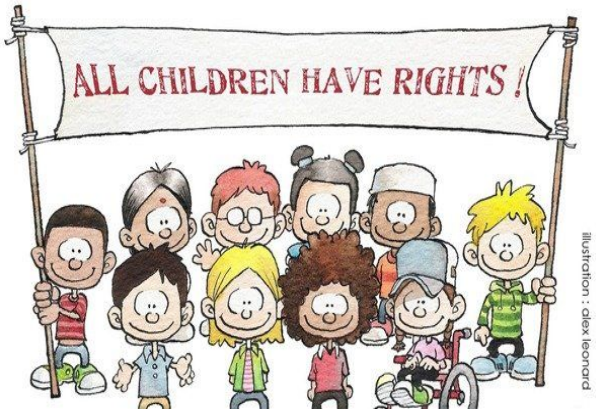
Maesgadog Primary School
Policies and procedures.
Children's rights.

How we implement child's rights in school.



(children and young people's commissioner in Scotland, 2020)

Children's rights

At Maesgadog school we are a rights respective school and we think very highly of child's rights and the importance of implementing them in our school.

Under the United Nations Convention (2020) there are 42 rights for children and young people. Children and young people under the age of 18 are entitled to these rights to ensure that they live a good, healthy life and are provided a safe environment.
These rights give children and young people what is required to live a good life. Every child and young person has rights as it is important for their well-being and development.

We have numerous policies that include children's health and well-being. Every child's safety is very important to us and we are very proud to provide support for every pupil in our care. We recognize the importance of all children having a right to protect and safeguard their well-being. We ensure that all children's voices are heard. We also have teachers that deal with different rights of the child if there are any problems.

(Carnegie council,2014)

Our child's rights include:-

- The safety of children
- Equality
- Healthy wellbeing -

(inverclyde council, children's rights, 2016)

Safety of children

What is safeguarding?

Safeguarding is a policy that promotes the welfare of the child's well-being by protecting them from harm such as:

- Protect them from abuse and neglect
- Discrimination
- Maltreatment
- Bullying
- Preventing impairment of their health or development
- Ensuring that they receive safe and effective care (Williams,2020).

What do we do as a school to ensure children's safety?

To ensure every child's safety, all staff are trained appropriately and attend recent courses to provide them with the necessary and relevant information.

In 1989 the children's act took place for 'local authorities to promote and safeguard children's welfare that is within their area' (Welsh Government 2018).

Prevention

In Maesgadog primary school we highly recognize self-esteem, confidence, supportive friends and a good line of communication to support and protect our pupils (Danescourt primary school, 2016).

The school will:

- The school creates an ethos to ensure children feel secure and encouraged to voice their concerns.
- The children are aware of whom they are able to contact/approach if they have any concerns about their welfare.
- We include curriculum-based activities and opportunities for developing personal, social and educational skills to stay safe from abuse.
- We also emphasize establishing effective working relationships with parents and colleagues.

(Guilsborough school Academy, safeguarding information, 2016)

Roles and responsibilities

The protection of the children is everybody's business, regardless of how in our school the staff has specific responsibilities which are noted down below.

- In Maesgadog primary school we have a designated child protection teacher to make sure
- that all child protection is followed and to ensure that the appropriate referrals and within the manner with school procedures.
- We have a deputy child protection teacher within our school if the designated teacher is unavailable for any reason.
- It is the designated child protection role to make sure that all staff, including volunteers and part-time staff,

are aware of all school policies and to advise staff to offer support to pupils that require this.

- We also make sure that the parents/careers are fully aware of the child protection policy which will alert them that referrals may be made if required.

Safeguarding training

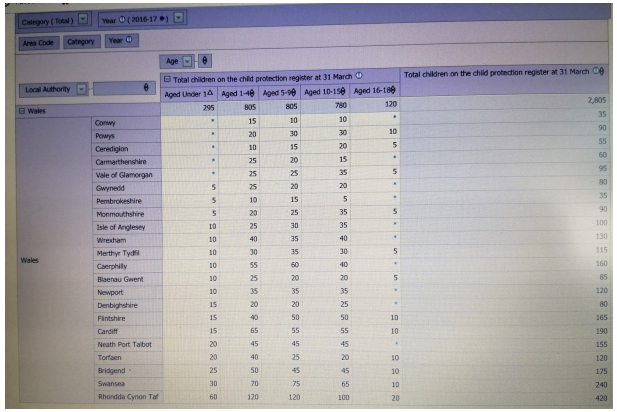
The safeguarding training is available to all individuals that work with children. The training provides a variety of support to practitioners which includes:

- They know their role in safeguarding children from harm, abuse, and neglect.
- To understand why children need protection.
- To recognize different forms of harm, abuse, neglect.
- To understand the procedure of what is required to do if one of our staff notices something different within a child's behavior/attitude/physical being.
- To know any changes that have been made to the social services and well-being (wales act 2014. (Social care Wales, 2020)

The 'Safeguarding Children' policy in Wales is based on the legislation requirements and national guidance. The key legislation within agencies must operate is the children's act 1980 and also the children's act 2004 which includes framework of care and protection of the children. It also refers to the United Nations Convention on the rights of the child (children in wales, 2015-2017). This shows that the agencies work together to provide and to promote a safe environment.

The StatsWales (2019) shows the numbers of the children that were on the child protection list. In the year 2016-2017, there were 2,805 children from the age of 1 to 18 which were added. In 2018-2019 they recounted the numbers which have shown an increase to 2,820 which believed that they were in harm. (StatsWales,2019) This has shown us to be more aware of children that need more support in their education. The numbers that have been shown have told us that there could be more children on the list each year.

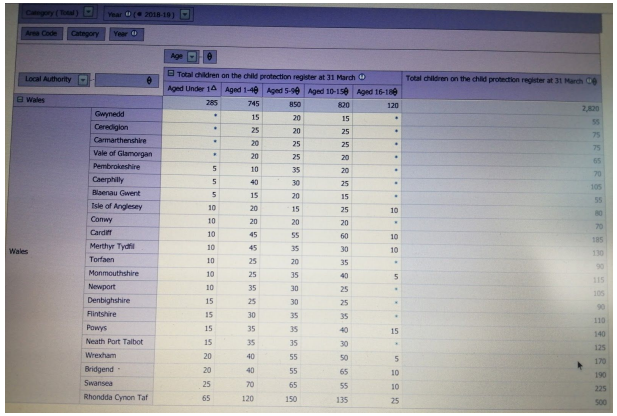
2016-2017



Local Authority	Aged Under 1	Aged 1-4	Aged 5-9	Aged 10-15	Aged 16-18	Total children on the child protection register at 31 March
Wales	295	805	805	780	120	2,805
Conwy	*	15	10	10	*	35
Powys	*	20	30	30	10	90
Ceredigion	*	10	15	20	5	55
Carmarthenshire	*	25	20	15	*	60
Vale of Glamorgan	*	25	25	35	5	95
Gwynedd	5	25	20	20	*	80
Pembrokeshire	5	10	15	5	*	35
Monmouthshire	5	20	25	35	5	90
Isle of Anglesey	10	25	30	35	*	100
Wrexham	10	40	35	40	*	130
Merthyr Tydfil	10	30	35	30	5	115
Caerphilly	10	55	60	40	*	160
Blaenau Gwent	10	25	20	20	5	85
Newport	10	35	35	35	*	120
Denbighshire	15	20	20	25	*	80
Flintshire	15	40	50	50	10	165
Cardiff	15	65	55	55	10	190
Neath Port Talbot	20	45	45	45	*	155
Torfaen	20	40	25	20	10	120
Bridgend	25	50	45	45	10	175
Swansea	30	70	75	65	10	240
Rhondda Cynon Taf	60	120	120	100	20	420

(Wales Government, statswales, 2019)

In 2018-2019



Local Authority	Aged Under 1	Aged 1-4	Aged 5-9	Aged 10-15	Aged 16-18	Total children on the child protection register at 31 March
Wales	285	745	850	820	120	2,820
Gwynedd	*	15	20	15	*	55
Ceredigion	*	25	20	25	*	75
Carmarthenshire	*	20	25	25	*	75
Vale of Glamorgan	*	20	25	20	*	65
Pembrokeshire	5	10	35	20	*	70
Caerphilly	5	40	30	25	*	105
Blaenau Gwent	5	15	20	15	*	55
Isle of Anglesey	10	20	15	25	10	80
Conwy	10	20	20	20	*	70
Cardiff	10	45	55	60	10	185
Merthyr Tydfil	10	45	35	30	10	130
Torfaen	10	25	20	35	*	90
Monmouthshire	10	25	35	40	5	115
Newport	10	35	30	25	*	105
Denbighshire	15	25	30	25	*	90
Flintshire	15	30	35	35	*	110
Powys	15	35	35	40	15	140
Neath Port Talbot	15	35	35	30	*	125
Wrexham	20	40	55	50	5	170
Bridgend	20	40	55	65	10	190
Swansea	25	70	65	55	10	225
Rhondda Cynon Taf	65	120	150	135	25	500

(Wales Government, statswales, 2019)

We are here to support the pupils' needs by following the procedure by

listening to the child's needs without showing any emotions, accept what is being said no matter what kind of child he/she is and do not try to help the situation yourself, you will need to pass it on to a higher person.
Provide reassurance to the child, and be honest and it is important that you do not make promises that you cannot keep. (Trimsaran school, no date) The child relies on and trusts you to offload any worries that they may be experiencing in their household. It is our duty to protect and support each pupil to ensure that they receive the best care and support needed to develop and reach their full potential. As noted by Maslow (Saul Mcleod, Maslow's Hierarchy of Needs, 2018) in his hierarchy of needs, the basic needs of care, hygiene, and nutrition must be met to ensure every child reaches their full potential. Do not interrogate the child, you only need to know the important information. It is very important to record the allegation by using only words that the child has used, remember to note down the date and time for future preferences. If the child has shown you bruises or cuts and drawn a diagram indicating where the bruises are. After recording the allegation you must inform the senior management or the safeguarding officer and they will take the situation further. (Trimsaran school, safeguarding policy, no date)
We offer play therapy during school hours, this helps the child that has been through bad experiences by communicating through play. Using play as a tool helps the child to understand the world around them, and this helps the pupils to deal with their emotions, distress, and trauma (prospects, 2020). Children spend over 7,800 hours at school (young minds, no date), and we need to make sure that the pupils feel safe and out of harm.

Healthy School

AIMS

- To support children and young people in developing healthy behaviours (healthy schools, healthier living and learning, 2007).
- To support children to achieve what is required
- To help to promote social exclusion
- To help to reduce health inequality (healthy schools, healthier living and learning, 2007).

Healthy Schools

(Rush green primary school, 2020)

Our healthy school programme focuses on the following areas within school:-

- Physical
- Hygiene
- Emotional health and wellbeing
- Healthy eating
- Personal, social, health and education (PSHE)

What is the healthy eating in schools legislation?

The local authority and the governing bodies are focusing on healthy eating in schools to reduce the potential of unhealthy and obese children.
We provide a two-course meal and a vegetarian option with dessert, also we have fresh fruit and drinking water available for pupils (Carmarthenshire county council, Primary school meals,

2019) All our meals are healthy and provide all the nutrients they need. Every week there is a different menu and they turn in a 3-week cycle which is changed twice a year. We follow (healthy eating in schools, nutritional standards, and requirements, wales, 2013). These food regulations are designed to reduce the amount of fat, sugar, and salt served in school meals. By following this legislation we understand how important it is for children to have a healthy lifestyle.

Why is healthy eating in schools important?

Healthy eating for our pupils is very important to us. There is a great concern of the number of children that are unhealthy or obese each year and by providing them healthy meals, they are having the nutrients that is required. By providing the children with water and giving them a healthy balanced diet at our school, it encourages the pupil to develop good eating habits (wlga. Wales, no date).

Physical exercise

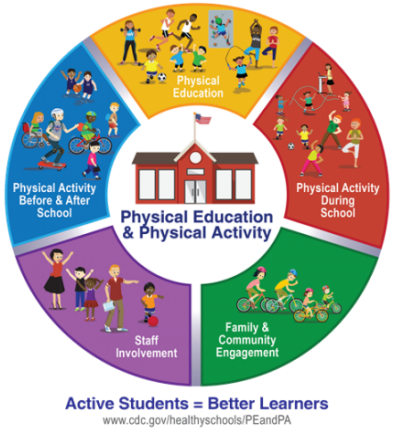
All schools must provide physical exercise. In our school, we provide P.E twice a week for each class year within school hours with our designated P.E teacher. There's a range of activities that out teacher has planned such as:

- Basketball
- Netball
- Hockey
- P.E games
- Football
- Tennis
- Rounders
- Cricket
- Running.

We have clubs that run after school from 3.30 pm until 5.00 pm every Monday, Wednesday, and Friday.

Every Monday, we offer Zumba club
Every Wednesday we offer a sports club.
Every Friday we offer a yoga club.

These after school clubs give an opportunity for pupils to keep an active and healthy lifestyle. The Guardian (2008) says that offering after school clubs helps the children with their confidence and it boosts their self-esteem. Our school agrees 100% to this as they socialize with pupils from different years and backgrounds and they get the chance to succeed in different areas. They could use this to overcome barriers in what they find difficult (2008). They can learn new skills and they can let out energy.



(Cdc healthy schools, 2019)

Hygiene at Maesgadog Primary School.

There are hygiene procedures in place to prevent the spread of germs that will cause any illnesses.
Pupils at school are encouraged to wash their hands for 20 seconds after the toilets, before going for dinner, after touching animals and playing outside (Camila childminding services, no date

(Safety shop, how to wash your hands' poster, 2020)

Also, we encourage the pupils to wash their hands after they have sneezed, coughed and blown their nose. We raise the children's awareness about good hygiene by teaching them the basics of washing their hands, blowing their nose and disposing of the tissue, we speak about the infections of coughing and sneezing and showing them what to do (Ysgol Maes y Mynydd, 2017).

(Brainwaves, hygiene action, 2020)

Emotional, health and well-being

In Maesgadog school we provide an ideal environment to promote good emotional well-being and identify early changed behaviour and signs of distress.The social and emotional skills and knowledge that children will learn in classroom will help them to build ability and to manage their mental health through their lives (youngminds, no date).
Every year there are more cases of children with mental health issues. There is nothing we could do to fix the issue but we are here trying to think of things we could do to support mental health within the school, whether it could be -

- Breakfast clubs
- Nurture groups
- Early assessment (eha's)
- Providing time out for the pupil to speak to a member of staff or a learning mentor (markeaton.derby, no date).
- Well-being council

Every year we celebrate mental health awareness on the 10th of October where we will be taking part in activities to support positive mental health and to be heard.
We can improve mental health by connecting with others:

- engaging in activities and play times.
- Having good relationships with others
- helps you to build belonging and self-worth,
- share positive experiences
- provides emotional support and allows you to support others (nhs, 5 steps to mental well being, 2019).

Being physically active helps your emotion,health and well-being as it causes chemical changes to your brain which can help positively change your mood. It helps to raise your self - esteem and also, it helps you set goals and to achieve them.

At our school we support pupils well-being by:

- Helping children understand their feelings
- Helping to feel comfortable to share any concerns or worries
- Encourage children to be confident
- Ensure that children know they are heard and to promote self-esteem.
- To help them to form and maintain social relationships.

- Help pupils to manage setbacks and how to cope with problems (little hill primary school, 2020)

In Maesgadog school we have a sensory room where pupils are able to go if they find themselves getting distressed. It is somewhere where pupils can relax and to calm down.It is a dark space with sensory lights and beanbags which the pupil can lie on to relax. This helps their emotional well-being.

We also have books based on feelings and the children are able to reach. This will help as it could raise their feelings and understand that we are here to help and to support any needs or worries.

Equality

What is the Equality act 2010 in school?

The equality act 2010 is the new law which protects children, young people and adults against discrimination, harrassement and victimisation.

We as a school support the Equality act as we think it is important that all pupils get treated the same, and all individuals have an equal opportunity to make the most of their lives. Also, it is our belief that no one should have less chances for education because of the way they were born, where they come from , if they have any disability and what they believe (equality and human rights commission, 2020). They all can achieve the same outcomes than everyone else.

Protected characteristics

We use the term 'protected characteristics' to refer to their identity. Treating people less favourably because they may have one or more characteristics which would be unlawful (sec-ed, the equality act 2010, 2013). These are the following characteristics:

- Gender
- Sex
- Sexual orientation
- Disability
- Religion or beliefs
- Race (colour, national origin)
- Age
- Ethnicity

(Gomer junior school, 2018)

We will not tolorate any form of discrimination, harrassement or victimisation in our school. All staff, pupils,guardians,parents, volunteers and school governors are treated with respect and with dignity. As a school we will work across our school community to make sure our commitment to equality and fairness is shared and to ensure our school is welcoming, accessible and inclusive for everyone (gov.uk, no date)

It is important to us that pupils thrive together and understand that characteristics make people unique, not 'different' in a negative way (hub, high speed training, 2014). Everyone is unique in their own way, everyone is different but they all deserve to be treated the same way.

Our approach to equality is based on the following :

- All pupils are equal value
- We recognize and respect differences
- We foster good relationships and and positive attitudes

The equality act 2010 protects children and young people's special characteristics which protects everyone against unfair treatment (ridgeway primary school, 2019).
 To make sure that all pupils are protected, we need to ensure that we have information about protected characteristics such as:

- Pupils that are eligible for free school meals
- Pupils with special educational needs
- Disadvantage groups
- Pupils with english as an additional language
- Young careers
- Vulnerable groups
- Looked after children (ridgeway primary school, 2019)

We ensure that all pupils have the same treatment and a good positive environment to learn. We hope that all our pupils thrive on learning and trying their best to achieve their full potential.

(university of Aberdeen, is equality good for us, 2014)

Promoting equality into classroom

It is important to teachers that we treat everyone the same and that all our resources and learning techniques are equal. Teachers will :

- Planning lessons that are suitable
- Promote multicultural in lessons
- Using resources that are multicultural themed
- Avoid stereotyping in examples and resources
- Challenge any negative behaviour
- Set clear rules of how individuals should be treated
- Use a variety of teaching methods

To promote equalities, we reference and use examples of variety cultures, religion and traditions. We do this by

- Hosting a themed week, choose a topic and use resources to learn about that particular topic.
- Sample food - tasting foods from different countries, set up an american diner.
- Learn different languages, teach the pupils a few words in french, spanish, chinese.
- Play a true or false game with the pupils about disabilities, culture, religion and ask if the fact is true or false
- Jigsaws
- Play bingo
- Play music from all around the world (high speed training,2014)

The role of school governing bodies

The school governor body has a role to make sure that the school is meeting the requirements of the equality legislation. This means that they should :

- Make sure that the school takes reasonable steps to make sure that all staff do not carry out unlawful discriminatory actions or behaviours.
- To support and guide the school in compliance for the equality in all functions
- To ensure that the school complies with the equality duty and to ensure that they meet the two specific duties for schools (sec-ed, equality act 2010, 2013)

Training

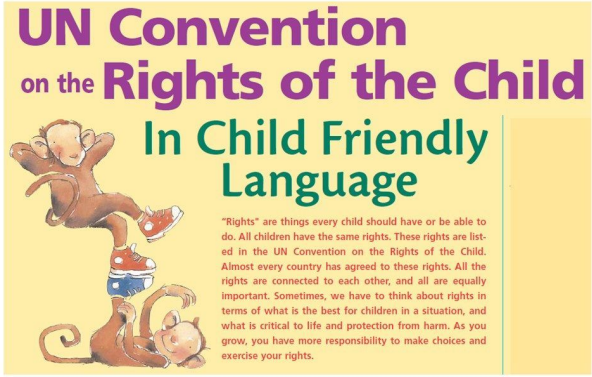
We make sure that all staff are fully aware of the equality act 2010 and understand more about their responsibilities for promoting equality in the workplace (high speed training, equality training,2020)

It is important to us to support all staff and pupils to ensure that their needs are met. We work as a close team and to communicate well when needed.

(Outside classroom boards, article 12, 2020)

Conclusion

In the pamphlet I have stated that all children's rights are important. It is important for us as a school to follow the policies to support all pupils' health and wellbeing. All children should know what their rights are andus as a school try to implement these rights into the classroom. There are 54 articles that set out children's rights, and the government and other authorities work together to make sure that these rights are available for everyone. Under the convention, the governments are required to support the pupils to reach their full potential and to meet their basic needs (save the children, convention on the rights of the child, no date). It is also the schools duty to ensure that the pupils needs are met and that they support them to reach their potential.



(Loanhead primary school, UN convention of the child, 2018)