

General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.



Safeguarding children

Children's rights and entitlements

Policy statement

Hollyfield Preschool Nursery provides a welcoming, stimulating and secure environment where children, families, staff and volunteers from all backgrounds and cultures are valued.

We respect each other's rights, listening to all who use or setting and putting individual needs at the heart of our work. Our inclusive nursery community works together to promote equality, encouraging and supporting each person to develop to their full potential and have a sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners. We also feel that the positive behaviour of our staff and volunteers play a very important role in our children's development and therefore, strive to ensure that they also develop to their full potential whilst at our setting. We support our parents in helping them in achieving positive behaviour whilst at our setting and in supporting their own children to have positive behaviour at home. We are committed to safeguarding and promoting the well-being of all children and expect our staff and volunteers, parents and children alike to share this commitment.

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

Our Nursery Values 'SPARKLE'

S – We provide **Security** which enables **Self-belief**. This in turn makes each child feel **Special** which gives **Strength** of character.

P – **Practitioners** teach with **Passion** and support children in being **Playful, Persistent** and **Proud** learners

A – We help children to successfully **Adapt** to new environments and routines. This means children feel secure to **Actively Achieve** their goals.

R – Practitioners strive to have positive and open **Relationships** with all families who come to nursery. We support our children to be **Responsible** and **Resilient** learners

K – Our children are **Keen** learners who show **Kindness** to all around them with support from our positive behaviour systems. Children are **Knowledgeable** about their rights and help each other to stay safe as well as express their feelings.

L – Our **Leadership** is robust and fosters a **Loving** environment both for practitioners and children to have a **Love** for **Learning**

E – We ensure **Equality** which supports **Empowerment** in taking steps in our own learning. Children and staff are **Enthusiastic** and **Eager** to keep learning

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC) Children's rights are:

UNIVERSAL – Rights are for all children all over the world

INHERENT – All children are born with these rights

INALIENABLE – Rights cannot be taken away

UNCONDITIONAL – Rights do not have to be earned

INDIVISIBLE – All rights are equally important

Article 2: Non-discrimination

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3: The best interests of the child

The best interests of the child must be a top priority in all things that affect children.

Article 12: Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 19: Protection from violence, abuse and neglect

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23: Children with a disability

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 28: Right to education

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 30: Culture

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

Article 31: Leisure, play and culture

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Introduction

Hollyfield Preschool Nursery staff team promotes and supports 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.

Adults promote children's right to be strong, resilient and listened to by encouraging children to develop a sense of autonomy and independence.

Adults 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.

Adults help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.

Adults 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 a **strong** child means to be:

- **Secure** in 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 nursery
- **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
- **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
- Develop a **sense of responsibility** towards self and others
- **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 centred ways in all aspects of core services.

This policy was adopted at Hollyfield Preschool Nursery's Staff meeting in June 2012

Date to be reviewed – September 2022

Signed on behalf of the management team –

Name of signatory –

Role of signatory -