|  |  |
| --- | --- |
| thumbs upA group of people all waving | **Hello!** We are Together (Scottish Alliance for Children’s Rights). We are a charity that helps make things better for children.  Welcome to our 2022 report! |
|  | This report looks at how well children’s human rights are being protected in Scotland. |
| A man reading a document with an image of a thumbs up on it | This report looks at what adults can do better for children. |

|  |  |
| --- | --- |
| A man with brown skin and an orange top on smiling | **What are children’s rights?**  Every child is born with human rights. These are things every child needs to grow up happy, healthy and safe.  Here are some examples of children’s rights: |
| football | * The right to play |
| children looking at a whiteboard with the equation '6x10=' on. next to the whiteboard is a teacher. | * The right to learn and go to school |
| a person in a yellow top is surrounded by healthy food. | * The right to eat healthy food |
| a person thinking about a lawyer with the words 'rights' above their head. the person is pointing to their stomach which has a green tick on it. | **Children’s rights and the law**  The Scottish Government wants to make children’s rights part of the law. |
| a scroll. | To put children’s rights into law, Scottish Government wrote a bill.  A bill is a document that could become a law. |
| a man reading a document. | This report will help adults get ready for this new law.  It says what adults should be doing: |
| A picture containing text which reads 'involved in decision making'. People are sat around a table with two thinking bubbles above them. in one bubble is a green tick. in another bubble is a red cross. Next to the table is a man in a yellow top and blue trousers. | **Adults should include children in decisions**  Children should have a say in decisions and be listened to by adults. |
| knife, folk and plate. | An example of children being involved in decisions is helping your school choose what is on the lunch menu. |
| A picture containing text which reads 'involved in decision making'. People are sat around a table with two thinking bubbles above them. in one bubble is a green tick. in another bubble is a red cross. Next to the table is a man in a yellow top and blue trousers.   Description automatically generated | Here are some ways adults can make sure children are included in all decisions that affect them: |
| A man and a women are surrounded by icons showing different types of ways information can be accessible, such as using large print. Surrounding the man, woman and symbols is a circular arrow with a yellow 'i' where the arrow stars and ends. | * Adults can create child-friendly information |
| Image of a woman in a wheelchair, a baby, two children, two adults and two young people with a circular arrow wrapping around them. | * Adults can help children of all ages and backgrounds be included. |
| people sat around a table giving feedback to a man in a suit | * Adults can give children feedback on how their views have affected the decision. |

|  |  |
| --- | --- |
| a group of people of different races and genders, standing and smiling. One person is in a wheelchair. | **Adults should include *all* children**  It can be harder for some children to have their views heard because they are younger, disabled, speak another language or another reason. |
| a group of people of different races and genders, standing and smiling. One person is in a wheelchair. A circular arrow surrounds this group. | It is important for all children to access information and opportunities to have their views heard. |
| A man and a women are surrounded by icons showing different types of ways information can be accessible, such as using large print. Surrounding the man, woman and symbols is a circular arrow with a yellow 'i' where the arrow stars and ends. | Adults can help children by:   * using British Sign Language, Braille, interpreters or other things children might need to help them understand. |
| a woman with a speech bubble above her head | * thinking about what children need when they are creating information and activities. |
| a computer with the Facebook and Twitter logos on | * making sure information is easy for children to find. This could mean using social media. |
| a man stood up pointing to a white board with the speech bubble 'this is how' next to it. An audience is watching him | * getting training on how to share ideas in ways that all children can understand. |
| a piggy bank with the symbol '£' on and pounds going into it. | * putting money aside for interpreters or other things children might need. |

|  |  |
| --- | --- |
| a group of people of different races and genders, standing and smiling. One person is in a wheelchair. | **Adults should look out for children who need extra help**  Some children need extra help to make sure their rights are met. This might be because they are disabled, live away from their family, or for lots of other reasons. Here are some of the things adults should do: |
| A computer and tablet with the letter 'i' on. | Adults should collect information to find out who these children who need extra help are. |
| Two women with speech bubbles above their heads. A computer with a graph on. | Adults should gather children’s views as well as the important numbers. |
| a group of children. | * Adults should gather information about different groups of children so they can understand what different children need. |
| A man with a speech bubble which reads 'I'd like to complain'. A woman next to him has a speech bubble which reads 'how can I help' | **Adults should make it easy for children to complain if things go wrong.** If children’s rights are not met, they should be able to make a complaint.Adults can do lots of things to make it easier for children to make a complaint. |
| a person thinking about a lawyer with the words 'rights' above their head. the person is pointing to their stomach which has a green tick on it. | Adults should help children know about their rights, so children know when something has gone wrong. |
| A man and a women are surrounded by icons showing different types of ways information can be accessible, such as using large print. Surrounding the man, woman and symbols is a circular arrow with a yellow 'i' where the arrow stars and ends. | Adults should make it easy for children to make a complaint by using British Sign Language, Braille, interpreters or other things that a child might need. |
| **Judge female outline** | Adults should help children speak to a lawyer if they need one. |

|  |  |  |  |
| --- | --- | --- | --- |
| Image of a woman in a wheelchair, a baby, two children, two adults and two young people with a circular arrow wrapping around them. | | **Adults should learn about children’s rights.**  Everyone should know about children’s rights - both children and adults. | |
| a leaflet | | There are lots of ways to make sure this happens - like learning about rights at school, posters, leaflets, shows, adverts and training for adults. | |
| a person thinking about a lawyer with the words 'rights' above their head. the person is pointing to their stomach which has a green tick on it. | | If **children** know their rights, they will know when they are not being respected.  They can then complain so that things are put right. | |
| a man reading a document with an image of a thumbs up on. | | If **adults** know about children’s rights then they will know how to make things better for children. | |
| a weighing scales with money on one side and a baby in another. 'budget' reads above the scales. | **Adults should think about children’s rights when they are making decisions about spending money.** | |
| thumbs down | If adults do not think about children’s rights when making decisions about money, then they might spend it on something that is not important for children. | |
| A green arrow comes from a man in a grey suit. Next to the arrow is a stack of coins. Next to the coin is a green arrow pointing to a group of people holding documents sat around a table. | Adults should involve children in decisions about spending money. | |
| a piggy bank with pounds going in. | Adults should use as much money as they can to protect children’s rights, before spending it on anything else. | |
| a group of people stat around a table. On the table is a document that reads 'Child Rights Impact Assessment'. Two people have thought bubbles above their heads. | **Adults should think about children’s rights when making decisions.**  A special tool can help adults do this. It is called a Child Rights Impact Assessment. | |
| a woman thinking of two checklists | A Child Rights Impact Assessments is a list of questions that adults must answer.These questions help adults to think about their decisions and make changes to their ideas. | |
| Alarm clock outline | Adults should do Child Rights Impact Assessments early so there is time to make changes to their decision. | |
| Image of a woman in a wheelchair, a baby, two children, two adults and two young people with a circular arrow wrapping around them. | Adults should involve children of all ages and backgrounds when answering questions. | |