

Right 1

'article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background'(A summary of the un convention on the rights of the child, 1990)This is very simple, taking to the children explicitly about racism making them aware is important (Bennett, 2020). IT can be complicated and hard, but with the correct planning, and everyone's involvement with open discussion the experience can be quite inlatietgening and a great teaching and learning opportunity (Bennett, 2020). It's important for the children to be involved and learn about cultures the good and difficult sides, we aren't truly teaching them (Bennett, 2020). I think it's vital for children to be made aware, as they grow older and learn more and more about the problems surrounding it. Although we follow Christian holidays, we as a school don't prey(secular). This is to make sure children don't feel left out or different. We believe by having no followed religion in the school the kids and the feeling of the school is more involved and as a unit. Which is beneficial for teaching as children might work better together. These ideas implemented makes the school feel a lot more holistic. We try get a team environment where everyone looks out for each other, and these ideas complement it well. By being open about discrimination especially from a young age, it's not such a sensitive subject when there older and can be thought a lot easier and make children aware of current problems. With everything there can be difficulties, for parents raising their children Christian, we don't discourage ant beliefs or ideas. We allow children to see other religions from around the world to educate them on what religion really is about showing them a wider understanding of society. It can be hard for children at a young age to see what the rest of the world is like, and by showing them all these different religions is a really good way to widen their ideas and thoughts. We hope it nulls any racism or discrimination by actually understanding what's going on in these other countries rather than hearing it from unreliable sources. Parents and teachers have found this practice very beneficial and as shown a certain maturity in the students to learn about such complicated subjects and sensitive area. Parents say its enlightening to see their young one has a great understanding of a topic that's very difficult from such a young age. Whereas the teachers say the classroom is full of ideas and questions showing their curiosity and their ability to talk so maturely about something that can cause arguments. Implementing this at their age really does make it less complicated to examine and explain when there older.

Right 2

'article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.' (A summary of the un convention on the rights of the child, 1990) At the end of every school week the children will be given the opportunity to express how they feel about the week they have had in school. Its then put into a box for the teachers to read or look at their views and opinions be it written down, a drawing or whatever way the child wants to express their thoughts. Now obviously some children might not feel comfortable expressing what they feel so it's only optional if the child to put their name at the end. Or even if they'd rather discus their feelings than the teacher or ISA will right down what they are feeling. We encourage all the children to speak with us if they would rather as, a greater understanding of the child's capability to communicate beyond simple expressions, gains an InSite into untapped voice and opinion that they might not see (Gillett-Swan and Sargeant, 2017). The children are told not to feel embarrassed about how they might feel etc. and told that there is no such thing as a bad idea. We have an open discussion before the children put their ideas down on paper just to get their mind ticking and to hear their peers' ideas, as it makes them more comfortable saying how they feel if they see others do it as well. After reading their thoughts ideas and opinions, the teachers gather as a group to discuss how's best to go forward. We treat everything said seriously to try and support the child best as possible by implementing anything needed to help with their education, well-being, safety and most importantly their happiness. Although this takes up a lot of the staff's time and effort it's a small price to pay for the children been given the opportunity to express their selves. That being said the teachers have said that it's been very insightful seeing their point of view on their school day and sometimes outside the school. It really lets us as a school adapt to their needs and wants, and parents are certainly happy with the children's voices being heard and implemented wherever it can.

Intro

In this In this pamphlet, we will show you everything our school does to implement child's rights. From everyday situations to quick thinking in the case of an emergency to protect and insure your child is safe, happy and healthy when they are in the school. It includes a variety of different acts that we ,as a school, are proud to have systems in place to make sure a nothing goes wrong. We cover the rights given from UNICEF and how some of them work in our school. From discrimination, to relaxing and play making every child young people of the future preparing them for whatever might come their way. We simply scratch the surface with the examples given, go to *The United Nations Convention on The Rights of The Child*. to see all the rights and contact the school for any further interest or information.

'Teaching children about their own rights, then, has the capacity to widen and deepen understanding and support for rights and responsibilities, to advance the practice of citizenship in the democratic community of the school, and to create a more positive school ethos for learning, mutual respect, and good social relations.' (Covell, Howe and McNeil, 2010)

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School for the kids not the statistics.

How we keep your children happy, healthy and safe



Right 3

'article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.' (A summary of the un convention on the rights of the child, 1990) Our school is a safe environment, we have an ethos of being open about such matters big or small, in school or at home. For example, if there is any form of physical or verbal abuse between the children that is seen or picked up on, we have a procedure to prevent it from happening again. We gather all the children involved and sit them in a circle or facing each other and allow them to speak about their points of views on said incident or why it happened, given the teacher and everyone involved the chance to see what happened perhaps from a different view and understand more why things got out of hand. Hopefully from this the children involved will discuss and resolve their differences. Building this trust among the children can be very beneficial. Children perhaps looking up to one another for support and guidance, Peer communication is an infused way to make children support their peers, although they can be less effective then adult mentors, research shows student mentors are more effective and consistent (Fiorvanti and Brassard, 2014). We do take it a step further by the teacher of the class keeping a watchful eye and to reward them if they see improvements in the relationship but will also pick up on if the situation hasn't got any better and will take further masseurs to sort out the problem with the head teachers or other practices. Such as, parents' involvement and social services depending on the severity. Obviously, it can be hard to resolve every single issue, as sometimes it's a bit harder than just sitting down and talking it through but I do feel it's an essential step either way. Taking the first step in the right direction is better than not trying at all from the teacher's point of view, they seem to find it easier to understand incidences because they here all the possible happenings and can make a sensible judgment and can go forward in resolving it with confidence. Parents have said that the opportunity their children get their voice and hear other views helps a lot not only in the situation but with making them better people. Obviously making the school feel safer as well which is always good.

Right 4

'article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.' (A summary of the un convention on the rights of the child, 1990) A common theme for schools is to take children out of the classroom or to give them work from the year below to help them with additional support but that can be mentally darning for the child and can really get them down. Some people don't understand that it's very hard on the child to be taken out of an environment with all their friends and peers, it can be quite disorientating. By the teacher not supporting the child and them being taken out, they isolate themselves and their competency in teaching is limited as well (Wang, 2009). As someone who has gone through the system with dyslexia, I can really relate to this, children understand at a young age what's going on, children learn from each other and often children who struggle in one aspect of school will be good at other parts of school. At Ysgol Bryn Haf Teachers are told to encourage all sorts of learning strategies to insure all children are given the chance to thrive at what there good at. For example, we try open discussions, given children the chance to be the teacher and the use of videos and you tube clips to really try encaging the children. It's also a bit of fun for the children, just to break up the formality of school. The children who are mentally or physically disabled are involved with all the activates and not taken out of the class. The teacher or even the LSA's keep a closer eye on them and try support them wherever possible. The work will be of the same level but with less to do so they don't miss out on being thought with everyone else but is a little less strenuous. Letting the children into normal education system is a really good way to preparing these children into self-supporting adults in later life. (Wang, 2009) Obviously, this won't work for all children. However, it's something very simple that can be done in all the classrooms before further action might need to be taken place. All the teachers have said it made it easier for them to keep up with work, those who would normally fall behind might not have done as much work but understand the concepts being thought and at the end of the day, that's what matters most. Parents also think it's great that children are not taken out of the classroom and are encouraged to get involved with classroom activities.

Right 5 – 'article 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.' (A summary of the un convention on the rights of the child, 1990) Culture, religion and language isn't just important to children but is important to everyone. At our school we have an interesting way for pupils to learn about their peers. For any child that come from a different culture, religion or language we let them teach the class about it with the teacher's assistance or maybe their parents. Not only can the children learn but it can make the child feel less of a minority as hopefully his/her peers will be able to respect and understand their points of view and lifestyles. For example, a child who speaks a different language can be very hard for them in a new setting where English or welsh isn't there first language. By the children learning about their own language it helps the child feel more comfortable and the class is being educated about a language they might not have even know of. In more extreme cases where their other language is a lot stronger than welsh or English, the school has the facilities for someone who speaks their language to come in and support and aid there learning. A trusting relationship among an adult can create a foundation giving them protection. Students need a sustainable relationship with an adult who's devoted (Fiorvanti and Brassard, 2014). We encourage the teachers to support them as well of course but a peer who speaks their language does a world of good. If the child has someone, they can speak to in their first language it helps them feel a lot more comfortable which can be hard to achieve in perhaps an environment that is very different to what they are used to. Once again, the teachers will have to learn about said topic before teaching it and could be added to pressure and time, but it could be just as good for them as for the children. A teacher who understands his class and pupils can adapt and change to help support them in different ways strengthening their weaknesses and interning their strengths But most importantly keeping the children who can be scared and nervous in their new environment comfortable is so important. Parents say it's a clever way to give the student who could be feeling isolated the opportunity to open up a bit more. In an article about children's rights it was said, Children can't be educated on things like peace, tolerance, sex equality, friendships between everyone, ethnicity, religion and people from indigenous origin without curricular access to all sorts of different cultures and those that aren't apparent or seen inside there families and communities (Osler and Solhaug, 2018) so having these new students are actually really beneficial for everyone and we try encourage all sorts of pupils to come to our school to add to the diversity that we have.



Right 6 – 'article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.' (A summary of the un convention on the rights of the child, 1990) Children need time to rest, nobody can concentrate and go for 6 hours straight, especially a child. They need the time to rest and reset ready for whatever tasks they'll be doing next. Where a lot of schools will take a brake mid-morning and a break for lunch, we try separate each task with a brake be it only 10 minutes or so. School can be really stressful, even for younger ones, so getting that chance to reset and tackle the next task with a better mindset and 100% effort speaks for itself. In other partitions and from my own experiences children in the same class take different times to complete tasks. When one child takes the full 20 minutes for example, another child had completed it in 5 minutes. So where as the child has taken the full time to complete the task and has to go straight into the next, the child who will also more than likely be struggling has had time to gather themselves for the nest task.I feel loading to much onto the children over and over again can cause stress and anxiety which is something they really shouldn't have to experience at this sort of age. Instead the rest will put less struggle on the school day for them and help with learning as well. The problem is what about the children that do complete the task quickly and need stimulation. Well, simply having extra work to give those that finish quicker than others are simply done. Teachers have noticed that kids' attention span has been a lot better as there more up to learning new things as they have had the brake inbetweenner, Parents have said that it's a lot fairer on the children as everyone is then working more at the same speed. A teacher with a similar learning style from another school has said 'Once I incorporated these short recesses into our timetable, I no longer saw feet-dragging, zombie-like kids in my classroom. Throughout the school year, my Finnish students would, without fail, enter the classroom with a bounce in their steps after a fifteen-minute break. And most important, they were more focused during lessons.' (Walker, 2017)



Conclusion – These are only a select few of the rights that we implement in our school. It's not an easy job implementing them all but it's not a job we shy away from. Children's rights are such an important part of their education journey to insure every single child is having the right opportunities to utilise their skills make new ones and having fun while doing it. We are proud of what we do here, and I am sure you can see form the children here, that they love it to. We are no ordinary school, we go outside the box, and teach children to be better people of the future whatever it might be.