

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Buckland CE Primary School
Headteacher:	Emma Brown
RRSA coordinator:	Emma Brown
Local authority:	Oxfordshire County Council (Cambrian Learning Trust)
School context:	Buckland CE Primary School has 100 pupils on roll at the Primary School and 11 children in the Nursery. Of these, 9.9% are eligible for Pupil Premium, 14.4% receive additional support for their education needs and 8.1% speak English as an additional language.
Attendees at SLT meeting:	Headteacher/RRSA coordinator
Number of children and young people spoken with:	Group 1: 14 pupils including 13 from the Rights Respecting Group Group 2: 6 children from Years 3-6
Adults spoken with:	2 Parents, 1 HLTA, 1 Teacher and email from Parent Governor unable to attend the meeting.
Key RRSA accreditations:	Registered for RRSA: 7 th January 2020 Bronze achieved: 13 th November 2020 Silver achieved: 12 th July 2023
Assessor:	Katelyn Farrenson
Date:	5 th May 2026

ACCREDITATION OUTCOME

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

Buckland CE Primary School 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:

- The extent to which rights are explicitly linked to all areas of the school's work and are visible on displays, linked across the curriculum and are clear on the website and in school communications.
- A caring and inclusive ethos where staff ensure that everyone, particularly those with learning differences or a disability, feel supported and fully involved in school life.
- The extent to which pupils are actively involved in what and how they learn.
- Very confident pupils who feel listened to, know that their views are taken seriously and that they are making a positive difference in school, particularly as part of the Outdoor Play and Learning (OPAL) scheme.

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 all adult stakeholders to learn about and understand the [UNCRC](#) and engage further with the school's Rights Respecting journey. (Outcome 1)
- Continue to work on enabling pupils' and adults' use of rights vocabulary such as dignity, equity, duty bearers and rights holders. Consider using the RRSA [Exploring Dignity with Pupils](#) to support this work. (Outcome 3)
- Strengthen the impact of pupil participation by closing the feedback loop; perhaps a 'You said, We did together' approach, showing how the participation of pupils has brought about meaningful change. Continue to strengthen mechanisms to support and encourage all children, whether they hold specific leadership roles or not, to articulate how their ideas have affected change in the school. (Outcome 8)
- Continue to develop strategies to empower pupils to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UNICEF UK's [Youth Advocacy Toolkit](#) as a framework for this. (Outcome 9)
- As a Gold Rights Respecting school, develop your ambassadorial role, promoting the UNCRC and the benefits of a child rights approach within the Cambrian Learning Trust and beyond. (Outcome 9)

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.	Children spoken with were able to talk about a wide range of rights that they knew and could link to their school lives. They were also confident in the concepts surrounding these rights, explaining, <i>"Everyone should have rights but some people's rights are denied like people in war."</i> Pupils in the focus group spoke about how they <i>"get real stories"</i> in their weekly Rights Respecting worship assemblies and they <i>"inspire"</i> them <i>"to fight for rights."</i> Some of the KS2 children spoke about being <i>"role models"</i> to the younger pupils and described how they <i>"teach them the ABCDE [of rights, from the UNICEF UK resource of the same name]."</i> Rights are taught throughout the whole curriculum, with classroom staff noting that <i>"rights are always discussed in lessons... right from the three-year-olds to Year 6."</i> Rights are embedded into school policies and shared regularly with parents and the wider community through newsletters and on the school website as well as throughout the school on displays. A parent said, <i>"I can most certainly say that my daughter is rights-aware thanks to our wonderful school."</i>
STRAND B	Highlights and comments
2. In school children and young people enjoy the rights enshrined in the CRC.	The headteacher explained how rights are <i>"embedded in the school development plan and in policies."</i> The parent governor noted that, <i>"...the UNCRC [is] woven throughout the school, being fundamental to its culture and ethos"</i> and explained how, <i>"Children's rights ... are the starting point for every school policy and financial decision."</i> Pupils spoke about the school being <i>"fair"</i> and defined equity as not treating all pupils the same, because <i>"everyone doesn't start at the same point"</i> and <i>"people have different needs."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights.	Relationships at the school were seen to be positive, with pupils highlighting the <i>"respectful"</i> nature of the school, the <i>"generous, kind and supportive teachers"</i> and the fact that <i>"people always care for each other"</i> as some of the best things about their school. The headteacher talked about how <i>"respect underpins our relationships at school."</i> This is borne out by the school and class charters created by pupils which set out actions for duty bearers and rights holders. One pupil proudly explained how, <i>"At break time we have the friendship bench. If anyone feels left out, we ask if they want to play"</i> and another said that the best thing about Buckland Primary School is that <i>"Everyone cares for each other."</i>
4. Children and young people are safe and protected and know what to do if they need support.	All pupils interviewed agreed that they feel safe in school, giving a number of examples of how the school upholds their right to be safe. They were clear on what to do if they were not feeling safe, with one pupil explaining how, <i>"You can put any thing in the worry boxes and our teachers will look at it and can come and help us."</i> Others said that they could <i>"go to the headteacher's office"</i> or <i>"talk to any teacher"</i> if they had any <i>"problems"</i> and <i>"the teacher will help you fix it."</i>
5. Children's social and emotional	There is a focus on positive mental health at Buckland Primary School, with the My Happy Mind programme forming the basis through which children can

wellbeing is a priority. They learn to develop healthy lifestyles.	learn about their brain and talk about their emotions. Children spoke about activities in mental health week and how they are encouraged to <i>"take brain breaks"</i> and talk about their feelings. The headteacher explained how <i>"the Rights Respecting work is such a big part in supporting children's mental health."</i>
6. Children and young people are included and are valued as individuals.	The headteacher explained how the school use the 'No Outsiders' programme as the basis for <i>"learning about diversity."</i> Pupils talked about how they <i>"include everyone"</i> , making particular reference to Article 23 when <i>"people have special needs."</i> The school regularly celebrate annual days/weeks/months such as Black History Month, Anti-Bullying Week and Mental Health Week, linking them with relevant articles from the UNCRC. One pupil asserted that the best thing about their school is that, <i>"I've never seen anyone left out"</i> and another noted how everyone is <i>"included."</i>
7. Children and young people value education and are involved in making decisions about their education.	Pupils at Buckland Primary School play an active role in their learning, with an HLTA explaining how <i>"...the curriculum is adapted to the children"</i> and a teacher adding, <i>"...the children have a say in this and there is flexibility in the timetable depending on the children."</i> In off-timetable days, such as Earth Day, pupils are given even more choice on how they present their work and the campaigns that follow. Pupils explained how they <i>"get a choice"</i> in their lessons and were open about how they and their friends <i>"get extra support"</i> if they need it.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	Pupil voice at Buckland Primary School is strong with formal pupil voice channelled through the RRSA Group, School Council and Play Leaders. The Outdoor Play and Learning (OPAL) scheme ensures that children can <i>"make playtimes better,"</i> as one pupil asserted. Another member of a focus group explained how, <i>"At circle time, we write our opinions and then share them, which is Article 12."</i> Pupils explained how they had <i>"set up clubs,"</i> including Rubiks Club and Gardening Club, held <i>"class bake sales"</i> and done litter picks with litter pickers that the pupils asked the school to purchase. The headteacher noted that all the children <i>"do a lot of voting"</i> to ensure that everyone's views are captured in decisions made about the pupils' school life.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	The Buckland CE Primary School community have been involved in a number of fundraising and advocacy activities, with pupils explaining how they <i>"decide all together"</i> who to fundraise for, talking about the Rosehill Community Food Cupboard, Soccer Aid activities and the Rainbow Trust. One pupil has been recognised as the Rosie's Rainbow fund charity's first young ambassador, for raising over £2,500 and speaking on behalf of the charity. This outward looking ethos is motivated by the school's efforts to ensure that pupils have daily access to Newsround and rights discussions following their learning. A livestream assembly broadcast from Antarctica has inspired pupils to work on environmental projects and <i>"start a nature club."</i> During Parliament Week, pupils were writing to their local MP about rights and Year 5 and 6 pupils visited the Houses of Parliament to see rights in action. Buckland pupils spoke about how they attend the annual Rights Respecting conferences held at Blenheim Palace where they are able to be ambassadors for rights and their work in school.