



Children's Rights Policy Document

The Beacon Folkestone **Children's Right Policy**

The widespread assumption that children should sit still and listen, has been repeatedly disproved by scientists, psychologists, and educators. Children are meant to move their bodies and play. This is how they learn best. Furthermore, The Beacon Folkestone recognise children have different learning styles, our differentiated curriculum recognises that children who learn more quickly or more slowly than their peers are not neglected in the classroom, and learning content is interesting and age-appropriate. Our pupils are drawn toward classroom activities that are aligned with their stages of cognitive and emotional development.

Every single teacher and parent needs to take responsibility for his or her own well-being and for the child's well-being.

Pupils at The Beacon Folkestone have the right to do the following;

1. Go to the toilet when needed.
2. Have drinking water available.
3. Move their body when needed.
4. Learn to take care of personal needs.
5. Learn and process emotions through play.
6. Learn through exploration, trial, and error.
7. Make mistakes and not be judged or shamed.
8. Learn at a personal pace.
9. Fully understand a subject before being tested.
10. Be supported by positive feedback on their learning.
11. Not to be punished. Instead, our pupils are respectfully encouraged to become more self-disciplined, and rewarded for good work.
12. Not to be compared with peers. Instead, acknowledged as an individual pupil with individual talents, opinions, and characteristics.
13. Not to be judged for being different.

Every person employed at The Beacon Folkestone, wherever they are, whoever they are with, whatever they are doing, has these fundamental responsibilities in their involvement with our pupils:

valuing children as individuals, means: -

- caring for and treating every pupil as unique
- talking to and about every pupil by their own name (not always as one of many; the group, the class, the kids).
- consistently caring for our pupils across zones and encouraging our pupils to be themselves.
- giving our pupils enough time to take part, to do things for themselves, to understand and be understood.

treating children with appropriate dignity and respect, means: -

- addressing every pupil with respect: never referring to or about a pupil as if they are their disability, nor as if they are one of their needs (runner), nor as if they are a piece of equipment (as a wheelchair).
- involving the pupils in conversations; never talking about pupils as if they were not there (“has she been to the clinic?” “has he been done?” “does she want a drink?”).
- respecting every pupil’s privacy at all times and in all places.
- treating all information about pupils carefully, keeping it safe and sharing it only with those people who need to know; never discussing one pupil in the presence of another.
- giving the best possible care that can be provided.
- involving pupils in decisions that affect them: actively encouraging pupils to express their views and where these cannot be taken into account, then explaining why.

caring for the children as children first, means: -

- offering the same rights and choices and as far as possible the same kind of life as other pupils of the same age and culture.
- providing consistent care from staff who really care about them and know them well.
- actively supporting each pupil as part of a family: involving their parents fully in any planning for them and acknowledging their ultimate responsibility for their child.
- ensuring access to communication equipment at all times, and listening to and hearing the pupil when they need to communicate, even if it takes a long time, and even if they are not easy to understand.
- giving the pupil information about what is happening before it happens, (being moved, being taken somewhere, having something taken out of their bag), giving explanations of procedures before they occur.
- giving our pupils opportunities and help to play.

keeping children safe, means: -

- letting pupils know that it is their right to complain if things are troubling them.
- not exposing pupils to unnecessary risks and protecting children from abuse:
physical abuse includes any physical punishment or unnecessary rough handling e.g. smacking, hitting, pinching, hair pulling, punching, kicking, biting.
emotional abuse includes malicious teasing and taunting, unjustifiably ignoring a child, controlling a child through fear, shaming or humiliating a child or deliberately misinterpreting a child’s communication.
sexual abuse includes any sexual act or contact with a child (e.g. inappropriate touching, indecently exposing a child without due cause, involving a child in any interaction for your own sexual gratification
- being part of a service that is integrated; not letting pupils hear things that may undermine their faith in The Beacon Folkestone as a whole (e.g. disputes between staff or between departments).
- letting pupils know that they have all of these rights, all of the time they are at The Beacon Folkestone.
- ensuring that all of the important adults in the pupil’s life are aware of these basic rights, and being clear about what you and they can do if these rights are infringed or not respected

At The Beacon Folkestone we strive to ensure our pupils are equipped with the tools to embed their role in their wider community, we teach them about respect for others and themselves, we teach them about being resilient, but ultimately we teach them to feel valued.

The outcomes are reflected in The Beacon Folkestone School's Core Values and Code of Conduct.

The Beacon Equality Statement

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

Update Schedule

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Nov 15	Transfer Sept 2016	Nov 17	N/A
2	Nov 17	Review	Nov 19	N/A