

United Nations Convention on the Rights of the Child.

A child has the right to life & over 196 countries also agree to the understanding that the child's civil, economic, social & cultural rights are most important. There are 54 articles that make up the convention ensuring the children of tomorrow can think freely & express themselves without discrimination and this can be the future of the rights for all children alive & living within the United Kingdom today. Each child has the right to:

- Non-discrimination (Article 2).
- Best interest for the child (Article 3).
- Safe from violence (Article 19).
- Health & Services (Article 24).
- Education (Article 28).
- Know their rights (Article 42).

The Articles give children the rights they truly deserve.

UK Laws enact conditioning of the child.

Feelings of the child, needs, parental capabilities are all factors enacted toward meeting the rights of each & every child throughout England & Wales. Children deserve:

- Education.
- Physical & emotional needs to be met.
- Age, sex, background equally considered.
- Circumstantial changes.
- Harm suffered to be actioned.

Non-Governmental services.

The NSPCC - does not know the exact statistic relating to Child Abuse in the United Kingdom.

NHS - 16-17-year-olds can consent on their own medical treatment. This can be overruled through parental responsibility.

There are many different types of problems faced throughout England & Wales, try to identify where these problems arise in relation with your children.

Your Child's Welfare is paramount.



Legal Design Assessment.

- Risk concerning the child minimised.



Children's human rights & devolution in Wales.

Child rights should consist of all levels and set from United Nations Convention on the rights of the Child. (UNCRC). The main branches of the UK government are vitally important for the future of each and every child. The 3 separations of powers are:

- Judiciary.
- Parliament.
- Government.

The transfer of power from central government can prove to cause risk to the local administrations affecting Human Rights of the person including Children's Rights of both England & Wales. There has to be a smooth process of communication on

UK government targets by 2028.

UK Government set 'Giving every child the best start in life' in England, improvements include child development & improvement of family services for parents. The aid shall provide help to parents from pregnancy to the age of 5 years old.

'75% of 5-year-olds in England have a good level of development by 2028'.

Young People of Wales, do not sit in silence.

Young people can complain to the Welsh Government on Child Rights; the laws should be become better and enforced throughout both England & Wales. The people of Wales do not have to stand by and watch the laws and targets to be met in other countries and not within the national country of Wales.

Phone: 03000 251378.

Email: complaints@gov.wales

Complaints received are resolved within 10 days. For further complaints when unhappy contact the Public Service Ombudsman for Wales.

'Children's health and wellbeing has seen a concerning decline in recent years'

Commitment to improve children's health.

- 1 in 5 children are obese when leaving primary school.
- Mental health has doubled since Covid-19.
- Children from lower income households experience unhealthy eating.
- Children have less access to medical care.
- Some children experience adverse childhood experiences.

laws, ideas, child rights to be passed through the main government & also the decentralised bodies throughout the UK. The contemporary laws passed through Parliament in England must be reciprocated throughout Wales with aims and targets met.

Education attendance improvement levels.

One of the main legal problems parents & children are facing post Covid-19 pandemic is the attendance levels of children transitioning from 'Primary' school to 'Secondary'.

Find more details to support your child's attendance.

<https://www.gov.uk/school-attendance-absence/help-with-getting-your-child-to-go-to-school>



- There is an increase in children living in poverty

The focus has to be on the understanding that the United Kingdom is one of the worst in Europe as an outcome surrounding children's health.

This means that children are becoming unhealthy, developing sickness and unwelcomed diagnoses from childhood to adulthood.

The health crises will have to be tackled fast for the next generation of youths to become fit, healthy, and everlasting adults through the coming years for the next generation to thrive and prosper.

Act today, identify with any of the 'Conventional rights' for the best outcome of Children through England & Wales.

'Parents & Children do not suffer in silence.'

Legal Design Assessment.

Part(B). The summary of this report entails the following subject of children's rights providing a child with a right to education and the complications faced by all involved. The legal problem found throughout this research involves school 'attendance' and the current legalities surrounding these issues for parent & child, local authorities & also the schools involved. The study is supported with non-bias credible resources to produce evidence relating to the current hardships of children's rights throughout England & Wales. This thesis shall provide a reported overview of children's rights inclusive of absence statistics in the education sector with 'parental responsibilities' involved.

(B1). The legal problem presented in this report is the 'attendance' of children in schools post pandemic with results pre-Covid-19 to most recent with the analysis of missed days of school becoming a multinational concern (Wightwick, 2025). In s.444(1) (1 A) (*Education Act 1996*) the law identifies the severity of the problem. According to United Nations Children's Fund [UNICEF], (no date) children have the right to an education under Article 28 of the conventional rights. The rights set by the United Nations Convention on the Rights of the Child 1989 are not just limited to the children of the UK, these rights are enforced worldwide inclusive of all the countries & conventional rights that children have. Parents also through s.7(a) of the (*EA 1996*) must abide that all children are to attend school through a compulsory order. The level of standard is set for both parents and the school, furthermore through s.13A(3)(a) of the (*EA 1996*) Wales & its local authority are also to keep the high standards to promote full learning capacity throughout their functions.

Statistics provide the development in Wales stating that figures are too volatile to compare from 2024/25. However, positive increments dating back from 2023/24 years attendance has seen a slight increase. Unfortunately, the statistics provided are also alarming as there has been a significant drop in school attendance from the years 2018/19-2022/23 (Welsh Government, 2025). The stats provide evidence of how the UK are planning to boost numbers especially toward the younger population. Throughout statistics, year 11 students overall are experiencing lower attendances with evidence relating to the facts that when children become of an age, they start to think for themselves, thus meaning they decide upon themselves for their own future, this could mean not attending school to pursue other activities. The figures available provide a more in-depth investigation into the national problem at hand. The identified drop in percentages on children as they get older can be supported by the terminology 'autonomy,' as children develop, they become more 'autonomous' in their day to day living. According to (Standley & Davies, 2013, p. 209). The encouragement of the child to become more 'autonomous' within his/her actions gives the child the understanding of their independence which should be adhered and followed through Article 3 – best interest of the child [UNICEF], (no date). Also enacted in s.1(b) of the (*Children Act 1989*) is the the 'welfare principle' where the welfare of the child is paramount. According to (Lowe & Douglas, 2015, pp. 397-399). The enactment provides the groundbreaking development of the principle also providing key cases and definition of the principle in all its complexities. The enactment proves the 'welfare' principle is at forefront of children's rights in both England & Wales. The key case of examination is 'Gillick v West Norfolk and Wisbech Health Authority' (1986), a landmark case that supports 'autonomy' of the child as they grow older. The case also provides understanding of 'parental consent.' A key case to support further according to (Duffield, Kempton & Sabine, 2024, pp.282-283) is 'J & another v C' (1969). Although the case finds within the context of 'custody' the principle is still the same. This can relate to the problem surrounding 'attendance,' 'parental consent' to education for their children may be 'paramount' toward the 'welfare' of the child. However, the stats show that not all children are attending schools in England & Wales, this is a rising problem with legal actions in some cases. The stance the government has taken is now to issue fines to parents for absent children (UK Government, 2024). The problem has dated as far back as 1997 where 'devolution' has scrutinised attendance with all 4 national bodies now administering their

own jurisdiction (Reid, 2010). The stats and the history of the problem is striking, particularly now that the problem is getting worse as time goes on. The standards set are very clear for parents to follow and appreciate and can be improved through many different pathways toward success in maintaining children's 'attendance' and can be further supported through laws enacted in s.444A(1)(2)(3)(4)(5)(6) of the (EA 1996). The enactment proves the point that there are measurable consequences for the lack of 'attendance,' especially for holidays taken in term time.

(B2). The focus on the interpretation of such problem as found in (B1) can be difficult for lay people to resolve and understand. 'Attendance' can become complicated with the repercussions as found notably with the fines being issued toward parents & guardians a clear sign of warning with consequence. According to (UK Government, 2025) parents are to support a strict minimum in child 'absence' to protect the development of their children. There are difficulties when it comes to acknowledging the root problem to as of why children take days from school. There are many different problems that can cause absence with some instances where parents may not understand the underlying problem of the child's behaviour/attendance & may need to investigate privately to gain recognition for the child's welfare. Parents are entitled through Article 8 of the 'European Convention of Human Rights' (Duffield, Kempton & Sabine, 2024, p. 283) for ensuring the respect toward the privacy of their family life when dealing with such problems. Another supporting factor is Article 5 according to the Children's Commissioner for Wales (2025) finding the rights of 'parental responsibility.' 'PR' is supported in s1(3) of the (CA 1989). The 'articles' are further supported in s.1(1)(2)(3)(4)(5)(6) of the (*Human Rights Act 1998*) providing further enactments that prove this point leading to the placement of such articles found in 'Schedule 1'. According to (Standley & Davies, 2013, p. 212) a supporting case for 'PR' can be found in the case of 'Re R (A Minor) (Wardship: Medical Treatment) (1992). Although the case is of a medical nature the consent of 'PR' is the overriding factor. There is an argument in the case of 'Johansen v Norway' (1997), (Standley & Davies, 2013, p. 208). The legislation, conventional rights & case law exemplifies the scale of this topic in full inclusive of all the factors involved. Furthermore, Wales is currently already in a crisis with kids struggling to learn how to read when leaving primary school, this excludes the problem of 'absence.' However, in this instance it is not entirely down to parenting or the child but rather down to the teaching methods provided (Williams, 2024). This argument can prove difficult for parents who feel that they may be doing all they can ensuring their child is getting in to school with undesired teaching methods highlighted whilst also under scrutiny themselves. This problem is certainly a difficult problem to address. According to (Welsh Government, 2024, p.3) 'Parents don't feel listened to' there has been quite some tolerance from parents on the times for information sharing about the child's progress on the issue of 'attendance' with more cases to be pushed towards the fault of the parent. This can be examined from both sides of the argument. Examining deeper finds how the Welsh Government are forwarding thoughts to action severely absent children and how to tackle drops in school 'attendance' through a charity called 'School home Support.' (Welsh Government, 2024, p. 23). The charity has proven record increases to help families on getting their children back up to the relevant standards set by the Government. This is an excellent solution for parents who are finding it hard to tackle the problem faced. The above examples of law enactment, conventional rights & government publication gives parents the confidence to follow guideline procedures and solutions when dealing or meeting such problematical concerns, especially when 'parental responsibilities' are questioned. This concludes the discussion with the relevant safeguards and warning to avoid set repercussions when dealing with such problems concerning their children's 'attendance' & education. The Welsh government has also introduced 'breakfast clubs' across Welsh schools to further assist with getting children into schools early (Welsh Government, 2022). This provides direction to further tackle the problems faced also aiding lower incomes households helping children with further support. The problem is addressed and there are the correct ways to help move forward successfully.

(B.3). The design of the 'resource' in Part(A) can be found in the format of a leaflet. This format is easily accessible for lay people to pick up & read once printed. The 'resource' in its entirety finds several various aspects of children's rights involving different topics of discussion with a

variety of helpful organisations & government bodies to aid any of the problems met through parenting or professional matters. With a leaflet the target audience can be greater than just posting the information on a blog or a website for example. The 'resource' can connect people, the people who go to work every day on such problems. The strength of the leaflet joins people together, organisations, design, talent & work. People can hand the leaflet to passersby's on the street, express its powerful message to shop owners spreading the importance of children's rights through the community. The 'resource' can give hope to many families that are struggling with problems within this very leaflet. The key strength is that it can be a physical 'resource' that can be held, read, felt & passed on. The leaflet gives the people a solution also with clear contacts to support their problems met.

The most challenging part of this process was just to concentrate and identify just one core issue where there is so much for lay people to relate with and understand when it comes down to the wellbeing & welfare of their children, thus being the reason for so many difficult issues for lay people to relate with in part(A). The 'resource' does not just touch upon 'education' it mentions 'pregnancy,' 'health,' 'devolved local authorities,' 'Conventional rights,' 'child violence,' & 'rights of the child.' The subject is an especially important part of the wellness of many families throughout the UK to keep healthy bonds with their children, schools & family life as a whole concept of healthy relationships. The unfortunate truth is the evidence that proves otherwise & how children from day to are exploited, harmed, affected with innocent families also accused and punished. The 'resource' hopefully targets the core rights and methods to solve such issues met. The challenge has also been the correctness of proving such arguments that involve parents, children & also schools. There are many areas to try and bring to light that also include holidays, sickness & disabilities that can affect attendance within schools and it was a challenge to try and get every aspect of the problem within (B.1), (B.2) with consequential evidence supporting such problems.

The reasoning behind this problem chosen of 'absenteeism' in 'education' was to try and find a problem that was not discussed within the lectures, however, to be quite related in a sense when looking at certain case law studies. This report is not heavy in the sense of law enactment or case law although, again the message through its entirety is a strong one. The message can be found through some credible sources as well as answering the questions involved. In such circumstances lay people can now further understand fully their rights or at least how they can find the answers they are looking for.

The effectiveness of the 'resource' is familiar to the general demographic of the British public; people understand a leaflet. Waiting rooms, salons, shops, hubs, hospitals, 'Dr's general practices.' A leaflet is a clever way of getting any message across, especially to someone in search for children's rights. There are many reasons to pick up a leaflet & the message certainly provides an identification of such problems met. A further development of the leaflet could be a website or even an app that the public can access, in some cases there could be phone line connection to give confidential advice moving forward for the lay people in such problems. The conclusion of this report suggests that the current problem surrounding children's attendance is an issue that is recognised by the government, the courts, local authorities, schools, parents & children throughout the United Kingdom. Evidence provides results that have also been reviewed over many years and there has been some progress made towards improvement. The report provides understanding of the current avenues lay people can look toward to solve such problems faced moving forward. This resource can help lay people in moving forward with confidence to solve such problems.

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