The Right Way: a children's human rights approach to education in Wales

The Children's Commissioner's framework for education settings is a principled and practical approach for working with children. It places children's human rights at the heart of their experience of education. The framework has been developed for and with education settings in Wales and includes case studies of human rights approaches in a range of settings, drawing examples of practice from across the education sector, including from early years, primary, secondary, SEN, further education and education other than at school (EOTAS) providers.

This document is a self-assessment tool for leaders and professionals and governors in education settings. It is based on the key indicators of a human rights approach set out in the Commissioner's framework. It will support settings to identify aspects of the Right Way approach they already implement, and to identify further areas for development.

How to use this self-assessment template

Settings are encouraged to complete this self-assessment as a senior leadership team and with their governing body. Included are some ideas about how you might go about implementing the 5 principles of The Right Way. There's an opportunity for you to undertake RAG rating against the delivery of every principles (green=fully implementing, amber=work in progress, red=no work identified). You're then asked to create SMART objectives against each principle to ensure compliance and a lead person for each area of work. Settings could use this template to measure progress and to feedback on progress to the governing body and the wider school community.

Principle 1		Embedding children's rights - putting children's rights at the core of whole school planning and delivery. You can do the following to embed children's rights:					
Actions		Develop a **clear strategic vision** to embed a children's rights approach. Leaders in your setting need to champion this vision and ensure it is understood by all staff.	Complete this self-assessment tool to create an action plan of specific, measurable, and time-bound targets, which are based on the Right Way framework.	Identify **key individuals or a team** with responsibility to take forward your action plan, and to support others to develop their practice. This should be reflected in their performance management and appraisal.	Ensure that **the whole staff body have professional learning** to develop knowledge and understanding of the UNCRC and UNCRPD, in line with legal requirements of the curriculum.	Make sure parents and carers know that children's human rights are important to your setting and include the UNCRC and UNCRPD in your **communications and events**: You can use our simple parents' guide to children's rights to do this.	Ensure that you link children's human rights to the **four purposes** and the six **Areas of Learning and Experience**. You can use our curriculum rights-map to support this.
Initial Red/ Amber/Green rating							
Set SMART goal (Specific, Measurable, Achievable, Realistic, time-based)							
Who leads?							

Principle 2	Equality and Non-discrimination - **ensuring that every child has an equal opportunity to be the best they can be.**				
Actions	Include a **clear commitment to taking action against discrimination on any basis** in policies and vision, and share this as a clear and consistent message with the school community.	Support children and young people to take an **active stance against different types of discrimination**. For example, the Children's Commissioner's [Tackling Islamophobia](#) resource will support your settings to take express action against faith-based discrimination.	**Gather relevant data,** including disaggregated data, to enable identification of discrimination or inequalities to identify children who may be discriminated against.	Develop **targeted programmes of action** to ensure equality for groups of excluded, socially marginalised and disadvantaged children. In some cases your pupil development grant can help resource this.	Require external services and experiences, for example, school visits and trips, to be provided in ways that do not discriminate against children or groups of children. Ensure external providers enable disabled children and children with additional learning needs to fully participate in experiences. [See Check with Ceri resource](#)
Initial Red/Amber/Green rating					
Set SMART goal (Specific, Measurable, Achievable, Realistic, time-based)					
Who leads?					

Principle 3	Empowering children - giving children the knowledge and confidence to use their rights and hold organisations to account				
Actions	Provide children with **opportunities to act collectively** to develop ideas and proposals to bring about change **in your setting**. Our resources to support school councils will help this.	Make sure children on your school council and other pupil voice groups can **meaningfully influence decisions in your setting.**	Provide children with opportunities, resources and education to take **collective action as ethical, informed citizens in your wider community**. The Children's Commissioner has a toolkit to support this: Make a difference – a young person's guide to taking action.	Support learning in the Humanities and Health and Wellbeing AoLEs by ensuring children have information and opportunities to **develop their understanding of their human rights**. Use the Children's Commissioner's resources to support this and sign up to our free schemes	Link learning to the Wellbeing Goals for Wales and the Sustainable Development Goals and support children to see how their learning supports them to take actions as citizens of Wales and the world. Resources to support this are available here.
Initial Red/Amber/Green rating					
Set SMART goal (Specific, Measurable, Achievable, Realistic, time-based)					
Who leads?					

Principle 4	Participation - listen to children and take their views seriously (as guaranteed by Article 12 of the UNCRC). Do the following so children can participate.				
Actions	Include a **clear commitment to inclusive participation** of children in key policies and statements.	Adopt the seven National Participation Standards and develop awareness of these with all staff and governors.	Recognise that there are different levels of participation, relevant to different circumstances. A **participation model**, like the examples included in our explanation of participation for teachers, can help clarify the different types of participation you can use.	**Involve children in:** designing and reviewing your curriculum; the recruitment of staff and governors; school budget decisions; choices about learning.	Provide **feedback** to children and staff on the outcomes of children's involvement, highlighting any changes and any reasons why their ideas weren't taken on board.
Initial Red/Amber/Green rating					
Set SMART goal (Specific, Measurable, Achievable, Realistic, time-based)					
Who leads?					

Principle 5	Accountability - organisations and individual members of staff who work with children are 'duty bearers' and should be held to account for how well they support children to access their rights. Do the following to be accountable to children.				
Actions	Assess your children's rights approach using this **self-assessment tool** and use this to identify key areas for improvement. Involve children in this assessment, and in identifying areas to develop.	Enable children to **participate in monitoring** the targets on your **School Development Plan;** you could use pupil voice groups to support this.	**Feedback regularly to children in a suitable format.** You could use the 'You Said, We did' model: listing young people's comments and suggestions in one column and saying clearly how the information was used in the next column.	Create a child-friendly version of the **annual report from governors.**	**Provide accessible information** about processes for making complaints about the setting or individual staff and accessible information on how to get advice or advocacy.
Initial Red/Amber/ Green rating					
Set SMART goal (Specific, Measurable, Achievable, Realistic, time-based)					
Who leads?					