

# 5 Pillars of rights-based practice



## Relationships, CULTURE AND ETHOS

Rights-based relationships are based on kindness, empathy, trust, and belief in the human dignity of each and every one of us.

- In your practice, how would you describe the relationships you have with children? Or the relationships you help foster between children?
- How do you support children to thrive?
- How do you think relationships in a setting can support the rights of the child?

## AGENCY

When we talk about 'agency' it means that a person has a level of control and a positive sense of who they are.

We want children in early years' settings to develop a strong sense of who they are and to feel they can have and express their preferences, likes, dislikes, opinions.

- What have you seen, or done, in an early years setting that would support children with things like having their say, being part of planning, leading activities, being recognised as an individual?

## AWARENESS AND UNDERSTANDING OF RIGHTS

The concept of rights can be challenging for our youngest learners. It is important though that we help children to develop an understanding that their rights are central to everyday experiences and relationships.

Children might begin to develop an understanding that they have the right to be safe, to play, to be loved.

- How could you help children understand their rights? You could think about how you or other adults interact with children, or perhaps some of the activities or resources you use.

## IMPORTANCE OF YOU

When we think about how we promote, protect and fulfil the rights of children we need to remember how important we are as the adults in the room.

- How would you describe the kind of person you are in your work with children?
- How do you think children would describe you?
- What personal qualities, behaviours, knowledge and experiences do you bring to help you be a champion for children's rights?
- What are your expectations of other adults in the setting when it comes to how they are with children and indeed with each other?

## Use of Rights Based LANGUAGE

To help us promote, protect and fulfil the rights of children we need to be able to talk about rights, to use the word rights and be clear it is what we are interested in. If we work to understand the 5 pillars we can begin to build confidence to use words that help us be clear about our commitment to the rights of the child.

- How confident do you feel about talking about the rights of the child with other adults in the early years setting?
- How confident do you feel to talk with children about their rights?
- Can you think about examples of how you have or could talk with others about rights?