



CHILDREN'S RIGHTS AND ENTITLEMENTS POLICY

St George's Pre-School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Staff Responsible:	Pre-School Manager
Date of Review:	September 2018
Date of Next Review:	September 2019

SUMMARY OF CHANGES

Date	Change
September 2018	Unchanged policy moved to new format

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At Connect Schools Academy Trust (CSAT) we actively promote children's rights and entitlements through creating an environment that encourages children to be strong, resilient and listened to, and by encouraging children to develop a sense of autonomy and independence.

The principles underpinning this policy are:

- All children have the right to be strong, resilient and listened to
- Children's progress is secured within an environment where they develop a positive self-image
- Children's heritage, language, religious beliefs, cultural traditions and home background are valued within the setting.

The aims of this policy are:

- To promote children's right to be strong, resilient and listened to
- To enable children to develop a positive self-image, which includes their heritage, languages, religious beliefs cultural traditions and home background
- To develop children's sense of autonomy and independence
- To enable children to have the self-confidence and the vocabulary to resist inappropriate approaches
- To establish and sustain satisfying relationships within children's families, with peers and with other adults.

Current practice ensures that:

The child's right to be strong is evident within the setting by:

- Ensuring children are secure in their foremost attachment relationships, where they are cared for by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Ensuring children feel safe and valued as individuals in their families and in the setting;
- Promoting children's self-assurance in order to form a positive sense of themselves – including all aspects of their identity and heritage;
- Enabling children to be included equally and belong in our setting and in community life;
- Encouraging children's confidence in their own abilities and ensuring they are proud of their achievements;
- Securing progress in all aspects of the child's development and learning;
- Including children in part of a peer group in which they learn to negotiate, develop social skills and an identity as global citizens, respecting the rights of others in a diverse world; and
- Enabling children to represent themselves and participate in aspects of service delivery that affect them, as well as aspects of key decisions that affect their lives.

The child's right to be resilient is evident within the setting by:

- Promoting children's self-worth and dignity;
- Encouraging children's assertiveness and stating their needs effectively;
- Having the confidence to overcome difficulties and problems;
- Encouraging a positive outlook on life;
- Developing their ability to cope with challenge and change;
- Creating a sense of justice towards themselves and others;
- Developing a sense of responsibility towards themselves and others; and
- Being able to represent themselves and others in key decision making processes.

The child's right to be listened to is evident within the setting by:

- Ensuring adults recognise the child's need and right to express and communicate their thoughts, feelings and ideas;
- Ensuring adults are able to tune in to children's verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- Ensuring adults are able to respond appropriately and, when required, act upon their understanding of what children express and communicate;
- Ensuring adults respect children's rights and facilitate children's participation and representation in imaginative and child-centered ways in all aspects of core services.

We will be succeeding when:

- Children's right to be strong, resilient and listened to are promoted within the setting and at home.
- Children have developed a positive self-image
- Children have developed a sense of autonomy and independence
- When children have the self-confidence and the vocabulary to resist inappropriate approaches
- Satisfying relationships are established within children's families, with their peers and with other adults.

Links with other policies

- Safeguarding
- SEND policy
- Promoting Positive Behaviour
- British Values

