
Assessor:	Stuart Whiffin
Date:	23 rd February 2024

REACCREDITATION OUTCOME

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

Children's House Montessori continues to meet 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 reaccreditation 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 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:

- Rights are explicitly linked to all areas of the school's work - visible on displays linked across the curriculum and very prominent on the website and school communications.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school. Quality training and support for staff has been sustained.
- The relationship between school 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 school.

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 act as ambassadors for rights and the RRSA through your networks and in collaboration with the other local settings, especially the settings your children will transition into.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights, linking to issues the children and parents are identifying in the local community.
- As a Gold Rights Respecting School, continue to develop your ambassadorial role, promoting the CRC and the benefit of a child rights-based approach.

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>Rights and the CRC sit at the heart of the ethos at Children’s House Montessori. Staff discussed how the rights approach and the Montessori practice have become interwoven, <i>“...Rights underpin every experience our children have. It is no longer ‘a series of activities’, it is a way of being, our way of being, who we are.”</i> Children learn about their rights during child led and adult initiated experiences, with adults continually referring to articles during their interactions with children. Visual information about children’s rights is found in all areas of the setting, and staff have set up a dedicated area within the setting to explore rights through several resources and materials. Staff shared examples of how children naturally use rights language within the setting, such as one child who regularly arrives, proclaiming, <i>“I am here for my right to education!”</i></p> <p>Children and parents have explored the ABCDE of rights, which was evidenced by an audio clip of a child and parent interaction where the child is explaining to the parent the nature of rights and how this relates to their own experience at Children’s House. This is part of the school’s process where parents are encouraged to complete home observations which are shared with the school via an app to share good practice. Staff discussed how, <i>“This model of parents sharing home experiences and vice versa has developed the parents’ knowledge of rights which further reinforces the messages we live at the setting.”</i></p> <p>The headteacher spoke of the impact that embedding a rights approach has made. <i>“This has empowered the children; they genuinely understand that they have a right to a voice and that they will be listened to, and their views respected. It has fostered very confident children.”</i> A parent spoken with discussed how rights observations are part of the home school links and they see rights mentioned in observations and reflection of their child’s development. <i>“Having my child attend Children’s House has given them a voice, she knows she has the right to the opportunities provided here.”</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-discrimination and participation; this includes learning and</p>	<p>With those spoken with, there was a consistent message that the RRSA supports positive and respectful relationships at the setting and at home. Conflicts are resolved with rights language, with the setting creating a ‘peace table’ which is used to explore issues that have arisen. Staff discussed how this links with dignity, <i>“We want every voice to be heard and for all children to feel that their side of the story has been listened to and respected, this way we can ensure that there is resolution where all feel respected.”</i> Staff reflected on how children will act upon concerns or where they feel that their rights have not been respected, this has led to children who are able to resolve conflicts independently.</p> <p><i>“We put wellbeing at our heart, and this is paramount to our rights-based approach.”</i> The setting has been able to access 200 hours of free play therapy which has led to the creation of an art room so that children can continue this</p>

<p>teaching in a way that respects the rights of both educators and learners and promotes wellbeing</p>	<p>work to support children with social, emotional, and mental health needs. A member of staff discussed how, <i>"This work has had such a big impact that children who have already left us are also returning to access these services at no cost."</i> The headteacher discussed how through early identification of children's needs they have been able to secure six Education and Healthcare Plans (ECHPs) for children in their care which, <i>"...has enabled them to start Reception in their chosen school with all they need in place. This work has ensured that their rights are continued to be met when they start primary school."</i></p> <p>Staff have ensured that the teaching team represents a diverse background, enabling pupils to interact with, learn from and respect people from different cultures and backgrounds. The setting has ensured that their resources and materials are diverse and inclusive. <i>"We want our children to be able to recognise themselves in our stories, resources, and teaching materials. We continually ask ourselves, 'What type of citizen do we want our children to be when they reach 18?', so make sure that what we use is representative of the wider world."</i></p>
<p>STRAND C</p>	<p>Highlights and comments</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>Children undertake leadership roles at the setting, such as pupils electing a head boy and head girl. The setting gives value to the democratic process and demonstrates this to children. The setting has hosted a visit from the Minister of Education and Skills to show how the Montessori and RRSA has had a positive impact on outcomes for children. A member of staff discussed how, <i>"We have shared the impact and work of RRSA with our main receiving school to encourage their interest in going for the award and have demonstrated how this works practically through hosting Y6 mental health forest school sessions with y6 pupils being led by our preschool children. The children enjoyed engaging with the older pupils and were able to demonstrate their rights."</i></p> <p>Children have been involved in arranging numerous activities which have promoted the rights of other locally and globally, with parents commenting that their children are identifying issues within the community while walking to the setting such as litter. These child-led discussions have led to rights-based discussions in the setting. Children have been involved in UNICEF's School in a Box campaign, have collected items from a homeless charity and have organised a book sale linked with the right to an education. Staff discussed how, <i>"Children are naturally identifying real world issues that we can discuss and explore. We are preparing our children to be the next adults in the community."</i></p>