



## Safeguarding - 1.1 Children's Rights

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### **Policy Statement**

Starlings Preschool promotes the Articles of the The United Nations Convention on the Rights of the Child.

### **The General principles of the The United Nations Convention on the Rights of the Child (UNCRC)**

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

There are four articles in the convention that are seen as special. They are known as the "General Principles" and they help to interpret all the other articles and play a fundamental role in realising all the rights in the Convention for all children. They are:

1. Non-discrimination (article 2)
2. Best interest of the child (article 3)
3. Right to life survival and development (article 6)
4. Right to be heard (article 12)



### **Strong, resilient, listened to**

Our setting creates an environment that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

We promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

We promote children's right to be strong, resilient and listened to by enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.

We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

We work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

To be **strong** means to be:

- **secure** in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied upon.
- **safe and valued** as individuals in their families and in relationships beyond the family, such as at pre-school.
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage.
- **included equally and belong** in early years settings and in community life.
- **confident in abilities** and **proud** of their achievements.
- **progressing optimally** in all aspects of their development and learning.
- **to be part of a peer group** in which they learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world.
- **to participate and be able to represent themselves** in aspects and decisions which affect them.



To be **resilient** means to:

- **be sure** of their self worth and dignity.
- be able to be **assertive** and state their needs effectively.
- be able to **overcome** difficulties and problems.
- **be positive** in their outlook on life.
- be able to **cope** with challenge and change.
- have a **sense of justice** towards self and others.
- to develop a **sense of responsibility** towards self and others.
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

- adults who are close to children recognise their need and **right to express and communicate** their thoughts, feelings and ideas.
- adults who are close to children are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated.
- Resources are provided to aid communication for children who cannot express themselves verbally.
- adults who are close to children are able to **respond appropriately and, when required, act upon their understanding** of what children express and communicate.
- adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways.

## Guidance

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355766/Review2\\_Resilience\\_in\\_schools\\_health\\_inequalities.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/355766/Review2_Resilience_in_schools_health_inequalities.pdf)

[https://www.actionforchildren.org.uk/media/3420/resilience\\_in\\_children\\_in\\_young\\_people.pdf](https://www.actionforchildren.org.uk/media/3420/resilience_in_children_in_young_people.pdf)



This policy was adopted by Starlings Preschool

On 6<sup>th</sup> September 2021

Date to be reviewed

Signed on behalf of the management committee

Name of signatory Tricia Hunt

Role of signatory Chair Person