

Respecting the voice of the child and the rights of the child.

In 1989 the UNCRC (The United Nations Convention on the Rights of the Child) became a legally binding international agreement. Their aim is to set out the civil, political, economic, social and cultural rights of every child, regardless of their background, religion, sex, views, language and disability. It includes 54 articles, 42 of which outline what rights children have, from articles 43-54 explains how Governments and other organisations work to ensure that children do benefit from these rights. The United Nations conventions on the rights of the child (UNCRC) apply to anyone under the age of 18, their goal is to recognise the rights of children and ensure that they grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. Every work setting, parent/guardian, career or anyone that is supervising children must follow these articles.

Article 6 You have the right to life and to grow up to be healthy.

Children have every right to grow up to be healthy They have the right to health which means that children must be protected against illness. They must be allowed to grow and become healthy adults. To ensure that children grow up healthy they must have the right to food which means every child has the right to eat. it is the right to not die of hunger and to not suffer from malnutrition. Water is also another very important for a healthy child to have, the right to water means children have the right to safe drinking water and proper sanitary conditions. The right to water is essential for good health, survival and proper growth.

In Wales the NHS provided a free healthcare services and prescriptions which lowers the risk of children and young people being ill as they have all the services and care they'll need if showing any symptoms.

- According to the NHS children need a healthy and balanced diet that should include:
- at least 5 portions of a variety of fruit and vegetables every day
- meals based on starchy foods, such as potatoes, bread, pasta and rice (choose wholegrain varieties when possible)
- some milk and dairy products (Choose low-fat options where you can)
- some foods that are good sources of protein, such as meat, fish, eggs, beans and lentils

Make sure that your child doesn't eat too many sugary or fatty foods, such as sweets, cakes and biscuits. They also shouldn't have too many sugary fizzy drinks.

These foods and drinks tend to be high in calories but contain few nutrients. Get ideas for healthier school packed lunches and helping your family get 5 A Day.

Article 18. Both Parents share responsibility for bringing up their children and should always think what is best for each child.

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Both parents should share legal rights, duties, powers, responsibilities and authority for the upbringing of their children. The person who has parental responsibility for a child has the right to make decisions about their care and upbringing. Important decisions in a child's life must be agreed with anyone else who has parental responsibility therefore both parents are responsible for the decisions they make for their children.

The following are examples of important decisions in a child's life that should have the agreement of everyone with parental responsibility:

- Where a child lives.
- Whether or not a child has medical treatment.
- How and where a child is educated.
- Which, if any, religion a child follows.
- Deciding a child's name and registering their birth.
- Giving consent for a child to leave the country, whether for a holiday or permanently.

Parental Responsibility is defined in the Children Act 1989 (CA 89) as all the rights, duties, powers, responsibilities and authorities which by law a parent of a child has in relation to the child and the child's property despite if the parents are together or separated.

When parents separate it is important to resolve what arrangements will be made for the children, this can include issues such as where the children will live, how often the children will see the other parent, child maintenance, schooling and education.

Child arrangements can be flexible to meet the needs of the child. The children could, for example, live with one parent and have regular contact with the other parent. Some children live with both parents. For example, they could spend one week with one parent and one week with the other.

It is important for parents to communicate with each other in a respectful manner to agree arrangements which are centred around the best interests of the child.

Parents know what is best for their child even if it's not what the parent or child want, but because they have a unique insight into the needs, tendencies, and desires of the child based on their instincts and experiences with them they will know what's best for them. This dynamic creates a distinct perspective that can't be replicated by anyone else and puts the parents in the best position to guide

the child into becoming a responsible adult in an environment that they know that their child will grow up healthy, happy, safe and not in any risk of harm or danger. Nobody is right 100% of the time, but the parents are in the best position to be the child's strongest support as a positive influence in their life.

Article 23 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. Every child has the right to the best possible health.

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Your right to special care and support if you are disabled so that you can lead a full and independent life.

Disability Rights UK has worked to create a society where everyone with lived experience of disability or health conditions can participate equally as full citizens.

They believe that all disabled people should be able to choose to live independent lifestyles with dignity. This does not mean that disabled people necessarily need to live on their own or live without any support. In fact, Independent Living empowers you to have greater choice and control in directing your own life, having the same range of choices as a non-disabled person to make informed decisions about any practical support you require to go about your everyday life.

There is a range of support and care to be offered to children with a disability such as.

- SEN support, which mainstream state schools must always provide.
- Join a support group for the child to meet people that are in the same predicament as them and this will allow parents/carers to communicate with their parent/carer to and get a better understanding and support to meet their child's needs.
- There are carers there to help.
- There are activity groups to support children with additional needs and will encourage them to live the independent lifestyle for example swimming, cinema.

Under the Equality Act 2010, it is unlawful for schools and local authorities to discriminate against disabled pupils. Schools generally have to make sure that disabled pupils can play as full a part in school life as possible which includes going on school trips

Article 30 Your right to use your own language.

Just like we have the right to our life and our liberty, we also have the right to our language. Language rights is the idea that we have the right to speak our own language and to have that language be

respected. The idea behind this is that, scholars say, people usually think it is okay to discriminate against people based on language.

In schools students have every right to speak their own language despite if they are in a fluent Welsh school and decide they want to speak English, they cannot be punished for it. Students' Right to Their Own Language," for without struggle, there is no progress meaning that if students does not understand something but will understand it better in their own language, they have the right to know what it means in a form that they will understand for better outcomes. Children shouldn't feel uncomfortable for using their own language.

it is important to keep using home languages both in the Early Years Foundation Stage setting and at home. "Bilingualism is an asset and the first or home language has a continuing and significant role in identity, learning and the acquisition of additional languages." "Children need to develop strong foundations in the language that is dominant in the home, where most children spend most of their time. Home language skills are transferable to new languages and strengthen children's understanding of language use." Children that are bilingual often benefit from more things such as increase in brain power, it can give children an advantage, increase awareness of other cultures, Make travel easier and more enjoyable ,improve competitiveness in the job market, Find it easier to learn a third language and You can better raise your kids bilingual.

abbots care <https://www.abbotscare.com/service/care-children-disabilities/>

child law advice <https://childlawadvice.org.uk/information-pages/special-educational-needs/>

Disability rights uk <https://www.disabilityrightsuk.org/independent-living-0>

e notes <https://www.enotes.com/homework-help/sociolinguistics-what-meant-by-language-rights-207341>

Enquire<https://enquire.org.uk/asl/get-facts-school-trips-disabled-pupils/>

Gingerbread <https://www.gingerbread.org.uk/information/legal-help-and-responsibilities/parental-responsibility/>

Humanium <https://www.humanium.org/en/fundamental-rights/>

NHS (2021) <https://www.nhs.uk/common-health-questions/childrens-health/how-many-calories-does-a-child-of-7-10-need/> [accessed 2021]

NHS (2021) <https://www.nhs.uk/nhs-services/> [Accessed 2021]

Rights of women <https://rightsofwomen.org.uk/get-information/family-law/parental-responsibility/>

Strategies for parents <https://strategiesforparents.com/why-parents-know-what-is-best-for-their-child/>

UNICEF https://www.unicef.org.uk/child-rights-partners/wp-content/uploads/sites/3/2016/08/CRC_summary_leaflet_Child_Rights_Partners_web_final.pdf