

Respecting Rights and Supporting Inclusion (ECES4011)

This assignment will be looking at the barrier's children face day to day in and out of the school setting. One of the concerns in education is poverty “one in four children in the UK (United Kingdom) are living in poverty 27% (Joseph Rowntree Foundation, 2023)” It is especially important to follow legislation policy and practice in your everyday working practice to ensure safeguarding and to follow a child centred approach. This essay will look into what the barriers are that can hinder and prevent children from learning and fully taking part in educational environments

(United Nations, 2023) define human rights as a range of rights, such as the freedom of torment and slavery, the right to liberty and life, the freedom of speech, the right to a job and an education, among many more. Regardless of race, sex, gender, nationality, ethnicity, language, religion, or any other status, all people have the right to certain freedoms known as human rights. These rights apply everyone. (UNICEF, 2018) Human rights are laws that uphold and defend the worth of every person. Governments are restrained against doing certain things by human rights law while being required to do others. People are also accountable for respecting others' rights when exercising own human rights. No individual, group, or government has the authority to act in a way that affects the rights of other people. “It was not until the middle of the 20th century that human rights became a global concept (Day, 2022) “**1945** United Nations adopted the universal declaration of human rights. This right would apply to anyone and everyone. All the rights are interlinked, they do not come and go they are always there. They cannot be taken away even when done something horrific.

Human rights are crucial because they supply an essential level of safeguarding to every one of us, in particular for those that could experience abuse, neglect, or isolation. Additionally, these rights supply us strength and empower us to stand up when a public authority treats us unfairly and to resist that behaviour (Age UK, 2017). (Amnesty International, 2017) The Universal Declaration of Human Rights (UDHR) is a declaration which serves as a global road map for liberty and equality, defending the rights of all people throughout. This was the very first time that countries agreed on the freedoms and rights that demand universal protection so that every human might live freely, equally, and in dignity. The Declaration of Independence describes 30 rights and liberties that we all have and that no one can take away from us. (Liberty, 2019) state The Human Rights Act is a UK law that was enacted in 1998, It allows you to defend your rights in UK courts and requires public entities, like as the government, police, and local councils, to treat everyone equally, fairly, along with respect and dignity. (Liberty, 2019) states that the’ The Human Rights Act is a UK law passed in 1998 you are able to assert your rights in UK courts, and it requires public institutions like the government, police, and local councils to deal with everybody fairly, equally, and with respect.

(Citizens Advice, 2019) state that everyone in the UK is protected by the Human Rights Act. It makes no difference if you are a British citizen, a foreigner, or an asylum seeker, for

instance. The Human Rights Act has to be followed by all public organisations. Unless there is a law that forbids it, they must respect and defend your human rights. According to the Human Rights Act, they must act in a way that respects your human rights.

(UNICEF, 2019) tells us No child should ever face unfair treatment because of who their relatives are, what their families believe, whether they are a boy or a girl, if they have a disability or if they are wealthy or not. When adults make decisions, they should consider whether their choices may affect children. Everyone should do what is most effective for children. Governments should ensure that children still are safeguarded and cared for by their parents, or by others when necessary. Governments should ensure that those in charge of children's welfare are doing an acceptable job. (UNICEF, 2019) state Children have the right to receive the finest available health care, clean water to drink, nutritious food, and a clean and safe environment in which to live. All adults and children should be aware of how to keep safe and healthy. Children have the right to enough nutrition, clothing, and a safe environment in which to grow. The government should aid low-income families and children.

In addition to having specific rights that take into account their unique needs, children and adolescents have the same fundamental rights as adults. Children are neither the parents' property nor the hapless recipients of charitable donations. They are people with rights because they are people (UNICEF, 2019). Making sure children are developing healthy is crucial to the future wellbeing Children are particularly vulnerable than adults to poor living situations such poverty, limited medical treatment, nutrition, clean water, secure housing, and pollution in the environment since they are still growing and developing. Children's futures and, by extension, the futures of the societies in which they live are threatened by the effects of disease, starvation, and poverty.

(PACEY, 2018) Early childhood educators must be certain every child in their care is included. Because each child is unique and develops at their own pace, it is important to deal with each child fairly and to pay attention to their specific interests and needs rather than treating all children in the same way. People working in school's settings must embrace and cherish each child's individuality involve and aid all children, regardless of their race, culture, language, gender, socioeconomic background, or disability; ensure that every child can take part in activities; offer resources that reflect each child's background.

(UNICEF, 2022) state Inclusive education is the most effective strategy to ensure that all children have an equal opportunity to attend education, learn, and develop those abilities they need to flourish, Inclusive education involves placing all pupils in the same schools and classrooms. Inclusive systems recognise the unique contributions that children from various backgrounds make to the classroom and allow varied groups to thrive alongside one another, to the benefit of all. (University of Bolton, 2018) state that within the educational setting, the use of inclusive teaching approaches allows every pupil to interact effectively throughout the curriculum. This implies that pupils of various backgrounds and learning abilities can reach their full potential. (University of Bolton, 2018) also claim Its goal is to bring together various children in a classroom, giving them the same opportunity to develop and learn. As a result, it can promote ties outside of school, increasing cooperation and collaboration among parents, children, and neighbours. (Wilshire, 2023) tells us the importance of inclusive practice, an inclusive educational setting promotes children's feelings of belonging, respect, and well-being. These can result in a more pleasant and engaging educational experience for all pupils, he also Inclusion increases pupils' awareness and acceptance of differences. This contributes to a more tolerant and courteous school culture, as well as the development of children's social abilities and awareness

The role of the children commissioner promotes children to learn about their rights under the United Nations Convention on the Rights of the Child (UNCRC). They also Provides advice to children, young people, as well as those who take care of them who believe they have been treated unfairly, Pay attention to children and young people in order to figure out what they value, Speak out on key issues affecting children and young people in Wales they also Influence government as well as other institutions that pledge to make a positive impact in the lives of children, ensuring that they meet the needs of children and young people according to (Children's Commissioner for Wales, 2019)

(The Open University, all rights reserved, 2023) explain the importance of the 3ps Participation, provision, Protection. The Provisional Right includes the rights to services, skills, and resources: the 'inputs' needed to support children's survival and growth to their full potential, such as: Health care, education, and the right to play are all important. The Right to protection, these include the rights that protect children against acts of abuse or neglect, committed mainly by adults or institutions, that endanger their dignity, survival, or development; for example: protection against neglect and abuse child labour regulation protection and care in the best interests of the child. The Participation Right. These are the rights that enable children to take part in the steps of change that will result in the realisation of their rights and prepare them for active engagement in society. They are, for example The right to speak for themselves and be heard in freedom of expression, and access to information

(Secretary of State for Work and Pensions and the Secretary of State for Education, 2011) Poverty is defined by more than a lack of money; it is also defined by a lack of opportunity, aspiration, and stability. Because poverty encompasses such a wide range of concerns, we feel that the Child Poverty Act's goals of drastically reducing child poverty in the UK will not be met by merely throwing money at the perceived symptoms. This method has been exhausted, not only not reversing the tide on income poverty, but also aggravating it by stifling incentives to work and trapping families in cycles of entrenched deprivation. A new and improved approach is needed, with a focus on addressing the overwhelming forces that keep the most disadvantaged families trapped in poverty.

(Joseph Rowntree Foundation, 2015) explains the definition of poverty as something that affects thousands of individuals in the United Kingdom. Poverty refers to being unable to heat your home, pay your rent, or supply basic necessities for your children. It involves dealing with insecurity, uncertainty, and hard financial decisions every day. It involves being marginalised – even discriminated against – because of how much money you have. Its persistent tension might develop problems that prevent people from fully taking part in society.

(World Vision, 2023) define child poverty as a child being raised with little or, in some situations, no access to the fundamental resources they require to survive and thrive. Children who have grown up in poverty often struggle more than others due to a lack of food, cleanliness, healthcare, and education that they need to survive. The poorest children are often pulled out of school to help their family in earning a living.

(Khan, Combaz and McAslan Fraser, 2015) As there are sometimes unseen barriers to accessing people who have been socially excluded, the existence of social exclusion makes it harder to fulfil certain social goals, such as decreasing poverty and hunger. Social exclusion sometimes entails exclusion on multiple levels, which can reinforce one another. For example, a combination of economic and educational exclusion makes progress on either front more difficult.

(Parrett and Budge, 2015) state that there are many strategies used to help overcome barriers to education for children living in poverty, these include Collaborate alongside schools in order to make parent involvement more inexpensive and convenient for parents by offering travel, childcare on-site, and scheduling flexibility, another way to help overcome the barriers Give low-income pupils equal opportunity for high-level curriculum and pedagogical opportunities, as well as high expectations. Keeping school materials, snacks, clothes, and other basic necessities on hand for children who may require them but develop subtle ways to disperse these resources so that no one is singled out is another way of helping overcome the barriers, so children do not feel different or singled out in any way. (Harmon, 2018) suggests another way of helping overcome barriers of poverty in education

is by teaching children social-emotional learning strategies as Children that are living in poverty may struggle to focus on school due to issues in their personal lives. It is critical to teach healthy social and emotional skills that promote trust, respect, community, and personal development. These abilities can also aid children in learning to regulate their emotions and shift into a learning attitude.

(Gov, 2023) The Child Poverty Act 2010 requires local authorities (LAs) to examine the needs of children living in poverty in their region and develop a child poverty strategy. (Wilshire, 2023) says The Equality Act of 2010 outlaw's discrimination in all aspects of life, including education, and compels schools to offer reasonable accommodations for students with disabilities. (Wilshire, 2023) also tells us Human Rights Act of 1998: Incorporates the European Convention on Human Rights into UK legislation, requiring schools to respect all pupils' human rights, especially their entitlement to receive a good education.

(Childyouthwellbeing, 2020) It is critical for children and young people to set up a feeling of belonging in order to build self-confidence, a sense of identity. They require safe locations and time to explore and form their own identities. It is critical that people are accepted for who they are without being forced to conform to restrictive and limiting norms. It is crucial that every child has their Individual needs met within a school setting. It is also important that they build relationships to ensure they feel like they can talk to somebody if its needed. Children need to have a secure bond and feel safe.

Children from lower-income families graduate from school with much lower levels of education. This has a significant impact on how social mobility and poverty are patterned. Compared to children from wealthier households, kids from poorer origins are far less likely to have a rich home learning environment. For a child's educational growth at age 3, reading to the child and the larger family learning environment are crucial according to (Goodman et al., 2010).

(Rueckert, 2019) There is a severe underreporting of how hunger affects educational systems. Losing four school grades can be equated to being extremely starved to the point where it affects brain development. Approximately 155 million children under the age of five are thought to be stunted, according to estimates. A child's cognitive ability, as well as their focus and concentration in class, might be affected by stunting, which is delayed growth and development that children face from poor infection and little stimulation. Stunted kids have a 19% lower chance of being able to read by the time they are eight years old. On the other hand, a healthy diet can be an essential part of learning well.

To conclude it is proven there are a lot of barriers that can hinder and prevent children from learning and fully taking part in educational environments poverty being a big issue as discussed. There are also many ways school practitioners can help overcome these barriers within the learning environment. It has been proven that poverty is one of the fundamental issues as 27% of children are currently living in poverty.

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