



3.3 Children's Rights & Entitlements EYFS

This policy was adopted at the meeting of Little Thetford Acorns Pre-school and Children's Club. Staff failure to comply with this policy may be considered serious enough to result in the induction of disciplinary procedures.

Date of adoption	March 2018
Reviewed	September 2019
Signed (on behalf of the management committee)	
Name of signatory	Kate Hilton
Role of signatory	Chair
This policy will be reviewed	Every 3 years
Date of next review	September 2022

3.3 Children's Rights & Entitlements EYFS

Safeguarding and Welfare Requirement: Child Protection

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

Policy Statement

We promote children's rights to be strong, resilient and listened to by:

- creating an environment that encourages children to develop a positive self image, which includes their heritage arising from their colour and ethnicity, languages spoken at home, religious beliefs, cultural traditions and home background.
- providing an environment in which children are valued and in which staff members encourage 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 to build their understanding of, and commitment to, the principles of safeguarding all our children.

We work within the UN Convention on the Rights of a Child (see attached Schedule 1)

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 to belong in early years settings and in community life;
- Confident in their own abilities and proud of their achievements;
- Progressing optimally in all aspects of their development and learning;
- Part of a peer group in which children learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world;

- Able to represent themselves and participate 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 themselves and others;
- Develop a sense of responsibility towards themselves and others; and
- 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 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 respects of core services.