1.1 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.

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 own 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

- **able to participate and represent themselves** in aspects of the day to day running of the nursery that affects them as well as aspects of key decisions that affect their lives.

To be r**esilient** 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 the nursery.

Articles 15, 29 and 30

"Provide opportunities for enjoying sharing and socialising together, informally and through planned activities such as songs and stories."

In our Nursery School each session will be begin with a "Circle Time". This is when we introduce planned activities such as stories, role-play, music, songs and project work. The children participate and contribute their thoughts and experiences. We actively will encourage turn taking and listening as we endeavour to give each child time and opportunity to formulate and express his or her thoughts and feelings. Children become more confident and begin to establish relationships with their peers and adults. They will learn to enjoy the environment and play and work alongside others, within small and large groups or by themselves.

During snack time and lunch, children and teachers sit together and chat informally.

Articles 12 and 31

"Allow children time and opportunities to make choices and explore their own interests"

Freedom is an underlying principal of Montessori education, where each child is able to develop at his own pace and follow his own interests. During the morning, each child is free to choose his own work within a carefully prepared environment. The teachers act as a link between the children and the Montessori environment and this ensures that all the children have the freedom to make choices and the time and space to work for as long as they choose without interruption or disturbance. Children learn to use all the materials and activities provided for them carefully and when they have finished working, they replace them where they were taken from. When a child shows a particular interest in any area, we endeavour to provide him with more material and activities so that he may develop and increase his understanding and knowledge.

Change log		
This policy was changed on	**Signed on behalf of the nursery**	**Reason for change**
07/08/2020	Veronica van Ingen	Adoption of policy
26/10/2021	Veronica van Ingen	Changed spelling on a few articles' headings page 3 from Article 12 & 31 to Articles 12 and 31.
23/01/2026	Veronica van Ingen	No changes