



**Children's Rights are
entitlements; they are
not optional**

(Holland, n.d).

**Thank you for taking the time to read the
leaflet. We hope it to have been inciteful.**

For any further information regarding Children's
Rights and the implementation please contact the
school directly.

How Children's Rights are implemented in schools

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The purpose of this leaflet is to provide
information to support the understanding of
Children's Rights within schools and
demonstrate how we at Grove Primary
School implement them in current practice.

Grove Primary School's ethos is to ensure all pupils are safe, secure, confident and happy

(Pembroke Dock Community School, n.d).

At Grove Primary School, we have adopted a Children's Rights approach and have received the Rights Respecting School Award. We believe Children's Rights should be at the center of education and therefore require the whole school community to work together to achieve this (Holland, 2017). This involves employees, yourselves as parents and the rest of the school's community to deliver a strong message and ensure all pupils understand their rights, the impact these rights have on them and how they can protect them.

The United Nations Convention on the Rights of the child's framework has been our guiding principles when creating school policies, classroom rules and when encompassing the current curriculum (UNICEF, n.d).

It is mandatory for all members of staff and volunteers at Grove Primary School to be trained accordingly, so they possess a full understanding of the UNCRC framework and can implement them in school planning and delivery.

We have also introduced a Rights Respecting School's Group, which contains a diverse range of pupils from every year group to promote Children's Rights (Pembroke Dock Community School, n.d). As a group they lead school assemblies and meetings with parents to clarify their understanding of their rights and develop their knowledge further (Holland, 2017).

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All pictures:

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What is a Human Right?

"This is something you should always be able to do, to have, to know, to say or to be protected from"

(Ministry of Justice, 2005. Referenced in: Jones, P and Walker G, 2011. *Children's Right in Practice*. Sage, London).

What are Children's Rights?

"Recognising that all children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate"

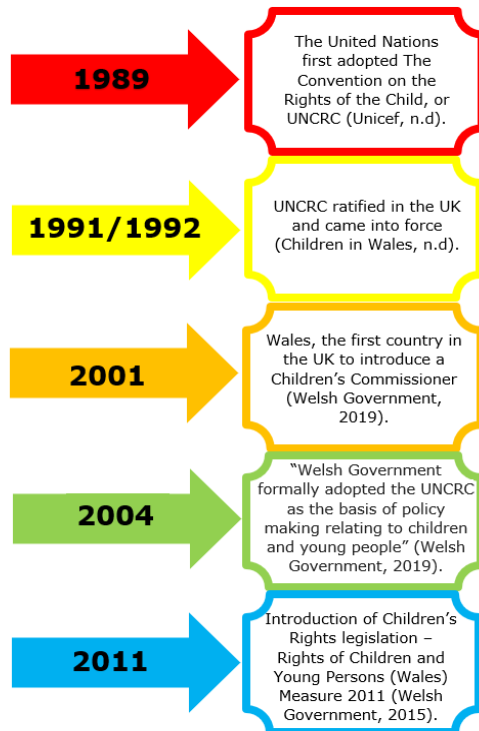
(UNICEF, n.d).

Who is covered by Children's Rights?

Article 1: Every child under the age of 18 has all the rights stated in the convention (Unicef, n.d).



History of Children's Rights in Wales



The United Nations on the Rights of the Child is a legally binding, human rights treaty which contains all Children's Rights that have been agreed, which include civil, political, economic, social and cultural (Save the Children, n.d). All articles stated under the UNCRC have equal importance and identify what children need for them to develop happily, healthy and safely (Children's commissioner for Wales, 2020).

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The Rights of the Child can be found at:

<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-summary2.pdf>

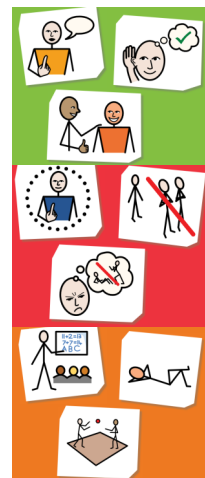
Social Justice

Social Justice is ensuring all benefits and responsibilities of living in a community are shared equally. Miller (2005) identifies four principles of social justice: equal citizenship, the social minimum, equality of opportunity and fair distribution. Children are viewed as equal citizens to adults; however, many argue that children of a young age may be to immature to exercise their rights (Jones and Walker, 2011).

We believe teaching Children's Rights in our school has helped our pupils to develop a stronger sense of the need to act for global justice, as well identifying an improvement on their well-being and academic achievement (Hooke, 2010). As a school we hope for the full support from parents to continue to promote Children's Rights.

The 3 P's –

Holland (2017) displays Children's Rights under three categories:



- Participation
- Protection
- Provision

Grove Primary School does its upmost to promote all Children's Rights, however we have decided to focus solely on specific articles from the categories listed above, explaining how they are implemented in our education system and our school environment. We do however encourage all parents to ask questions and query any issues to guarantee a full understanding.

Participation

Articles identified under this category promote children's voice and opinion, encouraging them to play an active part in society (Scottish Out of School Care Network, 2018).

Article 12 – Respect for the views of the child:

The UNCRC states that children have the right to express their feelings, views and wishes which must be respected and taken seriously with matters regarding them (Unicef, n.d).

The Social Services and Well-being (Wales) Act 2014 emphasis children's voice so they are able to control what happens in their lives (NSPCC, 2020).



We have created an environment where children can feel comfortable in participating in classroom discussions, sharing their own opinions, knowledge and ideas (Holland, 2017).

In November 2006, Wales made school councils a statutory requirement (Morgan and Hutt, 2007).

This is when Grove Primary School first introduced them to our current practice. We encourage children to participate through our school council, which offers them the chance to have their say and be listened to regarding any issues they believe need addressing. Two children from each year group are chosen through student elections to become a member of the council. Their responsibilities are then to raise any issues or ideas from their class at meetings, as well as report back to the class on anything they discussed (Department of Education, n.d).

In the foundation phase, they have adopted the idea of mood boards. Each class has a mood board displayed in their classroom, every morning children must find their picture, and present it on the mood they are feeling. These moods include happy, sad, ok, tired and angry. The children then all participate in circle time, where they pass an object around the circle, where they then have their chance to speak and be listened to by the class. This is their opportunity to explain why they are feeling in such a way, and the teacher can then identify what can be done or detect any concerns.

Who is responsible?

Grove Primary School choose a different right every week to focus on and work towards implementing it into lessons. We have recently finished a whole school project, where all classes had to participate in deciding which rights, they believe to be most important to them and what their responsibilities are, and the responsibilities teachers have to ensure they are implemented.

UNCRC Article	Interpretation	Teachers	Children
<u>Education</u> 28. Right to education 29. Goals of education	Pupils have the right to go to school to learn and develop.	• Inspire children • Support children to reach their potential • Ensure all children have access to all resources to aid their learning	• Must listen to all adults in school • Show enthusiasm to learn • Support peers in their learning • Take responsibility of own learning.
<u>Well-being</u> 24. Health and health services 31. Leisure, play and culture	Pupils have the right to clean water, food, medical care when needed, regular time to unwind (break times).	• Make sure lunch boxes contain appropriate food • Encourage pupils to eat their lunch and drink plenty of water • Provide adequate amount of break time • Ensure there is always a first aider on duty	• Drink plenty of water • Eat a healthy snack • Look after ourselves and others
<u>Voice</u> 12. Respect for the views of the child 13. Freedom of expression	Pupils have the right to express their feelings, participate in any decision making, be listened to and respected	• Provide time for children to ask questions • Listen and answer questions accordingly displaying respect and enthusiasm • Encourage children to voice their views	• Ask questions to help understand • Express opinions in appropriate manner • Listen, and respect other people's views
<u>Protection</u> 2. Non-discrimination 19. Protection from violence, abuse and neglect	Pupils have the right to be treated equally, kept safe and protected from any form of abuse.	• Implement Safeguarding policy • Report any issues raised or observed to appropriate senior • Treat every pupil equally	• Report any concerns to appropriate adults • Treat everybody with respect • Include all peers in activities

(Pembroke Dock Community School, n.d).

Understanding of Children's Rights

There have been reported cases where specific articles set out in the UNCRC have been interpreted differently, which can cause controversial applications.

The best interest of the child, this has often been argued who decides what is the best interest of that child and why that decision has been made. Every situation is unique to specific individuals, and every case can occur different outcomes. Also there has been criticism that the best interest of the child may be different to that of the views of the child (Chatenoud, 2008).

At Grove Primary School we have councilors who work closely with children ensuring they are listened to, respected and supported through difficult times, whether these issues arise out of school or in school.

Lack of Time

Alderson (2000), states that consulting with parents can be quicker than communicating with children, and that often adults silence children as they worry it may delay matters.

We listen and respect all our pupil's ideas and thoughts and believe that teaching our pupils communication skills will have a positive effect in the long term. It will mean pupils will be confident to ask questions and clarify information if they are struggling to understand. In order for us to teach good communication skills, we split our classes into smaller groups, so they all have the opportunity to talk and work together to solve problems and feedback to the teacher, without having to speak in front of the whole class.

Article 23—Children with Disability:

Children with physical and/or mental disabilities have the right to live a full and decent life, whilst maintaining their dignity, independence and facilitating their active participation in society (Alderson, 2000).

Our objective is similar to that of The Welsh Government (2019) who state

"Our vision is to provide a fully inclusive education system where all learners have equity of access to education that meets their needs and enables them to participate, benefit from and enjoy learning" (Welsh Government, 2019).



Our school offers a range of facilities which cater for all disabilities, from multi-sensory rooms, accessible toilets, a disabled unit for severely autistic children, technology for the visually impaired students to ramps for pupils with physical disabilities.

All children attending our school are encouraged to participate. To ensure this happens we have extra equipment in place to expedite this. We currently have several pupils who have a variety of complex needs. As a school we adapt to each individual, providing a range of resources and support which will help them to excel (Department for International Development, n.d).

Our school supports many different charities throughout the school year. One of the charities we have recently raised awareness of is the Jeans for Genes day, this allowed all pupils to understand and respect various genetic disorders, the importance of the charity and the difference it makes to individuals (Jeans for Genes Day, 2019). This we believe encouraged children with disabilities to be proud of who they are, as well as promoting an inclusive environment.

Protection

Protection, articles recognised under this category safeguard the child from any form of mental or physical abuse, neglect or violence (Alderson, 2000).

Article 2—Non-discrimination:

All children should be treated, protected and cared for equally regardless of their ethnicity, religion, sex, language, ability or other factors (Humanium, 11).

It is law, that every school in Wales must adhere to The Equality Act 2010, where it states that they cannot unlawfully discriminate against pupils with these characteristics (Department for Education, 2014).

In Grove School, we promote anti-discrimination practices and celebrate every individual. Through our current curriculum we educate our pupils on diverse cultures, languages and identities (Morgan and Hutt, 2007).

All members of staff at Grove Primary School are able to identify where extra support can be put in place to assist individuals with their progression, so that they are able to meet their full potential (Jones and Walker, 2011).



Barrier to implementing Children's Rights

There are many barriers we face as a school when implementing Children's Rights, below we have identified a selection. However we would like to make clear that there are many more which we face on a day to day basis and if you wish to discuss further please contact the school directly.

Bullying can occur in many different forms. A study across Wales suggested pupils are often discriminated against due to their sexual identity or their ethnic background. Although exclusion can take place because of other characteristics which are not covered under The Equality Act 2010, such as poverty or appearances (Commissioner of Wales, n.d).

At Grove School we have established an anti-bullying policy, which states we do not tolerate bullying of any form.

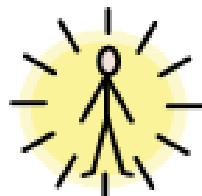
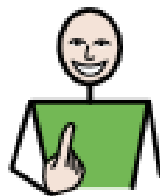
The main procedures we have in place to tackle bullying are as followed:

- Effective supervision during break and lunch times.
- A safe place, for vulnerable individuals if they find themselves needing to talk, discuss or report bullying issues.
- Reports, on every case which can often identify patterns of bullying behaviour.
- Communication between pupils, parents and staff, reiterating anti-bullying policies and school ethos.
- Investigation into incidents, with disciplinary for perpetrators and support for the victims

(Estyn, 2014).

All our pupil's personalities, talents and abilities are explored so we are able to offer opportunities for them to develop to their full potential. We offer extracurricular activities which are offered after school. These include:

- Sporting activities
- Drama classes
- Music lessons
- Social clubs



(Swain, 2019).

Article 24—Health and Health Services

Children have the right to good quality health care, clean water and nutritious food (Children's & Young People's Commissioner Scotland, 2020).

The Welsh Government (2019) state that the statutory introduction of the new curriculum will be in September 2022. We have already taken steps in introducing health and well-being into current practice. This we believe to have a positive effect on our pupils as they are able to identify what is healthy for their bodies and minds.



At Grove Primary School we promote healthy eating. Clean water is available to all pupils throughout the day, as well as the foundation phase having milk during the morning. Morning break time all our pupils are allowed to bring in or purchase a healthy snack and at lunch break our catering staff offer freshly cooked or prepared food for our pupils to choose from. We also promote regular exercise within school. P.E lessons are mandatory under the current curriculum, but we also encourage pupils to take part in after school sporting clubs (Ofsted, 2018).

Multi-agencies Grove Primary School use which can assist in ensuring all children have equal opportunities include:

- Special educational needs co-ordinators
- Ethnic minority achievement co-ordinators
- Visual impairment support
- Education psychologists
- Well-being councilors
- Vulnerable group co-ordinator



Article 3—Best interest of the child:

Rights of Children and Young Persons (Wales) Measure 2011 was legislation created in Wales, displaying our commitment to the UNCRC. Which emphasises that the best interest of the child must be paramount in all decisions, particularly when it relates to new policies, law making or budgeting that affect children (Welsh Government, 2019).

We at Grove Primary School assure all our policies relate back to what is best for the pupils guaranteeing their safety and protection.

The best interest of the child is a broad statement which in turn comes with its own issues, as people can misinterpret the actual meaning (Chatenoud, n.d).

However, at Grove Primary School we have interpreted it in a way of safeguarding and protecting our pupils, and to achieve this we listen to what our pupil's views and feelings are and take these into consideration. Which closely links to Article 12, respect for the views of the child (Hammarberg, 2008).

Article 19—Protection from violence, abuse and neglect:

Children should be protected from any form of abuse. The Welsh Government’s responsibility is to implement laws which can prevent children sustaining any form of abuse, neglect, violence or bad treatment (Child Rights International Network, 2018).

The Children Act 1989 and 2004 emphasises the promotion of child welfare and places a duty on all agencies within the school to report any concerns regarding children. It is mandatory for all staff and volunteers within the school to complete child protection training, so they are able to identify any indicators of abuse and understand how to respond appropriately (NSPCC, 2020). Any concerns are then documented and reported to the nominated child protection leader (Social Care Wales, 2020). Our Safeguarding policy can be found on our website, along with details on our health and safety policy, first aid, medication administration, site security and child protection (Hafod Primary School, n.d).

All members of staff, volunteers or visitors of the school must hold a clear Disclosure and Barring Certificate before being in contact with children.



“Safeguarding is broader than child protection. It encompasses promoting the welfare of the child, protecting them from abuse, harm and neglect, preventing their health and development from being impaired and ensuring that they receive safe and effective care”

(Children in Wales, 2014).

We believe a fundamental part of protecting children from abuse is making them aware of what it actually is, and the forms it can be presented. This is why, in recent weeks we have welcomed trained volunteers to speak to our pupils about the NSPCC, Speak out Stay safe service. This service encourages children to speak out to a trusted adult, as well as making them aware of ChildLine if they have any worries regarding abuse and neglect. The workshop aims to empower children and fills them with knowledge so they are able to fully understand (NSPCC, 2020).



Provision

Provision, the articles under this category refer to the basic rights of children and fundamental resources needed in order for them to survive and develop (Bardy, 2000).

Article 6—Life, survival and development

All children have the right to life and be provided with what is necessary to survive and develop to their full potential (Nutbrown, 1996).

This article is fundamental in making all other rights possible (Alderson, 2000). We believe you as parents are very much responsible for ensuring this right is fulfilled, however we do all we can to support our pupils. Golden Grove Primary takes pride in ensuring we provide a safe and secure environment for children to thrive and develop. With emphasis on the development of the child through their education, which closely links to the right to an education (Discovery Learning Alliance, 2015).