00   Introduction

00.01 Children's rights and entitlements statement

This statement underpins the policies and procedures – in particular to 06 Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff uphold and work with the principles and ethos within this statement.

The 54 Articles contained within the UN Convention on the Rights of the Child (1989) is supported. These articles are recognised that they apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. We support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

Little Doves CP agrees with the Early Years Alliance's 'three key commitments' broad statements against which policies and procedures across the organisation are drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided.

1. The Alliance and Little Doves CP is committed to building a '**culture of safety'** in which children are protected from abuse and harm in all areas of its service delivery.

2. The Alliance and Little Doves CP is committed to **responding promptly and appropriately** to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (HMG 2015).

3. The Alliance and Little Doves CP is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be **strong, resilient and listened to.**

What it means to promote children's rights and entitlements:

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

Adapted from Policies & Procedures for the EYFS 2021 (Early Years Alliance 2022)

- *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 citizen, respecting the rights of others in a diverse world

- *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

- 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

- adults *respect children's rights and facilitate children's participation and representation* in imaginative and child centres ways in all aspects of core services.