

I confirm that I have not used any AI tools in the research or the creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources that I used, which I may be asked to provide in evidence.

In this essay, I will be discussing some of the rights of children and young people in education. Children need to have rights in education to make sure that they are being kept safe and make sure that nobody is missing out on accessing school. (NSPCC Learning, 2025). The rights that I will be focusing on are the right to make sure that all children have access to education and the development of the child (Save the Children, 2025). Some of the main points that are going to be made is how the rights are implemented in schools and how they are taught as well as some of the barriers and issues that could occur when applying them. Furthermore, within this essay I will be explaining how theoretical frameworks such as Bronfenbrenner help to understand these human rights and how these links with education. I will also focus on the key policies and legislations that help to secure these rights in an educational setting.

Firstly, there are many different theoretical frameworks that can help to understand children's rights such as Bronfenbrenner who suggested that the environment can have an impact on development. These environments can include school, communities. This is important to understand as in education it makes sure that educators create an environment that is suitable for the children that considers other factors that could impact them such as their family situations. This links to the rights of children and young people as this falls under the right to education and how they develop as the communication of the primary school and the families can change the ways in which the child develops therefore impacts the way that the children learn and achieve. (Cherry, 2025).

Another framework that can be used to help understand children's rights is the Children's Rights Approach. This framework follows the United Nations Conventions on the Rights of the Child (UNCRC) to make sure when it comes to implementing policies that they consider the rights of the children so that they are upheld when these policies are put into practice. This framework helps to support provisions that protect important rights that help children to develop such as education and other environmental factors that could affect the way that they learn. The Children's Rights Approach believe that the rights of children should help empower children to get involved in decision making. To make sure that this is being put into practice is by making sure that budgets include tools to help to train teachers and to make sure that children are going to be given opportunities in the future. (Children's Commissioner for Wales, 2017).

A theory that is important to the rights of children and young people is Hart's ladder of participation. This theory consists of eight rungs which suggests at the bottom of the ladder children are at the level where they have no participation and as they move up the ladder children have some participation at the top having full participation. (McMellon and Tisdall, 2020). This is important for children's rights because participation as it helps to improve mental health as when they are being given the opportunity to speak up about their thoughts it shows that people want to hear their opinions and motivates them to interact with their peers. Another benefit of the participation of the child is it encourages the children to form bonds and friendships with others which is fundamental for their development as they need to learn how to communicate respectfully with others. (HEI schools, 2024). This shows that children should be in the middle of the ladder or the top as educators should be giving them their particularly rights and are not near the bottom of the ladder.

Secondly, there are many policies and legislations surrounding the rights of children as the government in Wales have helped shape the way to make sure that children are aware of the rights that they have. The Rights of Children and Young Persons (Wales) Measure 2011 was brought in by the government of Wales. This measure is to ensure that the rights of children must always be acknowledged when the ministers are making the decisions that could impact the children. This can help to make sure that every child is being educated about their rights and understand what these rights mean. (Welsh Government 1, no date on website). The government in Wales have created a campaign to make sure that children are not suffering from exclusion that have got additional learning needs. This is in the aspect on making sure that everyone is being made aware that it is crucial that children learn how to communicate with others and that educators know what they can do to provide these children they need. This campaign was called Talk with me. (Welsh Government 2, 2024).

Additionally, the Children and Families Act 2014 can be linked to children's rights as it makes sure that children that have a disability are getting the help that they need to learn more effectively. This is done by a variety of services working together as a team to come up with strategies that can help them in the best way possible. These services will consider what the child wants and takes their emotions into account when it comes to their care. The parents of the child that has a disability can talk to the council within their area about them receiving a set amount of money that they can spend on whatever they need to help meet the needs of the child such as their education. (Department for Education, 2014).

Next, a legally schools must follow the Public Sector Equality as this resource gives the school what they need to bring in the curriculum for Wales. This helps to make sure that the results that they see from students in the future is positive and give children are being given the effective education that they require for the future supporting children's

and young people's rights. The curriculum for Wales is there to provide the students with equality and provides the settings with the tools they need to pick up what students are struggling with early so they can come up with strategies to help them improve in their performance. This is important as the Public Sector Equality is crucial for students not being discriminated against and fosters their participation rights by looking at everyone's needs and make reasonable adjustments that can improve learning of individuals. (Equality and Human Rights Commission, 2023).

There are case studies that show how the rights of children and young people can be applied in different educational contexts. The first case study that I am going to be discussing was written by Pacey Cymru (no date on website), this case study suggested that rights for early years and primary age children can be applied by creating puppets which show different emotions so that children can express their emotions and helps to understand how their classmates feel which is important for them to be educated on. In addition to this, there is a case study that suggest that secondary school ages can have their rights implemented. The case study states that the students could take part in events where they were able to discuss problems that they are passionate about such as improving training and well-being support in education. This makes them feel that their views are being heard and not being ignored. (Welsh Government 3, 2026).

Furthermore, there are many barriers that schools can face when implementing the rights of children and young people into their systems. Some of these issues are that these schools are not receiving enough money to get the resources required for crucial leaning such as reading which is an important skill that all children need to develop. This means that their right to effective education is not being met. Another barrier of making sure that everyone is receiving fundamental education is that there may lack appropriately sized classrooms for all the students meaning that there will not be enough room for the students to move making it hard for the teachers to educate them resulting in students failing. (Global Citizen Staff, 2025)

Next, a barrier in implementing the right to education and development is that some children cannot attend school due to the abuse against their rights. The reason for this is because the government is not putting enough strategies in place to prevent this from happening so a lot of children are missing out important education that could negatively affect their future education. (Human Rights Watch, 2016). Throughout Wales there is some inconsistent provisions that have been place that were supposed to support inclusion with children. The impact that this has on children is that the school setting has not done enough to make sure that their needs are being considered by the staff which can impact the mental health of the children. (Blake, 2024).

Next, another barrier that affects implementing the rights of young people and children is technology. This is because when lessons and homework became online some students did not have the appropriate facilities to work from or did not have have

suitable internet connections. This led to students not returning to schools as they could not keep up with the work as well as children from poorer background did not have enough money to provide resources and tutors to help them further their education during this time when they needed it most. (Salama, 2024). Another barrier that must be considered when implementing children and young people's rights is making sure that the teachers are being motivated as some schools may face difficulties accessing resources or may not have the right workspace to give the students quality education on their rights. They also need to be respected by the school and children as if their rights are not being respected, they may not see the need to teach the students to respect them. (New Tactics in Human Rights, 2011).

Also, support services for well-being and mental health could be a barrier for implementing children and young people's rights. This is an issue as schools are not picking up the signs of poor mental of their students, this can lead to them not receiving the support that they need to improve this. This is important for the educators to pick up early as it could become more harmful than just missing school such as disorders that may change their eating habits and causing self-afflicted harm to themselves. This shows that teachers and the school need to do more to protect them and meet their right to be safe. Without this early help children are at risk of being in danger if they are unable to talk to anyone about their problems or know who they can go to get the fundamental support that they need. (Exelby and Downer, 2026).

According to Children's Legal Centre Wales (2024) there are many ways to promote the rights of children and young people such as reading children's stories that have a connection to these rights so they can learn about them from a young age as these books can encourage them to ask the staff questions about the rights therefore promoting their rights. Also, in other research there have been suggestions that every school should have a school council within their setting. This is important to promote and protect the rights of children as a school council provides them with the chance to express their concerns and opinions on if the school system is working to help them learn. This means that the children believe they are being heard. (Welsh Assembly Government, 2004).

It is up to the educators to get crucial training on the rights of children and young people so that they understand the topic to make sure that they are teaching it to the children correctly and will understand why it is so important for their future. This will help make sure that the students know that they can speak up if they feel that their rights are being met by the schools so that the staff can adapt it to make sure that no rights are being ignored. This training will help the teachers to work with the children to get the information they both need to create an environment that can respect the children's rights and provides them with the tools to promote the rights. (Child Human Rights Defenders, no date on website).

Educators could protect the children by making sure that there are working security cameras that can monitor the building to make sure that everyone is being protected and need to keep checking whether the cameras are still working ever so often as it could put the students at ease knowing that action will be taken if anything does come up on the cameras giving them a sense of security. They could also have a check in system when people visit so the teachers know who is coming in and going to protect everyone in the environment. (B, 2024).

Additionally, there are various ways to promote children's rights such as participation such as educators ensuring that there is individualized educational information so they can read it without any issue, so they feel that their needs are being supported by the teacher by making resources to match their capabilities but still giving them the chance to grow. Educators could consider that some of the children may have their first language being Welsh so they could offer them resources that can be adapted into Welsh, this also gives the children control over the education they are being provided by being given this option. (Vain, 2025). The schools can also protect the children's right to health within the school by making sure that the canteen in their school is serving nutritious food to help them with their diet, the educators must also make sure that they are giving the children enough food that will last them until they get home so that no child is being left hungry when going home. It is the educator's duty to pick up concerns that they have if they feel that they are being looked after at home and if not, they need to contact social services to make sure that they are being put into a safe environment to learn to protect their well-being. (Nutbrown, no date on website)

Furthermore, Educators can promote and protect children's rights by creating an environment that shows diversity to teach the children to respect each other. Ways that this can be done is by posters and other boards that can be seen around the classroom is a variety of cultures and skin tones. This encourages the children to be themselves and understand that no one is judged by what they look like or where they were brought up and helps to support equality. Another way that children can be taught about diversity is by providing opportunities for the children to communicate about their cultures and the traditions that they may have in their family so that the school can create a positive environment for their students. (EYR Team, 2025). Teachers could create extra-curricular activities that children can get involved in so that students can feel involved with learning about their rights. This could encourage children to even teach their friends about how important the rights are. (OHCHR, 2004)

In addition to this, it is important that the educators need to create a positive relationship with the children so that they can trust you without feeling like they are going to receive judgement. This is important to protect their right to safety as they may talk to educator more freely when there is an issue whether it is in the setting or at home so that action can be taken to protect them from harm. This could be issues such as

being bullied that can negatively affect their well-being and know that the teachers are going to help them. This could improve their right to education as they will then feel safe in the environment and can concentrate more easily and have more participation. (Teachers. Institute, 2025)

In conclusion, it is important that children's and young people's rights are implemented in education so that everyone is aware of their rights so they can be given a voice in decision making that impacts them and their learning. Also, schools need to make sure that they eliminate barriers so that no one is being excluded and not having their rights met by creating effective strategies for children from different backgrounds to make sure that they are keeping up in learning and provide them with the support that they need while upholding their rights. This shows that it is important that the government need to make sure that there are policies and legislations such as the curriculum for Wales to make sure that their rights are being protected by the law.

Reference List:

B (2024) Ensuring Child Safety in Schools: Effective Strategies and Best Practices. Available at: <https://www.ieac.org.uk/8-Ensuring-Child-Safety-in-Schools-Effective-Strategies-and-Best-Practices-blog.php> (Accessed 29th March 2026)

Blake (2024) Wales' education system is failing many disabled children, Senned members have found. Available at: <https://www.ldw.org.uk/wales-education-system-failing-disabled-children/> (Accessed 26th March 2026)

Cherry (2025) The Bronfenbrenner Ecological Model and Its 5 Systems. Available at: <https://www.verywellmind.com/bronfenbrenner-ecological-model-7643403> (Accessed 21st March 2026)

Child Human Rights Defenders (no date on website) Child Human Rights Defenders Interactive Implementation Guide. Available at: <https://chrds.childrightsconnect.org/the-rights-of-child-human-rights-defenders/interactive-chrd-implementation-guide/the-convention-on-the-rights-of-the-child-and-the-declaration-on-human-rights-defenders-rights-relevant-to-chrds/education-rights/> (Accessed 29th March 2026)

Children's Commissioner for Wales (2017) The Right Way A Children's Rights Approach in Wales. Available at: <https://www.childcomwales.org.uk/wp-content/uploads/2024/02/202402-Childrens-Commissioner-for-Wales-Right-Way-English.pdf> (Accessed 27th March 2026)

Children's Legal Centre Wales (2024) Five Ways to embed Children's Rights in School. Available at: <https://childrenslegalcentre.wales/five-ways-to-embed-childrens-rights-in-school/> (Accessed 26th March 2026)

Department for Education (2014) The young person's guide to the Children and Families Act 2014. Available at:

https://assets.publishing.service.gov.uk/media/5a7dc4b0e5274a5eb14e7114/Young_Person_s_Guide_to_the_Children_and_Families_Act.pdf

Equality and Human Rights Commission (2023) Public Sector Equality Duty: Guidance for schools in Wales. Available at:

<https://docs.google.com/document/d/1nBKkwu0brVwORz83091NTxv4ugeLomVq/edit> (Accessed 28th March 2026)

Exelby and Downer (2026) Proposed key changes to keeping children safe in education 2026. Available at: <https://www.farrer.co.uk/news-and-insights/proposed-key-changes-to-keeping-children-safe-in-education-2026/> (Accessed 29th March 2026)

EYR Team (2025) How to Promote Equality and Diversity in the Classroom. Available at: <https://www.earlyyearsresources.co.uk/blog/how-to-promote-equality-and-diversity-in-the-classroom/> (Accessed 29th March 2026)

Global Citizen Staff (2025) 12 Barriers to Education for Children Living in Poverty. Available at: <https://www.globalcitizen.org/en/content/12-barriers-to-education-around-the-world/> (Accessed 24th March 2026)

HEI schools (2024) Why Active Participation is important in Early Childhood Education? Available at: <https://www.heischools.com/blog/why-active-participation-is-important-in-early-childhood-education> (Accessed 29th March 2026)

Human Rights Watch (2016) The Education Deficit. Available at: <https://www.hrw.org/report/2016/06/10/education-deficit/failures-protect-and-fulfill-right-education-through-global> (Accessed 25th March 2026)

McMellon and Tisdall (2020) Children and Young People's Participation Rights: Looking Backwards and Moving Forwards. Available at: https://brill.com/view/journals/chil/28/1/article-p157_157.xml?language=en&srsltid=AfmBOoqhsF485ZSy61EkMXfFl7UUhgJw7_uL6mvZXTCiPUNZnAaSs8Fl (Accessed 29th March 2026)

New Tactics in Human Rights (2011) Advancing Children's Right to Education. Available at: <https://www.newtactics.org/conversations/advancing-childrens-right-education/> (Accessed 29th March 2026)

NSPCC Learning (2025) Children and the law. Available at: <https://learning.nspcc.org.uk/child-protection-system/children-the-law> (Accessed 27th March 2026)

Nutbrown (no date on website) Rights of the child – What they mean in Early Years. Available at: <https://www.teachearlyyears.com/a-unique-child/view/childrens-rights-adults-responsibilities> (Accessed 29th March 2026)

OHCHR (2004) Teaching Human Rights. Available at: <https://www.ohchr.org/sites/default/files/Documents/Publications/ABCen.pdf> (Accessed 29th March 2026)

Pacey Cymru (no date on website) Case study – Children’s rights – Katie Toogood – and ‘Too Good Tots’ registered childminding service. Available at: <https://www.childcomwales.org.uk/wp-content/uploads/2022/10/Case-Study-1.pdf> (Accessed 27th March 2026)

Salama (2024) Children’s right to education. Available at: <https://www.humanium.org/en/right-to-education/> (Accessed 29th March 2026)

Save the Children (2025) UN Convention on the rights of the child (UNCRC). Available at: <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child> (Accessed 20th March 2026)

Teachers. Institute (2025) Teachers’ Role in Advocating for Child Rights. Available at: <https://teachers.institute/childhood-growing-up/teachers-advocacy-child-rights/#creating-a-rights-respecting-classroom-environment> (Accessed 29th March 2026)

Vain (2025) Importance of Child Participation. Available at: <https://cpdonline.co.uk/knowledge-base/safeguarding/child-participation/#how-to-promote-child-participation> (Accessed 29th March 2026)

Welsh Assembly Government (2004) Children and Young People: Rights to Action. Available at: <https://dera.ioe.ac.uk/id/eprint/7717/1/090415rightstoactionen.pdf> (Accessed 27th March 2026)

Welsh Government 1 (no date on website) Finding out about your rights as children and young people. Available at: <https://www.gov.wales/childrens-rights-information-children> (Accessed 22nd March 2026)

Welsh Government 3 (2026) Rights of children and young persons: compliance report (April 2023 to September 2025). Available at: <https://www.gov.wales/rights-children-and-young-persons-compliance-report-april-2023-september-2025-html#193415> (Accessed 27th March 2026)

Welsh Government 2 (2024) Update on the children and young people’s plan: January 2024. Available at: <https://www.gov.wales/update-children-and-young-peoples-plan-january-2024-html> (Accessed 24th March 2026)

