

RRSA ACCREDITATION REPORT

SILVER: RIGHTS AWARE

School:	Buckland Church of England Primary School
Headteacher:	Louise Warren
RRSA coordinator:	Emma Brown
Local authority:	Oxfordshire
Number of pupils on roll:	111
Attendees at SLT meeting:	2
Number of children and young people spoken with:	10
Adults spoken with:	2 Teachers, 2 parents, 2 governors 1 HLTA
RRSA key accreditations:	Date registered: 7 January 2020 Bronze achieved: 13 November 2020
Assessor:	Wendy Watts
Date of visit:	12 th July 2023

ACCREDITATION OUTCOME

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

Buckland Church of England Primary 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.

- Leaders have taken significant steps to create an approach for the whole school community to become familiar with rights. The Rights Respecting lead has supported staff to identify learning opportunities by creating links to topics, providing a calendar of activities and materials for teachers to share with classes. This was evidenced in conversations with staff and teachers that talked enthusiastically about how *“Children absorb articles quickly.”* Another teacher explained how she would guide pupils’ thinking by using phrases such as *“Let’s think about how rights were applied to our learning.”*
- Children knew a range of rights and that they were universal, unconditional, and inherent. A pupil described rights as *“Something that every child has, and every adult has to make sure they [children] have them.”*
- The curriculum gives opportunities for children to find out about rights and a key stage two pupil explained that *“It’s a key part of our school, it’s in history, RE, Tuesday assemblies and even in our guided reading. When asked to say more about how it linked to guided reading, he explained that in a text that they are reading, “It mentions freedom, and so they are not accessing their rights and it’s important to speak out and fight back.”*
- Children knew and understood that not all children in the United Kingdom were not able to access their rights and gave examples such as those *“Living in an environment that is not safe for them,”* and *“Being abused or not listened to because of their skin colour or religion.”*

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

- Ensure staff and young people have an understanding that rights are inherent, inalienable, indivisible, universal and unconditional, using language appropriate to children and young people’s age and ability. Consider using the RRSA resource [ABCDE of Rights](#).
- Continue to widen the range of articles that the whole school community are familiar with, appropriate to children and young people’s age and ability.
- Support children and young people to explore a range of local and global issues from a perspective of rights. This might include regular discussion of news events so that they develop a heightened sense of justice and equity for all children.
- Continue to support children to develop their understanding of sustainable development. Consider exploring the UN Global Goals (Sustainable Development Goals) through [The World’s Largest Lesson](#) and how they impact on children’s rights and the wellbeing of the planet.

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.

- Children gave examples of how they were supported to access their rights at school, they mentioned being able to conduct "Research on I-pads" to access information, "Allowed to share their opinions," and "We're encouraged to ask questions, so they listen to us," demonstrating that they knew they were accessing their right to be heard."
- It was evident that children benefited from understanding how rights and respect supported good relationships which contributes to pupils' enjoyment of school; one child explained that "There's always people who care, teachers will always find someone to sit with you and sometimes you don't have to, because people will just come up to you."
- Pupils know that there are trusted adults in school who will keep them safe, and they all agreed that they felt safe in school.
- The school's commitment to promoting physical wellbeing and emotional needs are well resourced within the school. There is a comprehensive and extensive range of strategies that have been introduced which was demonstrated through coverage in the PSHE curriculum, a whole school strategy of being ready to learn and encouraging younger children to identify their emotions and older children to self-regulate their emotions. Children understand that after school clubs support their wellbeing and enjoy participating in an activity called Space Makers which uses techniques to promote calmness.
- The headteacher spoke passionately promoting inclusion and the school's efforts to widen children's perspectives as a rural school and "that children understand that there is a bigger world outside of Buckland that children are a part of." Initiatives have been organised to work with other schools within their academy trust and pupils recently attended a Rights Respecting conference to further support their access to information.

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

- Explore with the school community the links between improved outcomes for children and the implementation of a rights-based approach across the school. (Outcome 2)
- Explore with staff, children and young people the concept of dignity – what it means and how it underpins policies, actions and interactions between everyone at school. (Outcome 3)
- Develop the role children and young people have in engaging with their right to learn. Consider, with them, how they can be more active participants in deciding what and how they learn and what they need to do to progress. (Outcome 7)

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.

- Pupil voice has been cultivated in a variety of ways and a child was very precise in explaining the process that happens for changes to take place, how frequently it occurs, the consideration given by the school council to the ideas presented, through to a consultation with the headteacher if the idea gets carried forward. Children listed a range of changes that had got introduced through pupil voice and one boy proudly explained how he created an after school club *“Me and my friends made a petition and a lot of children signed the petition, and it was sent to Ms Warren, so we got the club.”*
- Children have a growing awareness of local and global issues and fundraising activities have taken place to support Joshua, a project in Malawi, the local foodbank through the harvest festival and national fundraising activities such as Red Nose Day and Comic Relief. A key stage one teacher explained how ‘Children are self-conscious about getting the right items in each of the recycling bins because everybody has a little bit to do, and they feel empowered to make a difference.’ Parents spoke about the impact of the rights respecting work and how it influenced her child to become a vegetarian and another parent said that it persuaded her child to go to a school further away because of the work that they had focused on related to UNICEF.
- The creation of leadership roles through Agents for Change has raised the awareness of identity based bullying through assemblies and rewriting the positive relationships policy using child friendly language.

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

- Continue to provide opportunities for children and young people to be at the heart of decision-making, influencing and shaping the life and work of the school. This could include explicit involvement in school improvement planning, policy review processes, the evaluation of learning and teaching etc. (Outcome 8)
- Ensure children 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. This may provide stimulus for child led campaigning or other action. (Outcome 9)
- Support children and young people to engage in a range of advocacy, campaigning and fundraising activities that promote children’s rights locally and globally perhaps linking with UNICEF UK’s [OutRight Campaign](#) and using UNICEF’s [Youth Advocacy Toolkit](#). For fundraising, consider involvement with the Soccer Aid Schools Challenge (Outcome 9)