



Whole School Policy on Children's Rights and Entitlements (Including EYFS)

Please also refer to **'Whole School Safeguarding and Child Protection Policy'**, **'Whole School Safeguarding and Child Protection Procedures'**, **'Whole School Preventing Radicalisation Policy (Including EYFS)'**, **'Whole School and EYFS Spiritual, Moral, Social and Cultural Policy' (SMSC)** and **'The Active Promotion of Fundamental Values in the EYFS'**

Policy Statement:

Cranford School promotes children's rights to be strong, resilient and listened to, by creating an environment which encourages children to develop a positive self-image. This self-image includes a child's heritage arising from their colour and ethnicity, their language spoken at home, their religious beliefs, cultural traditions and home background.

Staff encourage children to develop a sense of autonomy and independence and enable 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. Staff work in partnership with parents and carers to build their understanding of, and commitment to, the principles of safeguarding all children.

This policy has regard to the *'Statutory Framework for the Early Years Foundation Stage' Safeguarding and Welfare Requirement: Child Protection (3.4 'Providers must have and implement a policy, and procedures, to safeguard children')* and *ISSR Standard 7: 'The standard in this paragraph is met if the proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school'*.

This policy should be read in conjunction with the **'Whole School Safeguarding and Child Protection Policy'** and **'Whole School Safeguarding and Child Protection Procedures'** which are reviewed annually by the entire Governing Body. This document is available in the Cranford School Policies section of the Whole School Staff Teams area on Microsoft Teams for all staff to read.

It is also available to parents and interested parties on the School website. This policy is reviewed annually, and when events or legislation requires, by the Headmaster, Senior Deputy Head (Whole School), Head of EYFS and Governors. The next review date is May 2024.

Key Personnel:

The Headmaster, Senior Deputy Head (Whole School) or Head of EYFS should be contacted should you have any questions or concerns regarding this document.

EYFS Key Themes and Commitments:

This policy corresponds with the following 'EYFS Key Themes and Commitments':

- A Unique Child (1.2 Inclusive Practice)
- Positive Relationships (2.1 Respecting Each Other)
- Enabling Environments (3.2 Supporting Every Child)
- Learning and Development (4.4 Personal, Social and Emotional Development)

Rights and Entitlements:

To be Strong:

- Children are **secure** in their foremost attachment relationships, where they are loved and cared for by the person who is able to offer consistent, positive and unconditional regard and who can be relied on;
- Children are **safe and valued** as individuals in their families and in relationships beyond the family, such as Pre-School or School;
- Children are **self-assured**, and form a positive sense of themselves, including all aspects of their identity and heritage;
- Children are **included equally and belong** in early years settings and in community life;
- Children are **confident in their abilities** and **proud** of their achievements;
- Children are **progressing optimally** in all aspects of their development and learning;
- Children are **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
- Children are **able to represent themselves and participate** in aspects of service delivery that affects them, as well as aspects of key decisions which affect their lives.

To be Resilient:

- Children are **sure** of their self-worth and dignity;
- Children are able to be **assertive** and state their needs effectively;
- Children are able to **overcome** difficulties and problems;
- Children are **positive** in their outlook on life;
- Children are **able to cope** with challenge and change;
- Children have a **sense of justice** towards themselves and others;
- Children develop a **sense of responsibility** towards themselves and others; and
- Children are able to **represent themselves** and others in key decision-making processes.

To be Listened to:

- 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.

Reviewed: May 2019: Headmaster, Head of EYFS and Governors
Reviewed: May 2020: Headmaster, Head of EYFS and Governors
Reviewed: May 2021 by Headmaster, Head of EYFS and Governors
Reviewed: May 2022 by Headmaster, Head of EYFS and Governors
Reviewed: May 2023 by Headmaster, Deputy Head (DSL), Head of EYFS and Governors
Review Due: May 2024 by Headmaster, Senior Deputy Head (Whole School), Head of EYFS and Governors