

Children's Rights and Entitlements

Safeguarding and Welfare Requirements: Child Protection

Providers must have and implement a policy, and procedures, to safeguard children

EYFS key themes and commitments

The Themes and Principles describe the features of our practice on which the Early Years Foundation Stage is based. They emphasise that the child is of first importance and that all relationships, experiences and the environment together influence how the child will develop, plan and learn. http://www.foundationyears.org.uk/files/2011/10/EYFS_Principles1.pdf.

A Unique Child – 1.2 Inclusive Practice

Positive Relationships – 2.1 Respecting each other

Enabling environments – 3.2 Supporting every Child

Learning and developing – 4.4 Personal, social and emotional development

Policy statement:

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 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.

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.