
A rights-based **community**...

- Acknowledges children's right to participate in their community as equal citizens.
- Creates appropriate and relevant opportunities for children to contribute their views and ideas to the development of their community.
- Values its children and young people.
- Recognises children's right to access safe, private services.
- Recognises children's right to associate with friends in public spaces.
- Welcomes children into public spaces.
- Understands that a children's rights framework sets a minimum set of standards which children can expect to see in their community.

For more information please visit:

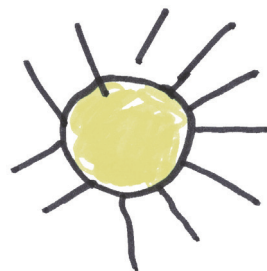
www.childrensparliament.org.uk

Or email us:

info@childrensparliament.org.uk

Become an Unfeartie and stand up for children's rights, by visiting:

bit.ly/Unfearties



 **Children's Parliament**
giving ideas a voice

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Children's Parliament **Rights Based Approach**

Children's Parliament uses a rights-based approach*. We work with children to explore their rights in the environments of **home, school** and **community**. Through workshops and longer projects, we encourage children to discuss their needs and help them to share their views and experiences in order that they can influence decisions made with and for them.

This leaflet explores what a **rights-based approach** looks like for children at home, school and in the community.

More information about Children's Parliament can be found on our website: www.childrensparliament.org.uk

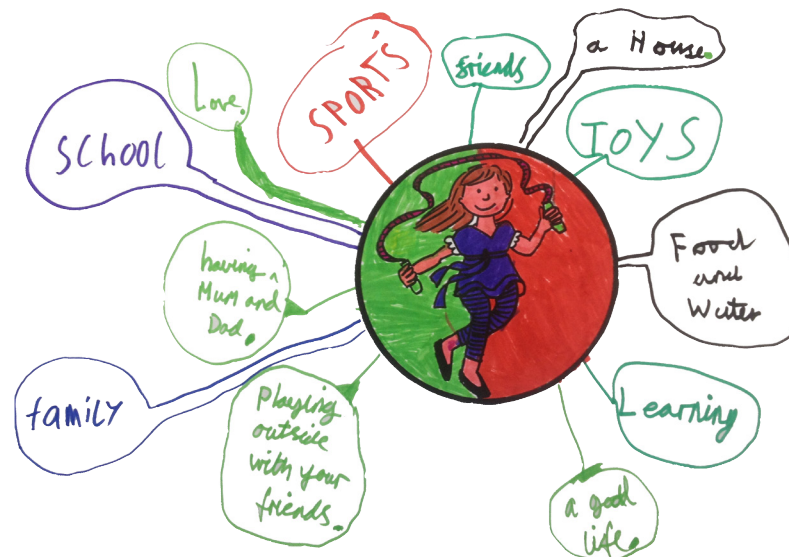


*For the United Nations definition for a rights-based approach: <https://bit.ly/2uRxHsZ>

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A rights-based **home**...

- Children understand that adults are not allowed to cause them harm, emotionally, physically or sexually.
- Children's views are taken into account when decisions are taken that affect them.
- Children have an appropriate level of privacy.
- Adult behaviour is consistent with a child's human dignity and children are treated with respect.
- Children are supported to maintain contact with parents who are separated so long as this does not contravene any court order and is in a child's best interests.
- Children can access information that is relevant to them.
- The importance of maintaining children's human dignity is recognised and upheld.



A rights-based **school**...

- Creates a democratic culture where all children understand they have a voice and believe adults will take them seriously.
 - Enables all children to directly influence the learning and teaching agenda.
 - Demonstrates explicitly a commitment to human rights through strong relationships based on equality and mutual respect.
 - Puts dignity at the heart of its operating principles and promotes, encourages and demonstrates behaviours that support co-operation, kindness, empathy and trust.
 - Recognises that children's human rights need to be understood by children in relation to their own daily lived experiences.
 - Recognises that behaviour is a form of communication.
 - Recognises that adults shouting makes children feel unsafe.
 - Recognises that punishing many for the behaviour of a few creates resentment and impacts negatively on relationships.
 - Enables opportunities for all children to share their school experiences with parents and carers and the wider community.
 - Recognises the importance of consistency in approach.
 - Recognises that creative and active learning encourages all children to engage in learning opportunities.
 - Demonstrates effective measures to recognise equally all children's achievements.
 - Values processes that support children to learn and develop self-confidence.
 - Recognises and promotes self-regulation by creating space and support around a child.
 - Ensures children are supported to understand the consequences of behaviours through nurturing relationships, with each other and with adults.
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