



Pupil's Rights Policy Document

The Beacon Folkestone Children's Right Policy

The Beacon is a Rights Respecting School.

Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. These are values and principles at The Beacon, Folkestone.

Some of the main articles championed by our school are:

Article 1 : Everyone under 18 has these rights

Article 2 : The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 4: The Government should make sure my rights are Respected

Article 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.

Article 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.

Article 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 provide support to disabled children and their families.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 37: Children must not suffer cruel or degrading treatment or punishment. They must be treated with respect and care.

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, enhanced by alternative curriculums such as Forest School, Back Pack learning and programs to meet the individual needs of each pupil.

Every single teacher, parent and carer needs to take responsibility for their child's learning, by working together, our pupils will have the best possible outcome to ensure they are prepared for life outside of school.

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, Policies, Practice and Ethos throughout the school.

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 where we respect and encourage individual differences. We are always looking for opportunities to champion equality through the broadening of knowledge and experiences of everyone across our community and this includes the staff and clients of those using the services of our multi-agency support hub.

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

The aims for 2020-2023 are to build and improve schemes to help challenge and bring down barriers for disabled children and young people, establishing a recognised and integral role within the community. This will include broadening the range and depth of positive experiences of life both inside and outside the school and embedding ourselves within our communities (local, county, national and international levels.)

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Nov 15	Transfer Sept 2016	Nov 17	N/A
2	July 18	Review	July 19	N/A
3	July 19	Review	July 20	N/A
4	July 20	Review and update	July 21	N/A

UNDER REVIEW