

Whole School Charter - Rights

2	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.
3	The best interests of the child must be a top priority in all decisions and actions that affect children.
12	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.
19	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.
23	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.
29	Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
31	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Adult and Children's Actions for Chosen Rights

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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.

Children's Actions:

1. Treat everybody fairly and with respect; understand that discrimination is not acceptable in society.
2. Get to know others and their beliefs, values, identity and culture.
3. Be empowered to challenge and report discriminatory actions and behaviour.

Adult's Actions:

1. Encourage children to ask questions respectfully and develop curiosity to educate themselves.
2. Educate when there are misconceptions.
3. Challenge discriminatory actions and behaviour.

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

Children's Actions:

1. Show care for ourselves, others and school property.
2. Take an active part in all aspects of school life.
3. Respect adults and peers' choices and decisions relating to their school-life.

Adult's Actions:

1. Encourage all children to care for themselves, each other and school property.
2. Consider the views of all stakeholders when making decisions affecting a child.
3. Involve children in choices and decisions relating to their school-life.

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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.

Children's Actions:

1. Voice concerns which may worry you.
2. Listen to and respect the views of others.
3. Be democratic when making decisions on a wider school level.

Adult's Actions:

1. Actively listen when children are expressing themselves.
2. Make time for every child by providing a safe space.
3. Give every child a fair opportunity to express their wishes.

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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.

Children's Actions:

1. Speak with a trusted adult when you are feeling unsafe.
2. Respect the rights of others to be safe.
3. Help to keep others safe by telling an adult if you are worried about a friend.

Adult's Actions:

1. Always be there to listen and help children.
2. Follow safeguarding procedure.
3. Understand how they are feeling and act to keep children safe.

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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.

Children's Actions:

1. Include all peers in all activities and games.
2. Celebrate that we are all unique and special.
3. Feel happy to communicate with all children and adults.

Adult's Actions:

1. Ensure all children are able to participate through the adaptation of activities.
2. Build strong, trusting relationships with families.
3. Highlight children's strengths; build their independence.

29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Children's Actions:

1. Be confident in sharing ideas, interests and talents.
2. Be willing to try new things.
3. Show respect to adults who care for me (TLAs, parents, carers, teachers)

Adult's Actions:

1. Teach the purpose and future context of their learning.
2. Provide opportunities for children to confidently express their ideas, interests and talents.
3. Model showing respect to others including parents.

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

Children's Actions:

1. Show respect to children and adults.
2. Take care of equipment.
3. Embrace all opportunities with a positive mindset.

Adult's Actions:

1. Provide safe, fun and creative environments.
2. Listen to children and their views.
3. Provide opportunities for creativity and play.