

### **Children's Rights and Entitlements Policy and Procedure**

- We promote children's right to be strong, resilient and listened to by:
  - Creating an environment in our setting 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.
  - Encouraging children to develop a sense of autonomy and independence.
  - 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/guardians to build their understanding of, and commitment to, the principles of safeguarding all our children.

#### **What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.**

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 on;
- Safe and valued as individuals in their families and in relationships beyond the family, such as day care or 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 to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in an diverse world; and
- To participate and be able to represent themselves in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

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; and
- 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;
- Adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- Adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

### British Values

An effective way to help children resist extremist views to teach them to think critically and become independent learners, which is fundamental to the Characteristics of Effective Learning and Teaching embedded in the EYFS.

We recognise that it is important to work closely with parents and carers to let them know that we will be teaching their children British values as part of our continuous provision. The Early Years Foundation Stage Framework sets out those early years settings should encourage British Values and be aware of them either here or at home. For example we will promote and teach children and staff to be mindful of:

- Recognise and understand that we live in a multicultural and diverse world.
- Work alongside parents and carers to ensure values are consistent
- Value and respect family
- Learn about the world around us and be proud of what we see around us.
- Promote a sense of belonging
- Learn to respect other cultures, faiths and beliefs, whether theistic, agnostic or non – religious.
- Understand that all children have a voice and is listened to; they feel important and their views will be included.
- Promote an understanding of what a democracy is and promote this in practice.
- Celebrate festivals and marking special days from around the world

- Teaching children to compromise e.g. that some of us believe one thing and others believe something different and that is ok.
- Teaching children about shared values and working together for a common goal.

#### Democracy: making decisions together

- Give the children the opportunity to develop self –confidence and self - awareness in order to make choices and decisions. At Monty's we encourage the children to see their role in the bigger picture by encouraging them to know that their views count, value each other's views and talk about their feelings, for example, when they do or don't need help.
- When appropriate we demonstrate democracy in action, for example, children sharing their views on what the theme of the roleplay area should be.
- We support children decision making and provide activities which enable children to turn – take, share and collaborate.
- Children have the opportunity to develop enquiring minds in an environment where questions are valued.

#### Respect for the Law: rules matter

- We support children in understanding the distinction between right from wrong as well. Children also understand their own feelings and behaviours have consequences.
- Staff work alongside children to create the rules and codes of behaviour, for example, to agree the rules about tidying up and that rules apply to everyone.

#### Individual Liberty: freedom for all

- Encourage children to make choices, develop independence and to think for themselves as well as providing them with feelings and responsibilities.
- Staff provide a range of experiences whereby children are allowed to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example, in a small group discuss what we feel about going to school.

#### Mutual Respect and tolerance: treat others as you want to be treated

- Promote an inclusive and tolerant ethos where different faiths, cultures and races are valued and part of the wider community.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting others opinions.
- Staff promote and role model diverse attitudes and challenge stereotypes, for example, sharing stories which reflect and reflect the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotypes.

*This policy was revised at a meeting in January 2019 Kerry Allen (Nursery Manager) and Naomi Washer (Deputy Manager) were present.  
(Policy and procedure will be revised again during the month of January 2020 spring term).*