



Children's Rights and Entitlements Policy

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.

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
- Able to participate and represent themselves in aspects of the day to day running of the Pre-School 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 centred ways in all aspects of the Pre-School.

UN Convention on Rights of the Child

Articles 15, 29 & 30

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

In our Pre-School each session includes “Register Time” and “Circle Time”. During “Register” the children sit on the mat waiting for their name to be called. This encourages their concentration and helps them to learn the names of their peers. They are encouraged to participate in talking about the day, date, weather and season. Each day a child is chosen to count the other children and sometimes the children are encouraged to all count together.

During our “Circle Time” activities such as stories, role-play, music, songs and project work are introduced. The children participate and contribute their thoughts and experiences. We actively 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 learn to enjoy the environment playing and working 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 & 31

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

Freedom is an underlying principle of our Pre-School, where each child is able to develop at their own pace and follow their own interests. During the day, each child is free to choose their own activity within a carefully prepared environment and decide who they would like to spend their time with. We provide a free-flow play environment but also more structured activities that children are encouraged to participate in should they wish to. The children have the freedom to play both inside and out and with a variety of resources. The children are encouraged to partake in a daily ‘tidy up session’. They learn to use the resources appropriately and respectfully.



Little Den Preschool

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This policy was adopted at the meeting of the Management Committee held on:

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Signed on behalf of the Little Den Pre School Playgroup:

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Print Name:

..... **Position: CHAIRPERSON**