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Steynton Community School



How Children's rights are implemented in school



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At Steynton Community School we are proud to be welcoming and inclusive to everyone. We pride ourselves as we entertain our vision to inspire and encourage all students to achieve their best.

This leaflet is to inform you about children's rights, based on current policy and practice and how we implement rights at our school. We are proud to be a rights respecting school (Norbury School, 2020).

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What are Human Rights?

Human Rights protect everyone, allowing freedom in all aspects of life. Human Rights have an impact on an individual's knowledge, actions and responses. Rights ensure that people are respected within legal, social and ethical environments (The advocates for human rights, 2019).

In the United Kingdom people are protected by the Human Rights Act 1998. However, if rights are breached, the effected individual will be able to access the Human Rights Act when in court (Citizens advice, 2020).

Examples of Human Rights
The right to life
Free and equal
No slavery
No torture
The right to privacy

(Melody, 2009)



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What is a child's right?

Currently there are several rights that are directly in place to protect children. This originated from France in the 19th Century as it was believed that children require more protection in comparison to adults (Humanium, 2020). Children's rights were later adopted by The United Nations Convention on the Rights of the Child (UNCRC) in 1989. The convention consists of 54 articles which provides a framework of what is expected within children's rights (UNCRC, n.d.).



The first right in the convention states that anyone under the age of eighteen is defined as a child, therefore anyone in the age bracket of birth – eighteen is protected by the rights of a child (NSPCC, 2020).



What is The United Nations Convention on the Rights of the Child?

“The United Nations Convention on the Rights of the Child (UNCRC) is a legally binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities” (Save the Children, n.d.). The UNCRC is the foundation of UNICEF’s work (UNCRC, n.d.).

UNICEF focus their attention on ‘four core principles’ which contribute to the growth of children’s rights (UNICEF, 2019).

The Four principles of the Convention on the Rights of the Child are:

- Non discrimination
- Best interest of the child
- The right to survival and development
- Respect for the views of the child



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Article Two – Non-discrimination:

“Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status” (The United Nations convention on the Rights of the Child, n.d.)

“Every student has the right to an education free from discrimination” (Sullivan, n.d. p.1).

This right allows children to enjoy their time at school. Research shows that children who are discriminated against will not enjoy their time at school and are likely to find it difficult to learn as “they don’t feel safe or accepted” (Sullivan, n.d.). In addition, children who experience discrimination have lower performance levels at school (Keys Adair, 2015).

If your child is experiencing discrimination at school, we encourage parents to discuss any issues with a teacher. All staff members are vigilant to discrimination within schoolgrounds, whether it be in the classroom or on the playground. Highlighting and shaming discrimination can be difficult, we urge parents to communicate with the school to find ways to help the situation.

Once made aware, we hope that all issues will be actively resolved. However, if you feel further action is needed you will need to get in touch with the Office of Civil Rights (Sullivan, n.d.).



Equality Act 2010

Steynton Community School follows the Equality Act 2010. All staff ensure that everyone within the school is treated with fairness and no students are at a disadvantage.

The Equality Act 2010 links with Article Two as it covers protection for a person's protected characteristics, which are:

- Age
- Disability
- Gender
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

(Headteacher update, 2013)

Article Three - Best interest of the child:

All aspects of a child's life should be considered in their best interest (Save the Children, 2019).

Steynton Community School operates in a manner that ensures that all aspects of the school are within the "best interest of the child". This is seen through the standard of our teaching staff and the opportunities that are provided for our pupils. It is reported by (Truter, 2016) that a thriving school environment allows a child to "reach their full potential".

Our school creates a safe environment for children to learn. We are proud to have a whole school attendance percentage of 97% which implies our pupils are happy and feel safe to come to school (Plymouth.Gov, n.d.).

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In addition, we take children's emotional and physical needs into account (Truter, 2016).

Come along to our mental health workshop!

Where: School Hall

When: Every Tuesday, 10am

Who: Everyone!

- It is good to talk!
 - Inform pupils and parents where they can get support
- (Page, 2020)



The Rights of Children and Young Persons (Wales) Measure 2011 expresses that all Welsh Ministers in the Welsh Government are required to be thoughtful regarding children's rights, this includes making sure that decisions are made in the best interest of the child (Welsh Government, n.d.).

Article Six - The right to survival and development:

Children have the right to survive and develop (Save the Children, 2019).

Children are entitled to be provided with clean water and food. At Steynton Community School, children are provided with a water bottle that they can fill up when they need to. Free school meals are in place for those applicable. In addition, our school also offers a free breakfast club every morning for all students. Children that have breakfast in the morning will have higher concentration levels when they are in school. Garner, 2015 states that children who have breakfast are 'twice as likely to perform well in tests.



We make sure that our pupils know their rights to aid in their development through education. Each term we assign two rights to every class, the students will later be expected to deliver a short class assembly in front of the other children, explaining what they have learnt. This way we hope to teach our pupils to understand their own right and respect others.

The Children Act

The children act was first introduced in 1989. The main purpose of this act is to ensure that children in the United Kingdom experience a safe environment to learn (UKEssays, 2018).

The 1944 Education Act

Local authorities were able to provide school meals, free milk and a regular medical examination (Ammanford Ed, 2010).

Please note that this leaflet does not discuss all of Children's Rights.

For more information visit www.unicef.org or call the school on 01646 170218 and the staff will be happy to help.



Children have the right to know and understand their rights (save the children, 2019). We selected five children from each class and asked them to explain their rights, this could be done confidently meaning our pupils have a great understanding of their rights. From this, we believe that children's rights are well respected and protected at Steynton Community school, we hope after reading this leaflet you believe that too!



(Charlie Davies, Personal photo, 2020)



Article Twelve - Respect for the views of the child:

It is important that children can express their views and for those views to be respected and taken into consideration (Save the Children, 2019).

Children are encouraged to communicate with confidence by interacting in class discussions. According to Corcoran, 2015 children who engage in class discussions will enjoy their lessons and gain a better understanding of the topic.

Circle time is part of our morning routine. Circle time allows children to speak, listen and socialise. A study completed by Glazard, 2016 suggested that circle time improved self-esteem and aids in developing a child's confidence when talking.





The school council allows our pupils to have a say on ideas, activities and opportunities around the school. We have two students to represent their year group and attend meetings regarding the school.

What have the school council achieved so far?

- Employed road patrol to support our children crossing busy roads (Scotland, 2020).
- Improved sports facilities
- Increase learners' input in preparation for lessons

In addition to the school council, we have a children's rights ambassador. Their role is solely related to children's rights.

What does the children's rights ambassador do?

- Inform all pupils about the 'Children's Commissioner for Wales'
- Make sure all pupils understand their rights
- Carry out activities regarding the commissioner (Children's Commissioner for Wales, 2020).

Children's rights we believe are important

Child protection from violence, abuse and neglect is always regarded thoroughly throughout the school. We have positive relationship with our pupils. Having a positive relationship with a child allows them to feel safe, impacting on their confidence to disclose safeguarding issues (Pedler, 2018).

Did you know?

From 2022 there will be a ban on smacking children in Wales (ITV, 2019).

"In half the countries where records exist, over 80% of children aged 2-14 have experiences violent discipline" (Save the Children, n.d.).

Disabilities

Having a disability is seen as a barrier to accessing education. Steynton Community School is respectful to those who have disabilities. Teaching staff are provided with the adequate training for those who require support and each class is catered with a learning support assistant.

According to think Inclusive, 2015 the current curriculum is limited in differentiation resulting in children with a disability being at a disadvantage. Therefore, change was needed. The new curriculum set to come into Wales in 2022 has taken disabled children into consideration. One of the changed addressed by Welsh Government, 2020 was that children with learning difficulties will have the same lessons as their peers, however, the pace they learn at will vary for them to gain a thorough understanding.

Wales' new curriculum

- ★ For all pupils aged 3 - 16
- ★ Replaces key stages with 'progression steps'
- ★ Six areas of 'learning and experience' replace subjects
- ★ Three 'cross-curriculum' responsibilities for all teachers
- ★ They are literacy, numeracy and digital competence

Barriers can arise when implementing children's rights. Barriers our school are working to overcome:

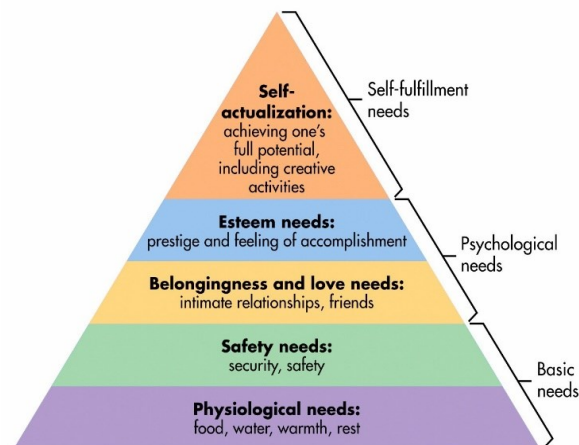
Bullying

We have an approach to tackling bullying in our school as it is a significant barrier to accessing education. We have established close links to poor attendance and attainment. According to NSPCC, 2010 more than 16,000 children do not attend school due to experiencing bullying. If your child is experiencing bullying, please do not hesitate to contact the school. We will work closely with the those involved and implement what we believe is in the best interest of the child.

Motivation

Here is a diagram of Maslow's Hierarchy of Needs. This is the idea of humans having five basic needs. It is stated that the needs on the lower tier of the hierarchy need to be met in order to maintain the needs higher up (Mcleod, 2018).

According to Success at school, 2020 children with a lack of motivation will only complete a limited amount of work in school, not enough to enhance their learning. To create ambitious learners, we allow participation to keep the children engaged. We also break tasks down into small steps if we find that our pupils are having difficulties with the task.



Steynton Community School acknowledges the responsibilities regarding child protection and safeguarding pupils. All staff have appropriate safeguarding training allowing suitable actions to follow if a child wishes to disclose information. In addition, we have a designated safeguarding officer who works with staff and children and makes sure that the environment promotes everyone's welfare.

Our designated Safeguarding Officer – Harry Edwards



(Craig Butland, Personal Photo, 2019)

We understand that school may be the only place that a child visits and feels secure, therefore we create an environment where children can feel safe so that they talk about issues affecting them.

The safeguarding policy states that if staff feel the need to share the information in which has been discussed with them then they hold a responsibility to inform members of staff and other agencies. This information can only be passed on if the child is aware of this process.

Steynton Community School is fully committed to section 175 of the Education Act, 2002. The act makes it a legal requirement for "school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children" (The National Archives, 2009).

Disabled children are entitled to access and enjoy their education. There should be no unnecessary complications and time should be given so individuals with disabilities can participate as much as possible.

A child who has a disability should not be treated any different. All aspects of our school are inclusive and accessible, therefore those who are disabled are not at a disadvantage (C. Council, 2020).

According to Mulvenney, 2017 there will be at least one child in the classroom who finds 'learning a challenge'. From this perspective we have strategy's in place to ensure that all disabled children have their rights fulfilled. For example:

- Interventions – a smaller environment that allows staff to work with students to maintain their health and well-being (ACAMH, 2020). This could impact the engagement of a disabled student as they will have additional time to understand the environment (National Institute for Health and Care Excellence, 2020).
- Differentiation – acknowledgment of the different learners in the classroom. Making sure alterations are made for pupils to reach their full potential (Amaro, 2020).
- Lesson planning – all lessons are to be inclusive and adaptable for those with physical disabilities (Bright Hub Education, 2020).



Is there an activity that your child may want to try?

	Before School	Break Time	Lunch Time	After School
Monday	Breakfast Club Sports Hall 8:15 - 8:40 Infants and Juniors	Rugby Skills Gym Juniors	Girls Netball Sports Hall Juniors Boys Gymnastics Gym Infants	Football Sports Hall Juniors Girls Hockey Astro Juniors
Tuesday	Breakfast Club Sports Hall 8:15 - 8:40 Infants and Juniors	Dance Gym Infants and Juniors	Basketball Gym Juniors	FUN Football Astro / Sports Hall Infants
Wednesday	Breakfast Club Sports Hall 8:15 - 8:40 Infants and Juniors	ALN Wheelchair Girls & Boys Sports Hall	Boys Gymnastics Gym Juniors	Girls Dodgeball Gym Juniors
Thursday	Breakfast Club Sports Hall 8:15 - 8:40 Infants and Juniors	Girls Gymnastics Gym Infants	Table Tennis Sports Hall Juniors	Girls Football Sports Hall
Friday	Breakfast Club Sports Hall 8:15 - 8:40 Infants and Juniors	Rugby Skills Gym Infants	Girls Gymnastics Gym Juniors	Street Dance Gym Infants and Juniors

Steynton Community School is committed to Social Justice, the idea of Social Justice originated in the early stages of the 19th century. Social justice ensures everyone has “equal access to wealth, opportunities, and privileges within a society” (Anon, 2019).

Why is social justice important in terms of children’s rights?

Social Justice aims to support children’s rights and ensure that children are always treated with fairness and equality (Parris, 2018).

According to Miller, 2005 (cited in Jones and Walker, 2015), Social Justice consists of four bases:

- Equal citizenship
- Equal opportunity
- The social minimum
- Fair distribution

All teaching staff and assistants follow this structure to ensure they “see their students for who they are” (Belle, 2019).

ESTYN, 2019 voice that children are ‘enabled to have optimum life chances’ at our school the child is always the main priority, therefore we aim to give our pupils the best possible opportunities when and where we can.

According to BBC (2010) “nearly two-thirds of UK parents cannot afford after-school activities for their children”. With this in mind, we promote a wide range of extracurricular activities that are available to all children. With the aspiration to be inclusive to all, we ensure that age, gender, religion or ability has no impact on the child’s chance to participate.



Following that, here is a copy of the extracurricular activity timetable. We encourage all pupils to join in the activities.

All children have the right to a free education. The education system aids in developing a child’s “personality, talents and mental and physical abilities” (Save the Children, 2019).

To ensure that our school is a place that every child wants to come and learn, all teaching staff engage our pupils in their learning. Here are a few examples of how this can be achieved in our school:

- Every child will be welcomed and greeted when they enter the classroom.
- We praise our pupils often – the school inspires to create a positive and accessible environment.
- Setting up a classroom environment that encourages every child to learn – different learning areas in the classroom, for example, a role play area.
- Participation - Involve the children when choosing the topic or assign classroom job roles as this teaches children about responsibility.

(Teach, 2020)

“Teachers that are positive, caring, and relationship builders have classrooms that spark interest and give students the freedom to engage in learning activities where the teacher scaffolds, monitors and inspires” (Kaymbu, 2014).

Education Act

Forsters Education Act 1870 was a turning point for the education system. Education became compulsory for children age five to ten in 1880 (UKEssays, 2016).

Steynton Community School respects the Education Act 2011 as it enforces teachers to continually “raise standards in education”. The Act informs teachers on the most recent “legal powers” which is aimed to reduce “poor behaviour, to tackle underperformance, and to improve the way in which schools are held to account” (Government of United Kingdom, 2011).



All children have the right to play in a relaxed environment and have the right to participate in chosen cultural and artistic activities.

We understand that there is a large amount of pressure on our teachers to ensure our pupils achieve their personal best. According to Gray Ph.D, 2015 the focus on academic results can have a damaging impact on the development of a child. Stated by the National Health Service, 2018 children thrive when learning through play and play has a positive impact on a child's development.

"Play is just as importance in the development of a pupil's social, emotional, intellectual and physical development as classroom learning" (Coleman, 2020).

We incorporate play when appropriate. Here is a small example of ways that our pupils can access play:

- Role play area
- Sand pit and Water play
- Playdough
- Puzzles
- Mud kitchen
- Playground

(Sitters, n.d.)

Although we allow our children time to play, this time is limited and allocated.



It is argued that children do not play enough. Play that children experience is more often or not, structured and supervised by adults (Cooper, 2013). A study completed by Twenge 2010 (cited in Lift-off, 2017) showed that movement away from unstructured play is having a massive effect on children's well-being. Twenge stated that if children do not play enough in early years, they may experience difficulties when it comes to developing their intrinsic goals (Liftoff, 2017). At Steynton Community School we include ways to motivate our pupils through play, for example, delivering science in the playground. The impression we hope to leave on our student is for them not to feel as though they are learning due to the enjoyment of the lesson (Newsonen, 2020).

Children losing play should not be a consequence of poor behaviour (Busby, 2020). Therefore, the children are aware of the misbehaving policy we have at Steynton Community School. This can range from, elimination of house points to attending educational visits.



Play therapy helps children with their communication skills, deal with their emotions and solve problems (Therapy et al., 2020). This is shown from a study by Play Therapy United Kingdom, 2017 who observed changes in the children. Play therapy could be more effective in our school if it was used more often. At our school we have an outside provider to deliver lessons to our children, therefore, it is within our aspiration to have a consistent play therapist on school grounds.