

Safeguarding children – Children’s rights and entitlements

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 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.

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.

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