

## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

Leonard Stanley

### Leonard Stanley Early Years



### Safeguarding children - 1.1 Children's rights and entitlements



At Leonard Stanley Primary School, we have become a Respecting School. The children and staff see the importance of rights and responsibilities and understand that they are central to making our school a wonderful place to learn and grow.

A Rights Respecting School teaches children and young people that they have rights under the United Nations Convention on the Rights of the Child. From this starting point they also learn their responsibility to respect others rights in all relationships in the community.

The ethos created demonstrates to children the inclusiveness of a rights-respecting school and paves the way to participation in the life of the community. This in turn helps them to learn how to formulate, express and listen to opinions, helping to raise their achievement. This new nationwide award scheme promotes the United Nations Convention on the Rights of the Child as the basis for enhancing teaching, learning, ethos, attitudes and behaviour.

#### Policy Statement

- ☺ At LSEY's 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.
- ☺ At LSEY's we promote children's right to be *strong, resilient and listened to* by encouraging children to develop a sense of autonomy and independence.
- ☺ At LSEY's 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.
- ☺ At LSEY's we help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- ☺ At LSEY's we work with parents to build their understanding of, and commitment to, the principles of safeguarding all our children.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.2 Supporting every child	4.4 Personal, social and emotional development

### 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 a 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.

Written by – Vicki Richardson, Play Leader Manager

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