





Bishopswood Charter of Children's Rights

Date adopted by Governing Body: November 2018

Signed:
Chair of governing body 

Signed: 
Janet Kellett, Headteacher

Bishopswood is a unique co-located school that creates a safe, stimulating and fun environment. This is achieved through the commitment, care and expertise of our aspirational staff working in partnership with families, governors and the local community. Our school has an inclusive, therapeutic and creative approach to learning that enables individuals to develop their resilience and character ensuring all pupils achieve their full potential

Charter of Children's Rights

When I am at Bishopswood School, wherever I am, whoever I am with, whatever I am doing, I have these fundamental rights:

- to be asked for my permission before being helped with my personal care

- to be valued as an individual and to develop my potential through education

- to be treated with dignity and respect

- to be nurtured, supported and cared for

- to be safe

Being valued as an individual means:

- being cared for and treated as unique

- being talked to and about by my own name

- being consistently cared for wherever I go

- being encouraged to be me

- being given enough time to take part, to do things for myself, to understand and be understood

- being listened to however I communicate (voice, gesture, sign, communication aid) and being given time to express myself and time to respond

- being given opportunities to develop in all aspects through learning opportunities in school and in the community in order to achieve as much as I can

Being treated with dignity and respect means:

- never discussing personal information about me in the presence of another child

- being addressed with respect; never referred to or about as if I am my disability, nor as if I am one of my needs

- being involved in conversations; never being talked about as if I am not there

- having my privacy respected at all times and in all places

- having all information about me treated carefully, kept safe and shared only with those people who need to know

- being involved in decisions that affect me: being actively encouraged to express my views and where these cannot be taken into account, then told why

- being given opportunities to make my own choices

Being nurtured, supported and cared for means:

- having the same rights and choices and as far as possible the same kind of life as other children of my age and culture

- having consistent care from staff who really care about me and know me well

- being actively supported as part of a family: having my parents/carers fully involved in any planning for me and acknowledged as ultimately responsible for me

- having access to communication equipment when I need it and being listened to and heard when I need to communicate, even if it takes a long time and I am not easy to understand

- being given information about what is happening before it happens, being given explanations of events in my day before they occur

- being given opportunities to play

- being given the best possible care that can be provided

Being safe means:

- being protected from risks
- being protected from abuse
- physical abuse includes any physical punishment or unnecessary rough handling
- emotional abuse includes malicious teasing and taunting, unjustifiably ignoring me, controlling me through fear, shaming or humiliating me or deliberately misinterpreting my communication
- sexual abuse includes any sexual act and inappropriate or unnecessary contact with me
- being part of a team who work together to protect my well being
- knowing that I have all of these rights all of the time I am at Bishopswood
- knowing that all of the important adults in my life are aware of these basic rights and being clear about what I can do if these rights are infringed or not respected

Statement of Adult Responsibilities

(in relation to the Charter of Children's Rights)

Every member of staff at Bishopswood School, wherever they are, whoever they are with, whatever they are doing has these fundamental responsibilities in their involvement with the children:

Valuing children as an individual and developing their potential through education means:

- caring for and treating every child as unique

- talking to and about every child by their own name or talking about a group of pupils by their class name; never using derogatory terms

- consistently caring for children and encouraging the children to be themselves

- giving children enough time to take part, to do things for themselves, to understand and be understood

- having high expectations of what each child can communicate, learn and do

- not making assumptions about my gender or sexuality

Treating children with dignity and respect means:

- addressing every child with respect; never referring to or about as if they are their disability, nor as if they are one of their needs, nor as if they are a piece of equipment

- involving the children in conversation; never talking about children as if they were not there

- respecting every child's privacy at all times and in all places

- treating all information about children carefully, keeping it safe and sharing it only with those people who need to know; never discussing personal information about one child in the presence of another child

- involving children in decisions that affect them: actively encouraging children to express their views and where these cannot be taken into account, then explaining why

- giving opportunities for the children to make their own choices

Being nurtured, supported and cared for means:

- offering the same rights and choices and as far as possible the same kind of life as other children of the same age and culture

- providing consistent care from staff who really care about them and know them well

- actively supporting each child as part of a family: involving their parents/carers fully in any planning for them and acknowledging their ultimate responsibility for their child

- ensuring access to communication equipment at all times when it is needed and listening to and hearing the children when they need to communicate, even if it takes a long time and they are not easy to understand

- giving the children information about what is happening before it happens (being moved, being taken somewhere, having something taken out of their bag) and giving explanations of events before they occur

- giving children opportunities and help to play

- giving the best possible care that can be provided

Keeping children safe means:

- protecting the children from risks and protecting them from abuse
- by reporting concerns
- 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 them, controlling them through fear, shaming or humiliating them or deliberately misinterpreting their communication
- sexual abuse includes any sexual act or contact with a child this may include non-contact activities such as involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (include via the internet)
- working as part of a team who work together to protect the well being of the children
- letting the children know that they have all of these rights all of the time they are at Bishopswood (these rights could only be denied if the exercise of the right would be injurious to the child or other people)
- ensuring that all of the important adults in the child's life are aware of these basic rights and being clear about what the child can do if these rights are infringed or not respected

Staff at Bishopswood School wish to acknowledge that this document was originally put together by the child protection working group, Chailey Heritage, North Chailey, East Sussex, BN8 4EF

